

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

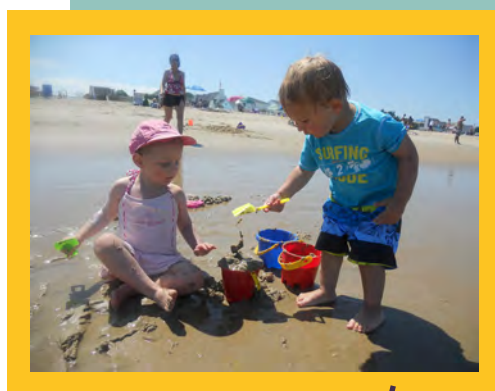
Brady, Peters, Gamel-McCormick, & Venuto, 2004; Brorson, 2005; Bruder, 2010; Campbell & Sawyer, 2007; Peterson, Luze, Eshbaugh, Jeon, & Kantz, 2007; Stremel & Campbell, 2007; Woods & Kashinath, 2007; Woods, Kashinath, & Goldstein, 2004



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>

**ASK:** What skills are necessary for this child to move about her family’s farm and interact with the animals?

## 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.

## Traditional method of “home” visiting persists.

Previous studies...report that a majority of the EI participants used a traditional service approach with families and children.

Campbell & Sawyer, 2009

**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
- Asking good questions
- Following the child’s/family’s lead
- Observing THEN joining in!



“The quality of routines-based intervention depends on the creation of a functional and meaningful intervention plan.”

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

## RESOURCES

VA EI Professional Development Center  
[www.eipd.vcu.edu](http://www.eipd.vcu.edu)

EI Strategies for Success Blog  
[www.veipd.org/earlyintervention](http://www.veipd.org/earlyintervention)

**Which 3 strategies are you planning to try when you return to the real world??**