



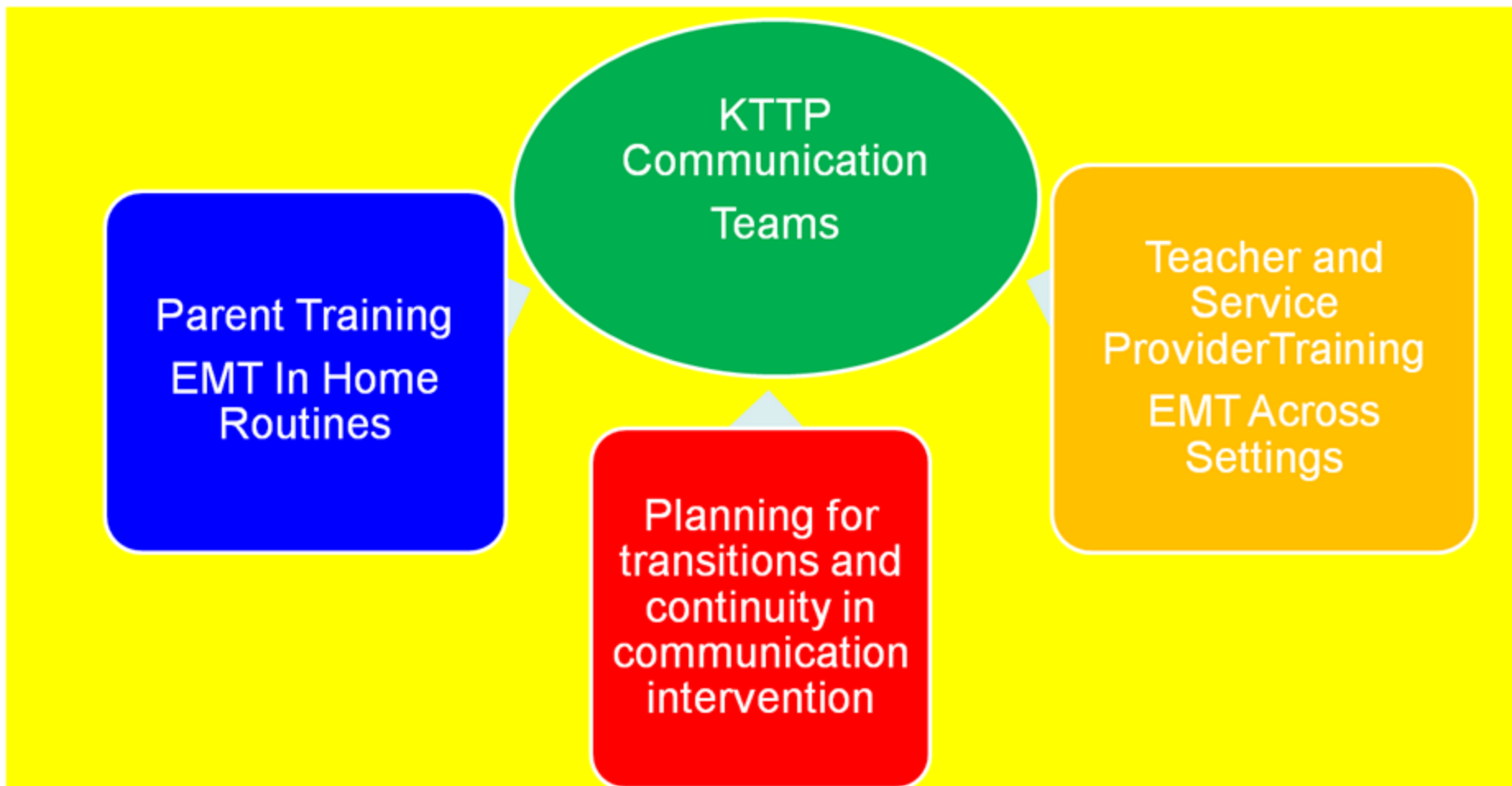
KidTalk Tactics Project

Vanderbilt University and
Florida State University

OSEP December 2009

KidTalk Tactics is a joint project between Vanderbilt University and Florida State University

KTTP Model Components



Basic Premises of the KTTP Model

- **Parents are their child's communication partners and teachers**
 - Incorporate EMT strategies throughout routines and preferred activities at home and in the community to increase child communication outcomes (Blending FGRBI and EMT)
- **Teachers and service providers support child communication across settings**
 - Incorporate EMT throughout the child's daily schedule in community settings
- **KTTP Communication teams include families, providers across agencies, and communication coaches**
 - Advocate for families to ensure continuity of early communication intervention
- **Coordinated transitions and continuity in communication intervention between Parts C and B**
 - Enhanced by the parent's leadership of the communication team

Who is Participating

- KTTP recruits children who:
 - Are between 12 and 33 months
 - Are eligible for Part C services
 - Have a significant communication delay
 - Attend or receive services from:
 - High Hopes Inclusive Preschool and Therapy Clinic (VU)
 - Susan Gray School (VU)
 - Big Bend Early Steps Program (primarily home based) (FSU)
 - Have a parent who will participate in the project and consent for the child



Who is Participating?

Typical Parent Characteristics

Site	Parent Trained	Age	Education	Ethnicity
VU A	Mother	36	Bachelors	Caucasian
VU B	Mother	31	Bachelors	Caucasian
FSU	Mother	33	Gr. 12- Professional	Diverse

VU A = High Hopes

VU B = Susan Gray

FSU = Early Steps

Who is Participating?

Child Characteristics

Site	Age at Entry	Mode of Comm.	Disability
VU A	22 months	Pre-linguistic gestures, sign, AAC, multiple modes, verbal	CP, Dandy Walker, Cri du Chat, DD, LMT, William's syndrome , ASD
VU B	20 months	Sign, verbal	Vater's syndrome, Down syndrome
FSU	18 months	Vocal, gestures, signs, words	Down syndrome, DD, ASD, Language delay

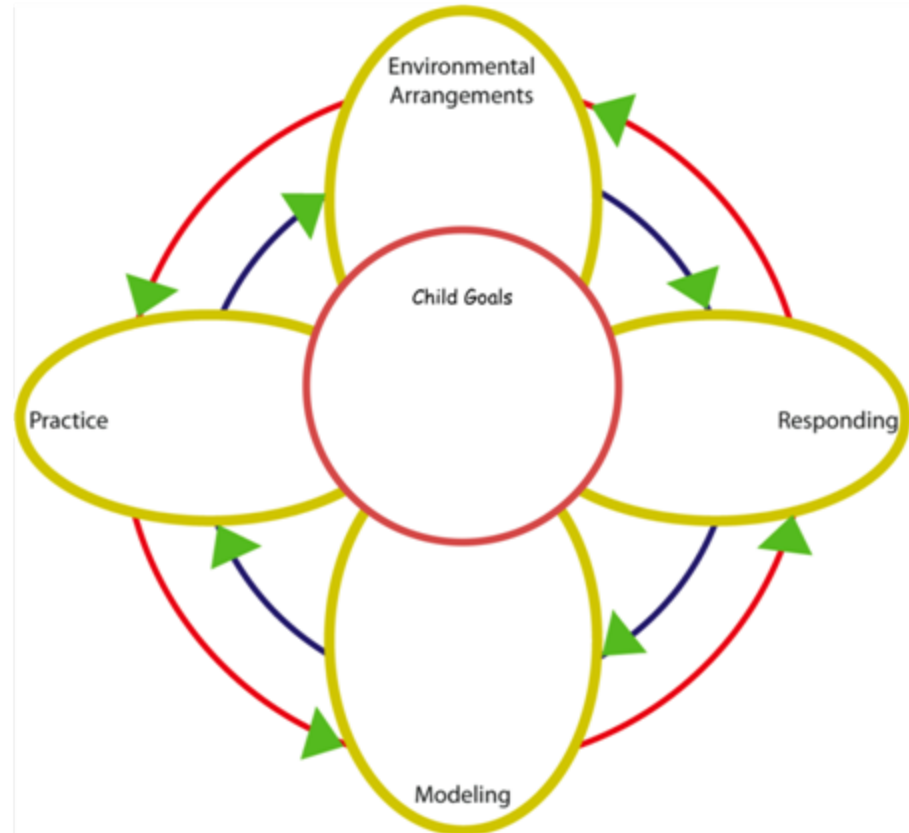
Who is Delivering the Intervention?

- Communication coaches
 - Coaches include ECE, ECSE, and SLPs
 - BA, M.Ed, grad students
 - 1- 11 years of EI or related experience
 - Trained in KTTP model
- Each communication coach serves 2-6 children and families
 - Trains parents
 - Trains teachers and service providers
 - Coordinates team, transition planning with leadership from parents
 - Assessments, data collection

How is the Intervention Being Delivered?

Communication coaches teach parents at home across routines

Routines	
Play	Caregiving
Literacy	Family



How is the Intervention Being Delivered?

- 24 sessions at home (1-2 x/week)
- Coaches teach EMT skills in family-identified and child-preferred routines and play activities
- Evaluate child and parent progress
 - Regular child and parent data
 - Parents meet established criteria for EMT



How is the Intervention Being Delivered?

- Parent training continues based on parent and child needs
 - Less frequent training through age 5
 - Adapted to child and family changes
 - Expand routines and activities
 - Parent assumes role as leader, decision maker in communication teams
 - Plan for and support transition



How is the Intervention Being Delivered?



Teacher and Service Provider Training

Site	Recruitment Site	Primary Intervention Site	Primary Teacher Training Site	Secondary Teacher Training Site	Other Service Providers
VU A	Community-based inclusive child care	Home	VU A	Williamson County Pre-K	Speech, OT, PT, Music Therapy
VU B	University-based inclusive child care	Home	VU B	Metro Nashville Pre-K	Speech, OT, PT
FSU	Local Part C (Early Steps) Program	Home	Early Steps, Early Head Start	Leon Co. Schools	OT, PT, EI/ESE

How is the Intervention Being Delivered?



- Level One: Introduction to KTTP
 - One hour
 - Overview of Project
- Level Two: Group/Individual Coaching and Feedback
 - Six sessions covering EMT strategies
 - Four to twelve observations of teachers with practice, coaching and feedback

How is the Intervention Being Delivered?

- Level Three: Individualized for KTTP child participant
 - As needed to support child in classroom
 - Increase child participation in curriculum
 - Teach specific targets in context
 - Child progress monitoring

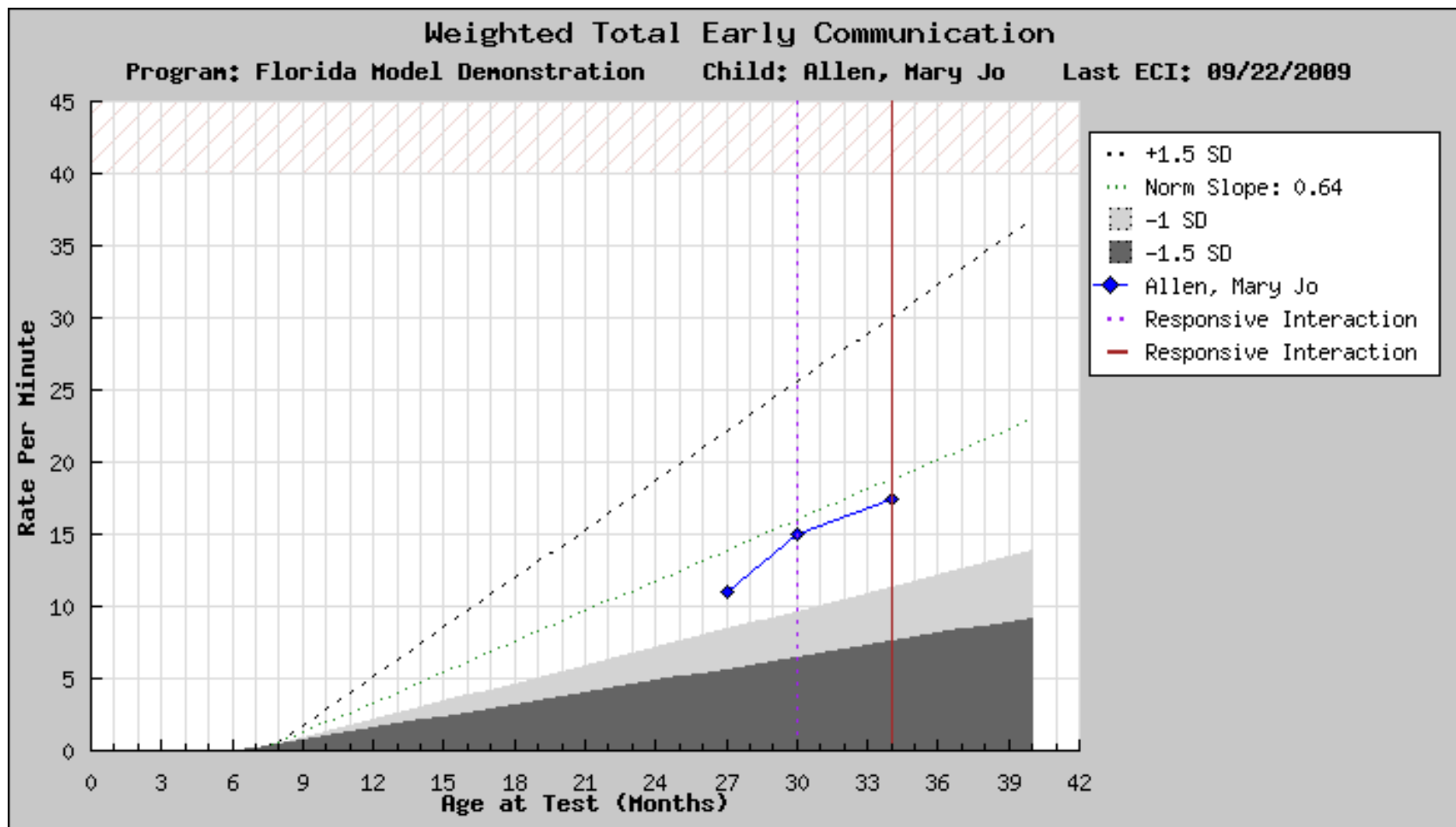


Intervention Feedback: Measures

Assessment	Entry	Every 6 Months	Every 3 Months
Mullen	√		
PLS-4	√	√	
CSBS/GGG	√	√	
IGDI	√		√
MDI	√	√	
Play Probes	√		√
Picnic Probes	√		√

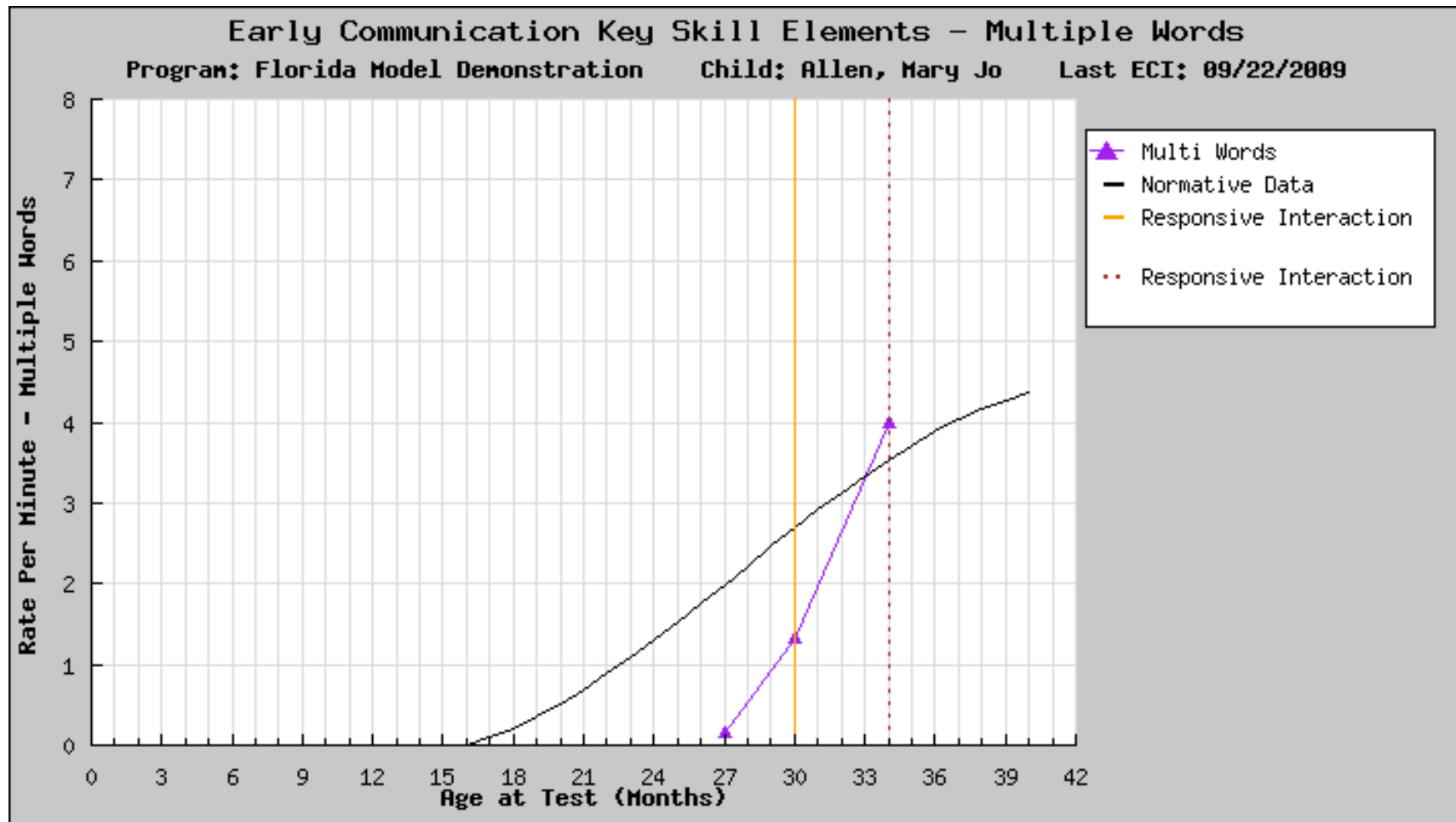
Intervention Feedback

M.J IGDI-Total Communication



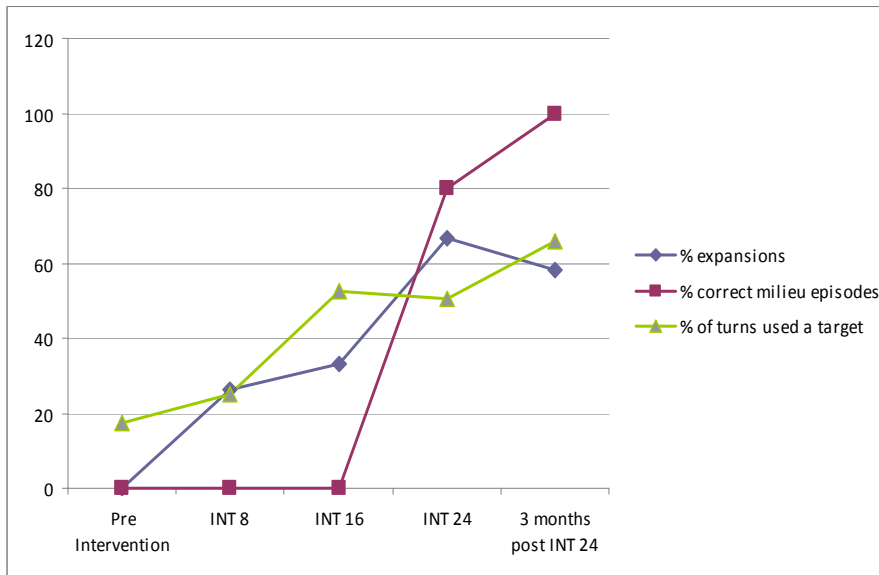
Intervention Feedback

M.J IGDI-Multiple Words

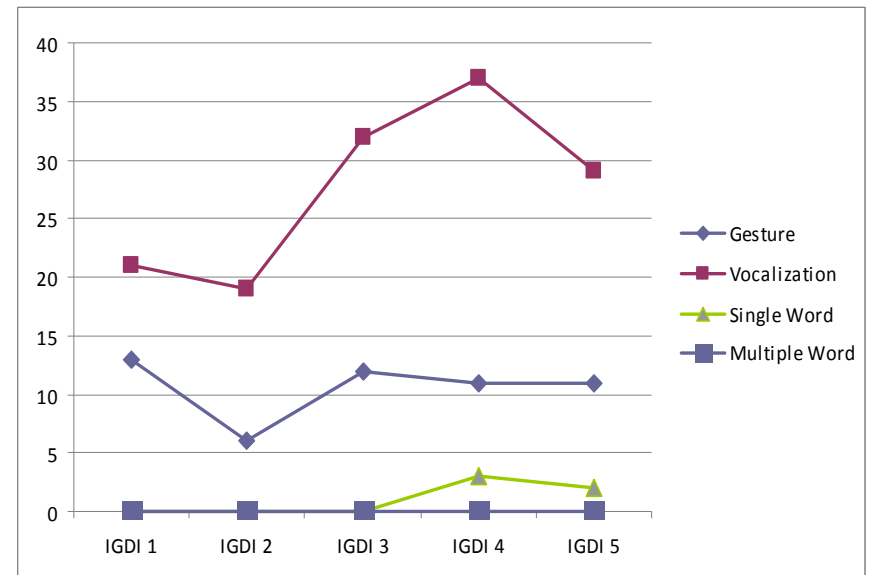


Intervention Feedback

Parent Implementation



Child Progress



Intervention Feedback

Single Subject Study – E.F. Data

Design: Multiple baseline across 3 children

Targets: Single words, vocalizations and gestures

Intervention: KTTP parent training across routines at home

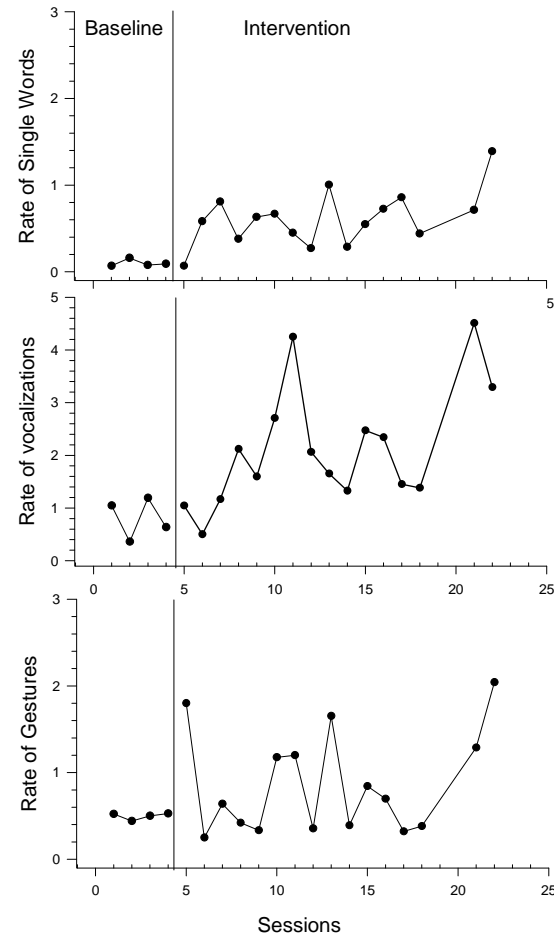


Figure 1. Communication Profile for E.F.

Considerations

(it's too soon for conclusions!!)



- Parents learn EMT and use in multiple, diverse routines and activities
- Child progress varies based on child and family variables
- Frequency of communication is an essential outcome for young children
- Early communication behaviors for prelinguistic and motor-involved children were not adequately measured and not well represented in standard measures
- Facilitating communication across agencies, providers and families is challenging