Facilitating Early Development Using Daily Routines

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Disclosure

We receive royalties from two books which have some content used in this presentation.

Learning Outcomes

- Learn how to support families in addressing IFSP/IEP goals during commonly occurring routines and activities
- Help families understand their child’s development and establish appropriate expectations for their child
- Learn ways to empower families to promote development and participation in family and community activities

Recipe for Success

Knowledge of Routines Based EI + Knowledge of Development + Knowledge of Coaching + Knowledge of Teaching Strategies and Principles of Learning = Ability to Facilitate Development Using Daily Routines

Questions to Ask to Parents/Other Caregivers to Help Focus on Skills Relevant to Routines

- What would you like _____ to be doing 6-12 months from now? What steps might be needed to get there?
- How is _____ going? (mealtime, sleeping, bathing, dressing, diapering, playing)
- Tell me how things are going when you need to do chores such as grocery shopping, cooking, and cleaning.
- How does _____ do when you go out in the community (going for a walk, to the park, to the store) or when others come to your home?
- What would you be doing if I weren’t here?
Questions for Providers to Ask Themselves

- Am I targeting what is important for the family and for other caregivers?
- Are my strategies a good fit for the family/other caregivers?
- Am I starting where everyone is comfortable?
- Are the strategies motivating for the child, the family, and other caregivers?
- Am I facilitating optimism?

Knowledge of Development

Another Way to Think about the Five Developmental Domains

- Behavior Regulation and Social Skills
- Cognitive and Receptive Language Skills
- Expressive Language Skills
- Gross Motor Skills
- Fine Motor Skills
- Self-care/Adaptive Skills

Behavior Regulation and Social Skills
Cognitive/Receptive Language Skills

Expressive Language Skills

Gross Motor Skills

Fine Motor Skills

Self-Care/Adaptive Skills

Knowledge of Coaching
Beginning to Coach

- Start out with a new family rather than change what you are doing with a current family
- Introduce coaching at the first session and remind parents on what coaching looks like until it becomes part of the way you interact
- Simple explanation: “I do, we do, you do.”

Developed by York/Adams EI (Casey Darling, Tyler Hoffman, and Kris Woody)

Opening the Session

- Review notes from last week
- Review what we agreed that the caregiver was going to practice? Ask caregiver how it went
- Ask how the week went
- Was X strategy helpful?
- Are there any new concerns or challenges?
- Any thing special he or she wants to focus on or practice today?

Using Session Notes in Meaningful Ways to Support Coaching

- Use prior notes to set the stage
- Capture meaningful strategies or what went well in your notes
- Capture “lessons learned” from what did not go well
- Include “so that” so caregivers know why a skill is important
- Review the notes with the caregiver
- Ask the caregiver what helps them use the notes

Closing the Session

- Leave about 10 minutes to wrap things up
- Review what you did during the session by briefly reading the session notes
- Talk about things that went really well and things that were more challenging
- Ask the caregiver what he or she would like to practice for the week. I ask them to choose just one thing.

Decrease Dependence on a Toy Bag

- Begin by bringing in less
- Say “Let’s use your toys next time!”
- Plan ahead : “Let’s plan an activity to do together next week.”
- Start with a new family – no toy bag.
Teaching Strategies and Principles of Learning

- Motivation
- Reinforcement
- Repetition
- Shaping and Prompting
- Function of Behavior/Replacement Behavior
- Generalization

A Variety of Routines: Video Collages

- Grooming and Hygiene
- Household Activities
- Community Outings
- Mealtime/Snack Time
- Book Time
- Dressing
- Playtime
Dressing and Diapering

Mealtime/Snack Time

Playtime

Considerations

- Siblings
- Technology
- Resources

Technology: Tips and Hints for Routines with Phones and Tablets

- Establish a routine to signal ending the time with the screen (counting, using a timer)
- Stay in control of the screen
- Provide educational materials about screen time recommendations to families
- Use Guided Access where possible

Siblings
Tips and Hints when Family Prefers TV on During Sessions

- Ask if volume can be lowered at times
- Move with the child as far away from the TV as possible, as often as possible
- Interact with the child while watching the TV, pointing, labeling and describing

Helping in the Kitchen

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<tr>
<td>Following directions/compliance</td>
<td>Outlining questions such as “What do we need now so we can spread the butter?”</td>
<td>Pragmatics: Conversation about the day</td>
<td>Strength/Balance: Getting up and down from a stool to rinse dishes</td>
<td>Bilateral coordination: Tearing lettuce</td>
<td>Dressing: Putting on an apron</td>
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<tr>
<td>Turn-taking</td>
<td>“Give one to her”</td>
<td>Strength/Balance: Squatting to pick up the first pan and emptying it in the trash</td>
<td>Bilateral coordination: Holding bowl with one hand, stirring with the other</td>
<td>Hand and finger dexterity: Spreading butter on bread with a flat knife</td>
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Phin: A Success Story

Thank you for your time, your attention, and your participation!

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