Overview

- What is Early Intervention?
- Being Responsive to the Priorities of Families
- Early Intervention Approaches to Service Delivery
- Assessment and Intervention Planning
- Intervention
Objectives

Upon completion of this session, you will be able to:

1. describe the context of early intervention services;
2. identify strategies for supporting the family and implementing collaborative care;
3. access resources for evaluation / assessment, program planning, and intervention in early intervention
What is Early Intervention?
Meeting developmental needs of young children
Preparation children for school
Providing individualized-coordinated services
  • Working as a team with the family
Supporting the family
Serving children & families in natural environments
Challenge and Opportunity Reflection

- Am I passionate about early intervention?
- Do I like interacting with families?
- Do I enjoy being out in the community?
- Do I like doing more than “just” PT?
Acknowledging the Unique but Expanded Role of PT in EI

• PT specific competencies and application of broader knowledge and skills to promote a child’s and family’s participation

• “The challenge is to develop strategies for teaching parents to incorporate developmental activities into daily routines in ways that do not interfere with parents’ efforts to be sensitive and responsive to their children” Rosenberg & Robinson
Evidence for PT, EI, & Natural Environments

- How does a PT in EI choose an effective intervention strategy when:
  - Effective procedural PT interventions do not occur in the natural environment  OR
  - Effective “EI” approaches were not specifically taught in PT school  OR
  - Effective approaches for adult and child learning include the natural environment but one approach will not match every family’s needs or unique contextual factors that contribute to learning
Gaps in Evidence

- Need for comprehensive outcomes research to understand the complex influences of child, family, environment, and service factors on meaningful outcomes for children and families (Bartlett & Lucy, 2004)
- Limited knowledge for many of the specific intervention strategies used in EI
- EI “package” versus contributions of specific disciplines
- Outcomes for adaptive function, participation in family and community life, ease of caregiving, and family functioning have not been adequately studied
Being Responsive to the Priorities of Families
Family-Centered Care > Positive effects on child and family

What are the key components?

- Communicating and sharing information
- Collaborating
- Fostering family involvement and choice
- Building on strengths
- Providing support

How do we do this?

(Rosenbaum et al, 1998; Law et al., 2003; Iverson et al., 2003; King et al., 2004; Dunst et al., 2008)
Support the Child

- Respect the child
- Acknowledge strengths
- Offer choices
- Support their role as a family member (i.e. chores) & peer (support social competency)
- Build self-esteem: promote child’s regard of their self as competent
- Support child-initiated activities
- Provide intervention related to natural contexts, daily routines, & play
Support the Family: Promote Quality of Life

Basic needs are met.
Opportunity to pursue goals related to their happiness & fulfillment

Family-Unit Domains
- Family interaction
- Daily family life
- Parenting
- Financial well-being

Impact Domains
- Emotional well-being
- Health
- Physical environment
- Productivity
- Social well-being
- Advocacy

http://beachcenter.org
Strategies for Forming a Partnership

- Ask family how they would like us to serve them
- Seek, acknowledge, & value family input
- Be open to discussions
- Really listen to the family
- Build on family strengths
• Honest & direct manner in communications while maintaining hope
• Provide information & resources
  • Support advocacy skills to negotiate the systems
  • Help families mobilize resources & supports
• Use “I” statements
• Provide opportunities for reframing
• Bring a sense of friendship & at times humor to the relationship
You are at an IFSP meeting for a one year old boy with cerebral palsy. He has significant limitations in self-mobility (GMFCS level IV). The parents show the team how their son enjoys being held in standing. When the parents are asked about outcomes they indicate that they want their son to learn to walk.

How can the team balance their professional knowledge with respect for the family’s expertise and priorities?
Challenge and Opportunity Reflection

- One of my first families on my caseload for home-based early intervention was a young teen-aged mother with a toddler and a newborn who had Down syndrome. During my visit she preferred to watch a soap opera instead of participating in the play activities.
- I knew this did not “match” the philosophy of the EI program.
- What would you do in this situation?
Approaches to Service Delivery
Key Features of Best Practice

Community of Practice Workgroup: www.nectac.org

- Be a team and provide care coordination
  - People who have a shared framework and are working together to accomplish a common set of goals
- Be “dynamic and individualized”
- Identify IFSP outcomes that are “functional and based on child and family needs and priorities”
- “Work with and support the family members and caregivers in a child’s life”
- Select interventions “based on explicit principles, validated practices, best available research and relevant laws”
- Embed intervention in “every day experiences and interactions with familiar people in familiar contexts”
Themes for Team Collaboration
Blue-Banning et al, 2004

- Communication
- Commitment
- Equality
- Skills/competency
- Trust
- Respect

Beach Center on Disabilities http://beachcenter.org
Approaches to Teaming in EI: Policy vs. Practice

- Multi-disciplinary
- Inter-disciplinary
- Trans-disciplinary
- Primary Service Provider (PSP)
- Coaching
Barriers to Teamwork

- Interpersonal factors
  - Different beliefs and philosophies
  - Lack of trust
  - Protecting one’s discipline

- Structural factors
  - Team composition (consistency of staff)
  - Large caseloads
  - Undefined roles
  - Paperwork requirements
  - Time
  - Lack of knowledge & training
  - Mechanisms for communication (policies, procedures, and funding, i.e. team meetings)  (Ideishi et al., 2010)
Challenge and Opportunity Reflection: Multi- and Interdisciplinary Approaches

- **Within EI:** Leah’s mom’s top priority is feeding time.
  - The PT and OT would like to do a co-visit to collaborate with each other and with Leah’s mom to identify strategies for adapting the high chair, discuss nutritional needs, support adaptive behaviors for self-feeding.
  - The state will not reimburse the EI agency for 2 services at the same time.

- **Across systems of care:** Andrew’s EI PT has questions about his orthotic and follow-up by the orthopedist. How can she promote communication and coordination with hospital-based service providers?
Challenges and Opportunities Reflection: Transdisciplinary Approach

What happens when child has intensive needs & family has limited resources?

How can I make teaching to colleagues & family less awkward?

How to be everything for the family?
Assessment & Intervention Planning
Considerations

- Provide information ahead of time and discuss the purpose, process, format, and roles

- Letter of the law versus spirit of the law
  - Evaluation and IFSP development during single session
  - Independent evaluation team
Listening to the Family

- Family perspective regarding their child
- Expectations, priorities, dreams
- Family / child interests, daily routines, and experiences
- Family / child roles, values, beliefs, culture
  - Understanding of how families organize their life > who does what, and how do family members spend their time
What questions do you ask families?
Participation

- Physical: Doing
- Social: Belonging
- Self-Engagement: Being and Understanding

(King, 2004)
Discuss & Observe Routines and Activities with Family & Child: Andrew on the Playground

- Is the activity going well? > Promote child learning next skill
- Not going well? > Opportunity to provide support
- Is this a preferred activity for the child? Does the child enjoy the activity?
- Does the activity provide learning opportunities without being contrived?
- Is the activity part of ongoing routines or is it a special event?
- Is the routine predictable and repeated?
- Does the activity provide opportunities for child initiation?
- What are the competing needs for the routine?
- Are there opportunities for social interactions?
- Are there new activities that you would like to try?
IFSP Development & Service Decisions

- Sharing and reviewing knowledge and insights
- Supporting family involvement
- Key family and child outcomes
  - Identifying the outcomes
    - The miracle question
    - Providing guidance
    - Framing what is realistic
    - Functional clusters and prioritizing
  - Putting the outcomes in measureable and meaningful terms
- Discussing strategies as a team
Intervention
What is your intervention philosophy?

What does intervention look like?

Why do we struggle?
Coordination of Care

- Connections among early intervention providers
  - More frequent early intervention team meetings
  - Co-visits of early intervention team providers
  - Identification and access of community resources through community mapping

- Linkages between community, education & medical systems
  - Visit or phone conference with other health care professionals
Sharing Information with Families

- Provide information on family-identified needs
- Embed intervention strategies into child’s and family’s daily life
  - Check back: “Did this work or not work for you?”
  - Open discussion to make sure not causing more stress
- Conduct visits when family members who are important in the child’s life can participate
<table>
<thead>
<tr>
<th></th>
<th>Interacting with children</th>
<th>Walking at home and in the neighborhood without falling</th>
<th>Using right arm to assist with dressing and feeding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feeding time</strong></td>
<td>Andrew can have a play date over for lunch and build cracker sandwiches together.</td>
<td>Andrew can carry the napkins to the kitchen table at mealtimes.</td>
<td>Andrew can support the bowl with his right hand while scooping food with his left.</td>
</tr>
<tr>
<td><strong>Outside play time</strong></td>
<td>With supervision, Andrew can sit on the glider with another child as you sing “Row, row, row your boat.”</td>
<td>Support Andrew to walk the block to the playground by having him hold on to your index finger.</td>
<td>Prompt Andrew to push his right arm through his jacket sleeve when getting ready to go outside to play.</td>
</tr>
<tr>
<td><strong>Bedtime</strong></td>
<td>Discuss your visit to the playground and ask Andrew to tell you what he liked doing with his friend.</td>
<td>Andrew can walk up the flight of stairs for bath time before bed using the railing.</td>
<td>With Andrew sitting in your lap, have him support a cardboard book with his right hand and turn the pages with his left.</td>
</tr>
</tbody>
</table>

(Daily Routines and Activity Matrix: Bricker, 1998; Chiarello, 2012)
NATURAL ENVIRONMENTS: A World of Opportunities
Supporting Participation in Home and Community
Routines-based Intervention

Supporting child’s participation in their daily life activities by implementing intervention strategies during the family’s and child’s natural routines

- support and facilitate family child interaction as primary context for learning and development
- utilize daily routines including child care activities such as feeding, bathing, dressing, and playing
- utilize parent and child mediated activities during intervention

(Chiarello & Effgen, 2006)
Routine Webs to Highlight Learning Opportunities

From Campbell: Infants and Young Children, (2008), 21(2), 94-106
Parent-Child Interactions & Play

• Enable us to provide intervention to children in natural contexts & roles
  – Attempts to capture the essence of the child and his life in the family and community
  – Context of child development

• Naturally promote family participation and establishment of trust with child and family
  – Build and reinforce child’s and parents’ sense of competence & worth

• Meaningful outcomes for families and children
Supporting Parent-Child Interactions

- Importance of parent-child interactions
- Child’s developmental & functional level
  - Focus on competent behaviors
- Child’s interactive & communicative signals
  - Be specific, i.e. “At this age Jack can attend for a short period, so after a few minutes of “talking” with him, it is good to have a pause”
- Model the ability to be sensitive & responsive to child’s behavior
- Help discover opportunities and energy in the day to interact and play with their child
Promoting Competency

- Respect for caregiver’s primary role in nurturing and loving their children and the need for enjoyment
  - When playing ball with your child the focus should not be on using 2 hands
- Optimize family strengths
- Promote active participation of the child and reciprocity between the caregiver and child
- Be sensitive to the parent’s and child’s interests, cues, & needs
Strategies for Interactions with Young Children

- Face to face positioning
- Assistive technology & other adaptations
- Observe child’s cues: sensory preferences, rhythm, interests
- Adapt style to match child
  - Consider child’s pace, tempo, & complexity level
  - Play in the child’s world
- Take turns: wait, use of silence, signal and prompt
- Imitate child: follow child’s lead and expand
• Build in repetition
  • Use of predictable play sequences
  • Importance of familiarity (anticipation is important)
• Be animated to bring the energy & humor
• Less directives
• More statements, praises, exclamations
• Participate instead of supervision or direction
• Selective input
• Allow child to discover their own resources
Siblings

- How can we help families support a child’s relationship with their siblings?
- What resources can we provide the family so they can also help the siblings learn and understand about their sister’s or brother’s condition?
- What is the appropriate amount of involvement of a sibling?
Promoting Playfulness

- Play as a domain in its own right
- Process more important than skill
- Address physical needs of play: AT
- Consider both independent & interactive play
- Involve caregivers, siblings, & peers
- Play with motion, objects, language, roles, and rules
- Consider child goals related to playfulness, i.e. provide a cue to a playmate
- Be Playful: Bring energy, animation, & humor
- Consider Motor vs. Play challenge
• Opportunity to take risks and to be a leader
• Enhance Environment / Atmosphere
  • Safe – allow child to make mistakes
  • Set up play space
• Playthings
  • Balance between familiar and novel play themes
  • Flexibility with materials and activity
  • Toys that require active participation
  • Accessible placement of toys
  • Consider toys/play experiences that match child’s capabilities, interests, age
    • Multiple uses, moderate complexity, unstructured to challenge imagination
• Playmates
• Child-directed
• Avenue for Success
General Approach to Promote Child’s Participation and Learning in Natural Environments

- Prevention and safety
- Advocacy
- Support the family
- Learn about your community and offer to provide visits at a variety of community locations
- At child’s home / childcare setting, provide intervention in a variety of rooms / locations / times
- Provide procedural interventions during the actual daily routine
- Modify the environment
- Adapt the task
- Support the child – preparing for next environment
The Environment and Task

- Modify room layout, location of toys
- Adapt activity procedures or materials
  - Provide assistive technology for communication, positioning, mobility, self-care, play
  - Change timing and scheduling of activity
  - Provide prompts for activity
  - Alter requirements of the activity

“Here’s the Situation: Try This Adaptation Form” from Campbell, 2008
Supporting the Child

- What do we bring to the table to support the child?

  - Support the child through our respective areas of expertise
Interventions to Prepare the Child for Preschool

- Playing with other children, i.e. siblings, neighbors, play groups
- Playing alone
- Participation in a variety of play experiences including games
- Emphasis on self-care skills
- Practice at following simple directions
- Providing child some responsibility for small tasks like putting away toys
- Having child make choices and making his wants and needs known
- Reading stories about preschool
Challenge and Opportunity Reflection: Should we bring our toys into the home?
Challenge and Opportunity Reflection

* Katie’s mom feels isolated and would like to meet other parents and talk to someone who may “get it”
* Luke is 2 years old and does not have the opportunity to interact with other children
Creating and Sharing Solutions
Be an Advocate

• Celebrate successes

• Affirm that EI is an effective and meaningful program to promote the health, development, and well-being of young children with developmental delays and disabilities and their families

• Commit to take action to solve challenges

• Professional development plan
Key References


