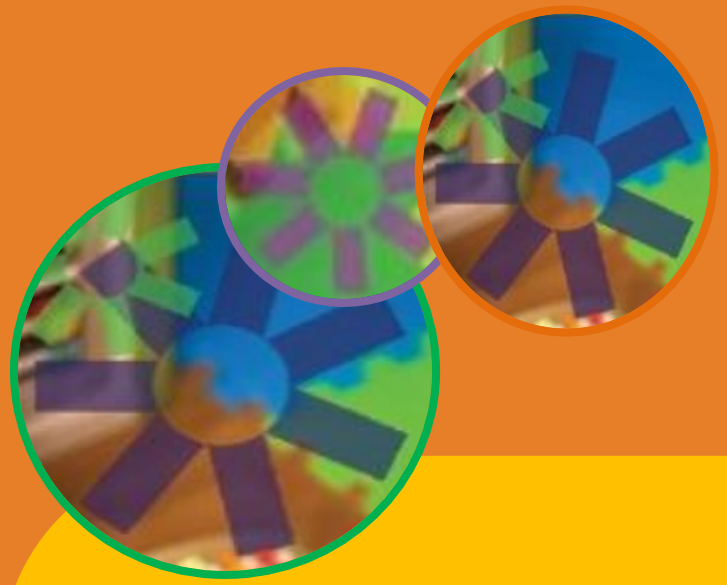

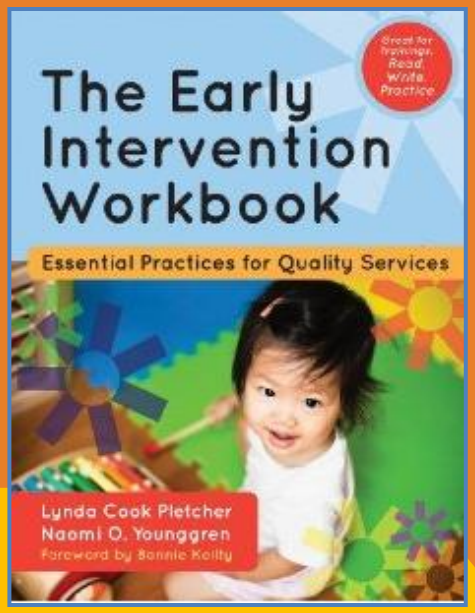

The Early Intervention Workbook: Essential Practices for Quality Services

A guided study for early intervention teams

Session 5: Chapters 7 & 9

Materials prepared by Lynda Pletcher & Naomi Younggren

Welcome Back!

Prior to this session discussion…

Look back over chapter 7 and read chapter 9. Complete all *Give It a Go* activities

- Review what's below with your team

Chapter 9: Questionable practices

- Review questionable practices (pages 153, 156, 159, 161, 164, & 168) and provide ideas for improvement.
- Are there differing responses? Discuss and work to resolve them as a team. Identify if there are areas that the team was not able to come to consensus on or needed more information to understand.
- Reflect on your own team practices and for each step, identify a best practice that is currently in place and working well and an opportunity for improvement.

- Discuss with your team one thing you've done that you feel went well since the last discussion

Objectives

- Participate in discussion: provide examples of working with family challenges during intervention interactions
- Generate ideas and quality practices that may be used in these circumstances
- Reflect on how the suggestions fit the foundational pillars and any quality practices
- Discuss any remaining questions from the quality and questionable practices activity in Chapter 9

Team talk

* Read the following scenario (Arlene & Jossie)
* Each team member identifies one concrete idea of what they would say or do
* Explain how the idea is supported by one or more foundational pillars

Scenario 1 – Arlene & Jossie

Arlene, a 17 year old mother with a DHS referral for her 18-month old baby with Down syndrome. At the IFSP meeting she said the following outcome was something she thought she wanted to do.

* IFSP Outcome: Jossie will participate in meal time by using a spoon to feed himself rather than using his fingers and stuffing food into his mouth.

Intervention Interaction Challenge

- During the first two visits, Arlene spent most of her time sitting across the room from the provider and Jossie, texting and checking her phone. When invited to join Jossie and the EI provider at the table with the high chair, she declined and went back to her phone.

* ***What might you say or do? How do your ideas relate back to the foundational pillars?***

Team talk

* Read the following scenario (Frank & Devon)
* Each team member identifies one concrete idea of what they would say or do
* Examine how the idea is supported by one or more foundational pillars

Scenario 2 – Frank & Devon

Frank is a stay at home father of Devon, a 30-month old child with mild cerebral palsy. A concern he expressed during the IFSP review was he really wanted Devon to get around on his own more. The IFSP outcome he agreed to was:

* IFSP Outcome: Devon will use his walker to get from room to room at home so he can move around more independently.

Intervention Interaction challenge :

* During the last 3 visits, Frank does not seem to follow through with activities that the PT has suggested for encouraging Devon to use his walker. During this visit, Frank let Devon scoot on his bottom to get places and then carried him when they transitioned from one room to the next.

What might you say or do? How do your ideas relate back to the foundational pillars?

Resource

Early Intervention Strategies for Success Blog

http://veipd.org/earlyintervention/

"This blog was developed to provide early intervention (EI) practitioners with an interactive place to share and learn practical strategies that they can use in their work with infants, toddlers, families, other caregivers, and colleagues."

CHECK IT OUT!

Tips to start a visit

- Check before you leave office if it is still a good time
- At the home, ask where the family would like you to sit or be; ask how things are going in general
- Decide together what outcome or activity would they like to begin with
- Discuss the ideas and activities tried from the last visit and how they are going
- Explore what did not work as expected
- Have the family show you what they have tried
- Prompt or coach the family member

Tips to start a visit

- Together, generate different ideas that might work
- Discuss what to add or change
- Model or assist the family member to try the new idea
- Talk about the things that did go well
- Have the family show you their success
- Move on to another outcome
- Wrap up the visit with review or what you will do before next visit and what the family will do

Intervention Interactions

Actively listening

Problem solving

Indirect and direct teaching

Modeling

Encouraging reflection

Inviting family to show something

Providing helpful feedback

Exchanging information

Building on family capacity and strengths

Ongoing Intervention

Thomas Family scenario ongoing Intervention (p. 165)

- What did you identify as questionable practices?
- Why were they questionable?
- What would you have done differently?
- Were there practices that you thought were good practices? Why?

Team talk

* Ask for volunteers on the team to share a real example from a family they are working with in which things are going well.

* Discuss the outcome and activities that you and the family last worked on. Describe what intervention interactions you used. What other suggestions might the team have?

* Now discuss a real example from a family where the intervention visit did not go as well. Explain the outcome/activities and what you and the family have tried. What other suggestions might the team members have?

These type of discussions are what your working team meetings should be all about.

Next steps

- Read: Chapter 8 (Transition) and Chapter 10 (The Significance of Personal and Organizational Change)
- Reflect and Do: Discuss the bullet points on pg. 135. Relate them to a real family currently transitioning to preschool services and the transition discussions you have had
- Complete and discuss with team members your ideas for activity 10.2 (p. 185) and Activity 10.4 (p. 197). How will your team move forward with these ideas?

- **Have fun and be open to other team members' ideas, comments, and concerns as you practice relationship building!**

for participating!

Lynda Pletcher
Lynda.pletcher@unc.edu

Naomi Younggren
Naomi.younggren@gmail.com