

GET UP OFF THE FLOOR!

Implementing Early Intervention Where Everyday Magic Happens

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Implementation of recommended practices continues to be a struggle for early interventionists.

Brady, Peters, Gamel-McCormick, & Venuto, 2004; Brorson, 2005; Bruder, 2010; Campbell & Sawyer, 2007; Peterson, Luze, Eshbaugh, Jeon, & Kantz, 2007; Stremel & Campbell, 2007; Woods & Kashinath, 2007; Woods, Kashinath, & Goldstein, 2004

Even if your practices are on the "family routines" end, do you still find yourself sitting on the living room floor most of the time when supporting families? **How do you get up off the floor?**

Consider this: most family routines **DO NOT** happen on the floor. Caregiving routines and play in other contexts offer rich opportunities for learning. **How do you move from the floor to joining families in other activities?**



"Routines are not activities that the professional implements with the family. Instead, they are naturally occurring activities happening with some regularity, including caregiving events and simply hanging-out times."

Routines-Based Early Intervention
McWilliam, 2010



"The child's outcomes must reflect the skills necessary to function in the routines and activities identified as important to the family."

Family Guided Routines-Based Intervention
<http://fgrbi.fsu.edu/model.html>

BEGIN BY FINDING OUT ABOUT FAMILY ROUTINES

- Ask good questions at the intake and early visits
- Gather functional information about everyday life at the assessment
- Develop a meaningful IFSP that is unique to the child's and family's interests & routines
- Continue to explore and join routines throughout your interactions with families

Intervention in family routines actually begins with the first contacts with families and continues throughout the IFSP development process.

So how do we weave intervention into what we do with families on visits?

WHY IS IT IMPORTANT?

The gap between recommended practice in early intervention and what actually happens during intervention visits persists, despite the many intervention approaches (i.e., natural environments, participation-based intervention, family-guided routines-based intervention) described in the literature (Bruder, 2010; Sawyer & Campbell, 2009). Several reasons have been suggested for this gap, including difficulty in changing practitioners' beliefs (Sawyer & Campbell, 2009) and a lack of operationalized descriptions of practices that help providers know what to do with different families and in different situations (Bruder, 2010). There has also been a misplaced view that professional standards do not support this approach. Without effective adoption of recommended practices, early intervention visits continue to look clinical in nature, occurring "on the floor" (McBride & Peterson, 1997) with the practitioner providing a child-focused intervention session while the parent observes. In an effort to address this gap, this poster session will focus on helping practitioners consider how to integrate routines-based intervention practices into their current work with children and families.

Where are YOUR practices on the continuum?? TRADITIONAL or IN FAMILY ROUTINES?



TRADITIONAL Intervention Visits



- On the FLOOR
- Provider works with child
- Shows parent what to do while parent watches
- SKILL-BASED - Teaches skills child is missing using toys
- Talks about strategies parent can use
- Visits follow similar framework across families and time
- Visits happen at same day/time each week

FOCUS teaching missing skills in or out of context; what can be accomplished during the visit

Intervention Visits IN FAMILY ROUTINES



- Variety of settings
- Provider-parent-child triad
- Parent actively participates
- Show and coach parent through what to do
- Teaches functional skills needed to participate in daily routines/activities
- Practice using strategies and problem-solving during visits
- Play and caregiving routines provide context
- Each visit is unique and visit day/time varies with routine being addressed

FOCUS supporting development of skills & competencies in the context of child/family routines & activities; what happens between visits

GET UP OFF THE FLOOR!

If you want to get up off the floor... think about what your next visit will look like.

Here are some strategies:

Put everything you do in the context of family routines

Go where they go, do what they do, seek out learning opportunities in the child's and family's everyday activities!

ASK: What would you be doing if I wasn't here right now? ...then do that! Balance toy play with supporting families in other routines

Think about intervention more broadly and remember your role as a coach and consultant

Plan to target a specific routine on the next visit

Problem-solve & plan together for how the family will use the strategy between visits

Coach instead of "do" so that the parent can practice using the strategy during the visit by:

- Using what they have
- Following the child's/family's lead
- Asking good questions
- Observing THEN joining in!