

Enhancing Services in Natural Environments

Presenter:

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*Part of a Web-based Conference Call Series Sponsored
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Definition of Key FGRBI Terms

- **Family-guided:** practices that facilitate information sharing and partnership, recognize the family as decision-maker, and provide flexible options for service delivery and support
- **Routine based:** uses the predictable and repetitive sequence of naturally occurring play, caregiving, social and community activities and routines to develop functional skills throughout the day
- **Consultative model adapted for diverse adult learners:** service provider joins family and caregivers in a partnership providing resources, supports, information, modeling, joint planning and problem-solving appropriate to learning style and preferences of caregivers and family members
- **Embedded intervention:** an approach that integrates teaching the child's goals within planned or scheduled activities. For FGRBI, embedding occurs by the caregiver within the child's everyday routines and play using their materials, sequence and strategies.

Key Practices in FGRBI

- **Gathering and Giving** – Ongoing Reciprocal Information and Resource Sharing Process
 - Listen to family’s story, accomplishments, and concerns
 - Explain why information is meaningful within their everyday lives
 - Provide examples and developmental knowledge
- **Observing and Modeling** – Individualized Interactions
 - Watch what, how, & when family members interact
 - Connect what is already happening to how child learns
 - Model side-by-side strategies or behaviors that support interaction
- **Problem Solving and Decision Making** - Supportive and Respectful Relationships
 - Discuss alternatives for caregiver/child participation and progress
 - Integrate learning strategies for adults in process
 - Synthesize decisions, actions and responsibilities, plans

FGRBI Model Integrates Practices into NE Construct:

- Context- Natural learning opportunities and embedded interventions identified by family
- Activity types- Family identified and prioritized, primarily child preferred and motivating, high frequency, across classes (caregiving, play, community, social/literacy)
- Delivery of instruction- Family or caregiver implemented, consultation/education supports from providers/team members

Dunst, et al. (2001). *Infants and Young Children*, 14, 48-63.

Rationale for the FGRBI Practices

What Families Want

- Opportunity to work together to learn about their child
- A “real” picture that reflects their child in familiar and functional settings using multiple methods to share information
- Participation with their child in meaningful activities
- Information to support informed decision making

Adapted from Zero to Three Newsletter, Washington, DC

What Families Say Happens:

- Service providers don't clearly define options for 'REAL' participation
- Lots of forms and questionnaires drive the initial meetings
- Explanations of Natural Environments and Early Intervention are too abstract, do not apply to concerns
- Caregivers are concerned about:
 - Saying the wrong thing or being judged
 - Asking questions that delay or limit services
 - Altering the relationship with the provider
- Confusion about what routines or activities are, how to share or choose because no one explains why they are important
- Assessment (and later service) doesn't relate to expectations (school or health care models)
- Information is repeated multiple times... and not used
- Professionals would rather do it themselves
- Assessments use standard educational practices... not linked to intervention
- Interventions are discipline specific- not connected to priorities and family routines
- Providers play with toys and talk about what to do in routines...and then leave

What we do:

Gathering and Giving Information

- Reciprocal process... Ongoing... and integral to each phase of the process
- Information, resources, explanation of FGRBI, NE, and EI shared using multiple strategies to engage caregiver
- Evidence and illustration of FGRBI model individualized for learning style of caregiver
 - Handouts
 - Video tapes of others
 - Side by side modeling
 - Problem solving and planning
 - Parent liaison & support

What we do:

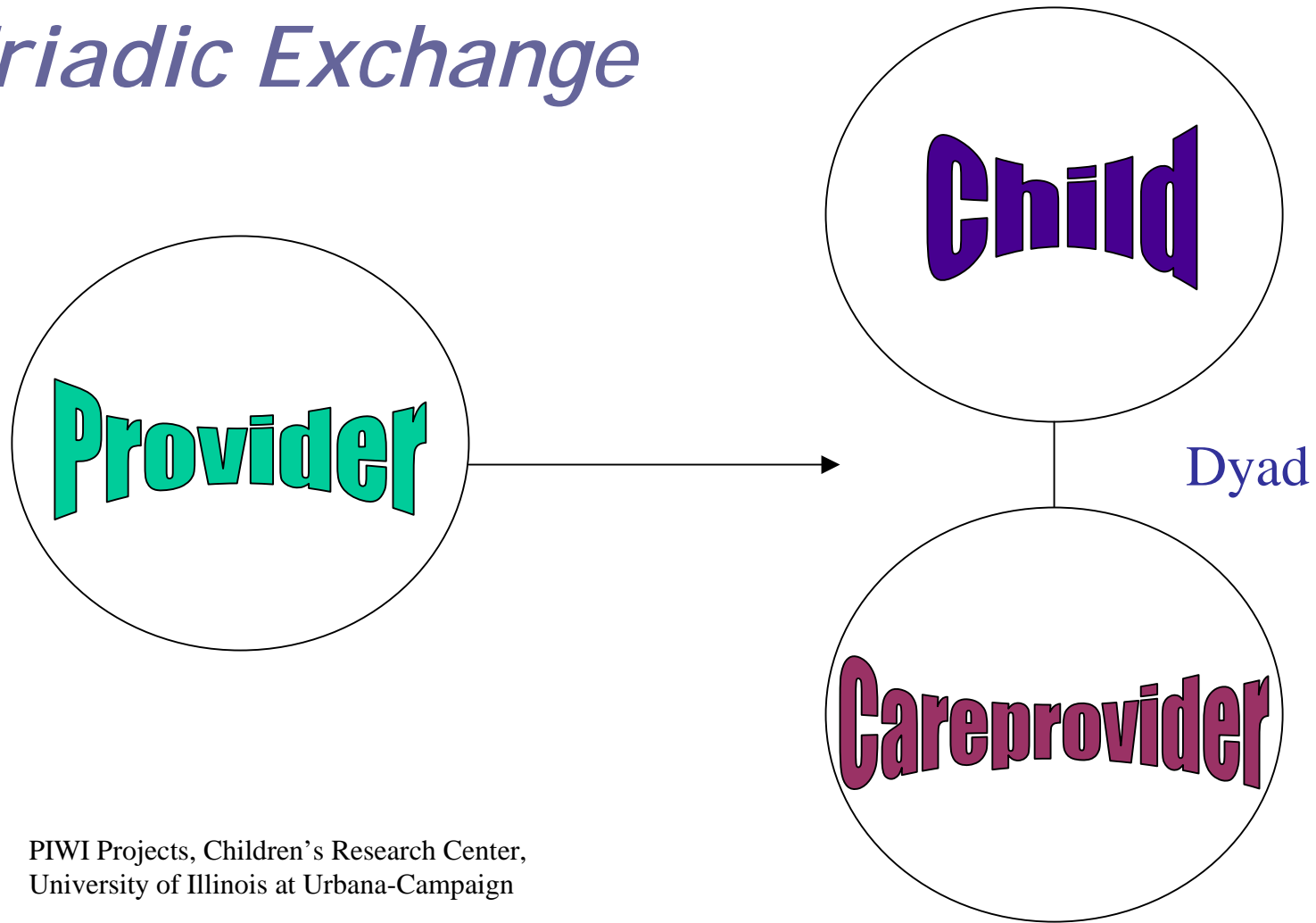
Evaluation and Assessment

- **Planning** what, who, how, when, where with caregivers
- **Conversations** to gather and give information on routines, activities, interests, concerns, child and family strengths, priorities for problem solving
- **Observations** of family identified routines/ activities (at least 2-3) to gather additional child and family information (complete CBA) and to demonstrate teaching and learning in everyday activities
- **Discussion and problem solving** for next steps

Observing Routines

- **Routine**
 - Sequence
 - Repetition
 - Everyday materials, toys
 - Joint attention
 - Positive, brief
 - Motivating outcome
- **Child**
 - Anticipate actions, objects
 - Attend
 - Initiate
 - Respond to caregiver, cues
 - Imitate actions/speech
 - Independently participate
- **Careprovider**
 - Describe sequence
 - Expect participation
 - Respond, expand
 - Use objects
 - Read child's cues
 - Embed intervention strategies
 - Encourage
- **Dyad**
 - Position, proximity
 - Mutual attention
 - Turn taking
 - Positive affect
 - Cues, repairs

Dyadic Interaction/ Triadic Exchange



PIWI Projects, Children's Research Center,
University of Illinois at Urbana-Campaign

Ongoing Implementation: The Processes at Work!

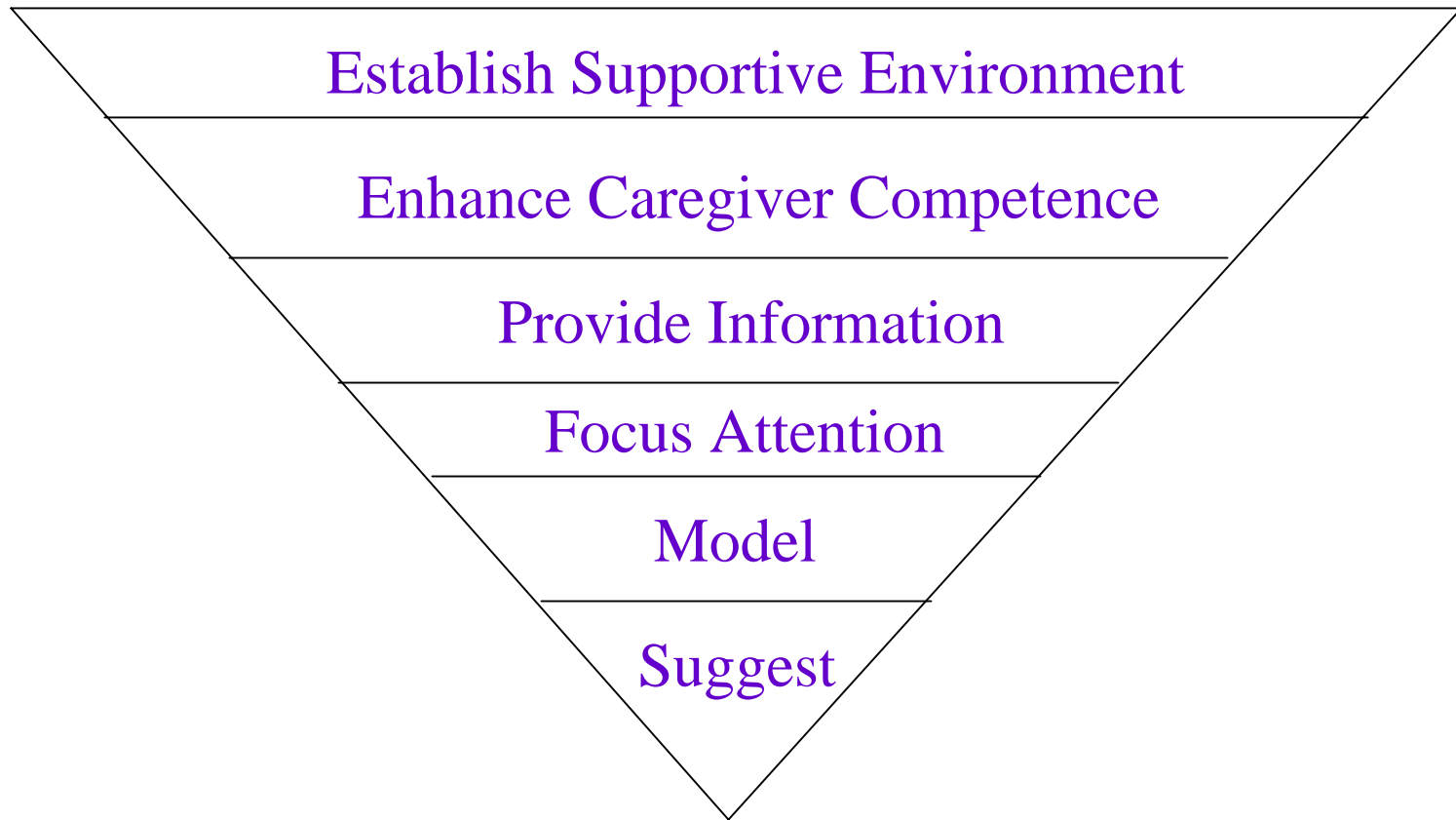
Home visit or center consultation:

- **Setting the stage:** Gathering and giving information on how children learn, on routines and outcomes identified for child, attention focused to specifics, connections to previous and future learning
- **Working together:** Observing and modeling family identified routines and strategies, embedding new or more sophisticated skills, problem solving new or different strategies or skills, monitoring progress and family satisfaction, talking and listening
- **Planning:** Problem solving what is working, what needs to happen next, who will do what, identifying resources, and decision making for immediate and future actions

What do we do?

Components of Triadic Support Hierarchy

PIWI Projects, Children's Research Center, University of Illinois at Urbana-Campaign



FGRBI Techniques for Increasing Caregiver Competence in Embedded Intervention

- Initial discussion with handouts
- Video of another parent using strategy in a caregiving or play routine
- Discussion about pros and cons of the strategy
- Practice together- guided modeling
- Problem solving using data collected weekly by family and provider
- Video review of caregiver using strategy in routine-watch and problem solve monthly
- Updating routines and family implementation monthly

Key Indicators of FGRBI Service Delivery

It's More Than Location, **LOOK** For:

- Interaction with caregiver/child dyad, not just the child or caregiver
- Use of toys or materials available in setting and typically used within the activity or routine
- Observation by the provider of the routine/activity as it occurs with the caregiver and child
- “Joining in” the routine or activity by the provider while maintaining the integrity of the caregiver’s preference and sequence
- Observation of and participation in multiple routines throughout the setting within the consultation/visit

Woods, J. (2003). *Key indicators of NE service delivery*. <http://tactics.fsu.edu>

Key Indicators of FGRBI Service Delivery

It's More Than Location, **LISTEN** For:

- Joint problem-solving (rather than expert recommendations) on adaptations or strategies to enhance child learning
- Information and resources on learning as it occurs for the child within daily activities and play
- Comments by the provider on the “strategies” or “learning opportunities” the caregiver is using that are effective
- Connections between learning opportunities, IFSP outcomes, child skills and caregiver/child interactions
- Sharing information in context using appropriate adult learning strategies with the caregiver

Woods, J. (2003). *Key indicators of NE service delivery* <http://tactics.fsu.edu>

Supporting Evidence

- **Key references for model development:**

- Bernheimer, L. & Keogh, B. (1995). Weaving interventions into the fabric of everyday life: An approach to family assessment. *Topics in Early Childhood Special Education*, 15(4), 415-433.
- Bricker, D. & (Woods) Cripe, J. (1992). An activity-based approach to early intervention. Baltimore, MD. Paul Brookes.
- Dunst, C.J., Bruder, M.B., Trivette, C. M., Hamby, D., Raab, M., & McLean, M. (2001). Characteristics and consequences of everyday natural learning opportunities. *Topics in Early Childhood Special Education*, 21(2), 68-92.
- McCollum, J., & Yates, T. (1994). Dyad as focus, triad as means: A family centered approach to supporting parent-child interaction. *Infants and Young Children*, 6(4), 54-63.
- Snyder-McLean, L.K., Solomonson, B., McLean, J. & Sack, S. (1984). Structuring joint action routines: A strategy for facilitating communication and language development in the classroom. *Seminars in Speech and Language*, 5, 213-228.

- **Recent FGRBI research:**

- Woods, J., Kashinath, S., & Goldstein, H. (in press). *Effects of embedding caregiver implemented teaching strategies in daily routines on children's communication outcomes.* Journal of Early Intervention
- Kashinath, S., Woods, J., & Goldstein, H. *Enhancing generalized teaching strategy use in daily routines by caregivers of children with autism.* Manuscript submitted for publication.

Preferred Techniques of Caregivers

- Problem solving weekly with EI
- Initial video of other parent using strategy
- Discussion of pros and cons to make a good match between strategy, outcome, routine and child interest
- Time to talk about the data
- Visuals

Kashinath, S., Woods, J., & Goldstein, H. *Enhancing generalized teaching strategy use in daily routines by caregivers of children with autism.*

Manuscript submitted for publication.

Juliann's Top Ten Must Reads!

Available in PDF Format as a Hand-out on the
Web page supporting the March 10th call

Training, Technical Assistance and Materials

- Target audience: Administrators & Providers including PT,OT, SLP
- T&TA format/process, including time commitments: Variable based on needs assessment – but limited at this project phase due to funding and personnel availability
- Key topics/ content: routines based assessment, linking assessment to intervention, building routines with caregivers, joining in-vs- taking over, (see web sites for specifics)
- Available materials- All materials are available (pdfs) on <http://tactics.fsu.edu> & <http://fgrbi.fsu.edu>. Videos are not available.
- Follow up: Variable based on needs assessment – but limited at this project phase due to funding and personnel availability
- Costs: Presenter(s) honorarium and expenses