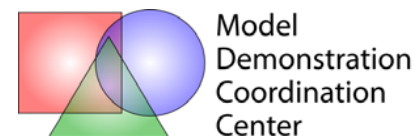


Model Demonstration Center for Promoting Language and Literacy Readiness in Early Childhood

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Jane Atwater, PhD, Kathy Bigelow, PhD,

Krista Patrick, Megan Gilson, Laine Johnson, Joyce Shontz, MA Lynne
Bourne, MA, Peggy Miksch, MS, Steven Warren, PhD
and partnering Infant-Toddler Family Service Providers
WCITS, ITSJC, and TARC-ITS



Who is Participating?

- Infants and toddlers ages 12 – 30 months recruited (78 active)
- Parents, caregivers and teachers
- Part C Early Intervention Providers
- Part B Early Intervention Providers
 - Preschool providers



Where is the intervention being done?

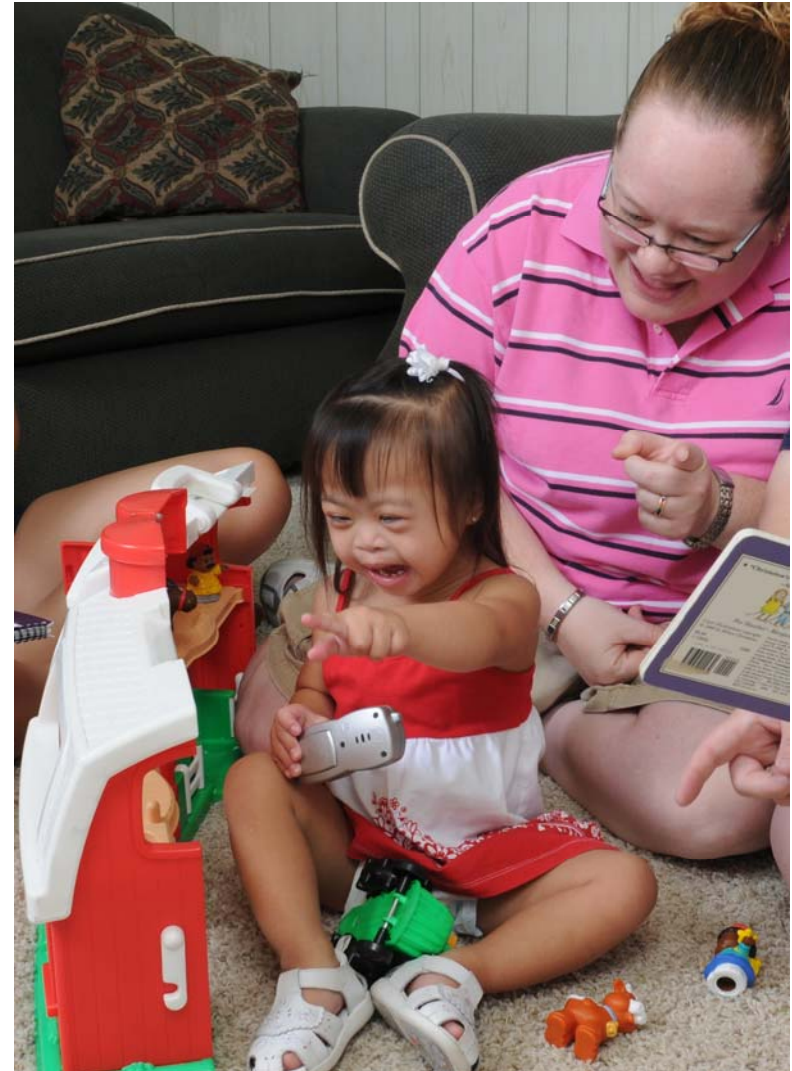


- Three Kansas Counties
 - Wyandotte, Olathe, Topeka
- Homes and Early Intervention Programs for infants/toddlers in Part C
- Early Intervention Programs or Preschools for children who have transitioned into Part B

Who is Delivering the Intervention?

- Parents
- Child Care Providers or Early Interventionists (EI)
- Preschool Teachers (Part B/Preschool)

Part C and Part B Providers (SLPs, OTs, PTs, ECSEs) Collaborate in intervention delivery with parents and teachers. Intervention Coaches support Providers in working with families and teachers.



How is the Intervention Delivered?

- Parents invited to participate by Part C provider
- Initial assessments conducted
- Provider reviews intervention materials (manual, poster, DVD)
 - Builds on strengths, collaborates with parent in decisions about strategies and routines
 - Embeds intervention into regular home visiting routine
- Reviews use of Self Checklist
 - Randomly selected families, provides graphed feedback
- Reviews progress, models and supports parents/teachers use of intervention strategies




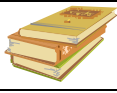




Measures of Fidelity

Communication Strategies Self-Checklist

- Filled out by parents and teachers once a week and by providers every other month
- Parents rate their strategy use during different routines
- Can be used to work with parents and teachers on where they would like assistance increasing their use of strategies
- Collected and given to the research assistants/coach



Date: _____						
Parent : _____	<u>Play</u>	<u>Dressing & Toileting</u>	<u>Outings</u>	<u>Reading</u>	<u>Mealtime</u>	<u>Other</u>
Child: _____		Not Used	Not Used	Not Used	Not Used	Not Used
Person Completing: _____		Rarely Used	Rarely Used	Rarely Used	Rarely Used	Rarely Used
Commented and Labeled Described actions, toys or activities	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
	Often Used	Often Used	Often Used	Often Used	Often Used	Often Used

Environmental Arrangement Strategies

Books, activities provided?	yes	no
Books available throughout the day; have a book area	<input type="checkbox"/>	<input type="checkbox"/>

Daily schedule and activity changes?	yes	no
Flexible schedule; activity changes smooth; minimal waiting	<input type="checkbox"/>	<input type="checkbox"/>

Materials available and arranged?	yes	no
Toys out, arranged in view to encourage interaction	<input type="checkbox"/>	<input type="checkbox"/>

Family Interactions?	yes	no
Surroundings encourage family interactions	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:



Measures of Fidelity of Intervention Delivery

Coach/Provider Observation Checklist

- Filled out by provider after each meeting with parent or teacher and by the coach once every other month
- Records what components of intervention were covered in each meeting
- Report given to the providers monthly to assist providers and coach with keeping track of what families have received

**Model Demonstration Project
Provider Observation Checklist**

Who is filling this form out?
 Part C Provider Coach Juniper

Please indicate what you did during the meeting with the parent/teacher in regards to the intervention.

What communication strategies were taught or addressed in this session?	
<input type="checkbox"/> Environmental arrangement	<input type="checkbox"/> Open-ended questions
<input type="checkbox"/> Follow child's lead / Responsiveness	<input type="checkbox"/> Positive attention and praise
<input type="checkbox"/> Commenting/labeling	<input type="checkbox"/> Providing choices
<input type="checkbox"/> Imitating/expanding	<input type="checkbox"/> Fill in the blank / Time delay
<input type="checkbox"/> Other (describe):	

In what activities were the communication strategies taught or addressed during this session?			
Meeting Strategy	Did this occur?		
Provided/reviewed communication strategies manual with parent/teacher	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Asked about and discussed progress in using the strategies since last visit	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Problem-solved with parent/teacher to address challenges encountered	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Reviewed parent/teacher self-checklist with parent/teacher	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Prompted discussion of how communication strategies can be used throughout the day or during specific routines/activities	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Modeled/demonstrated use of communication strategies with child	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Role-played communication strategies with the parent/teacher	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Encouraged parent/teacher to practice communication strategies with child	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Provided positive/constructive feedback based on observation / discussion	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Prompted parent/teacher to set a specific plan for communication strategy use in new routines/activities during upcoming week	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Shared and discussed graph/chart showing parent/teacher use of strategies and child communication <i>(for charted feedback group only)</i>	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a
Discussed how to share strategies with other adults or care providers	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> n/a

The following communication strategies were observed being used during this visit:	
<input type="checkbox"/> Environmental arrangement	<input type="checkbox"/> Open-ended questions
<input type="checkbox"/> Follow child's lead / Responsiveness	<input type="checkbox"/> Positive attention and praise
<input type="checkbox"/> Commenting/labeling	<input type="checkbox"/> Providing choices
<input type="checkbox"/> Imitating/expanding	<input type="checkbox"/> Fill in the blank / Time delay
<input type="checkbox"/> Other (describe):	

Comments:

Intervention Feedback

Reports to Providers and Parents

- Regular reports generated from checklists filled in by providers to summarize and update intervention status of families/teachers
- Information used by providers to determine where efforts should be concentrated
- Used by intervention coaches to determine where support should be provided.

Graphed Feedback

- Children in the Charted Feedback Group (random assignment)
- Graphs generated from Fidelity Checklist observation and given to providers each month
- Shared with parents/teachers to illustrate the connect between strategy use and child communication

MDC Parent Summary

Part C Provider:

Child Name:

Parent Name:

Data Summary from the Provider Observation Checklist

Total visits with checklist to date 10
 Most recent checklist entered: 9/28/2009 (Date of visit)

Strategies Addressed with This Parent So Far

	<u># Visits</u>
Environmental	2
Following child's lead /	3
Commenting / labeling	4
Imitating / expanding	5
Open-ended questions	
Positive attention and praise	4
Providing choices	2
Fill in blank / time delay	1

Activities in Which Strategies Were Addressed

	<u># Visits</u>
Play	5
Meal / snack	3
Toileting / dressing / personal care	3
Household routines	2
Reading / looking at books	5
Circle time	0
Outings	1
Outdoors	2

Strategies Observed During Visits Report Date:

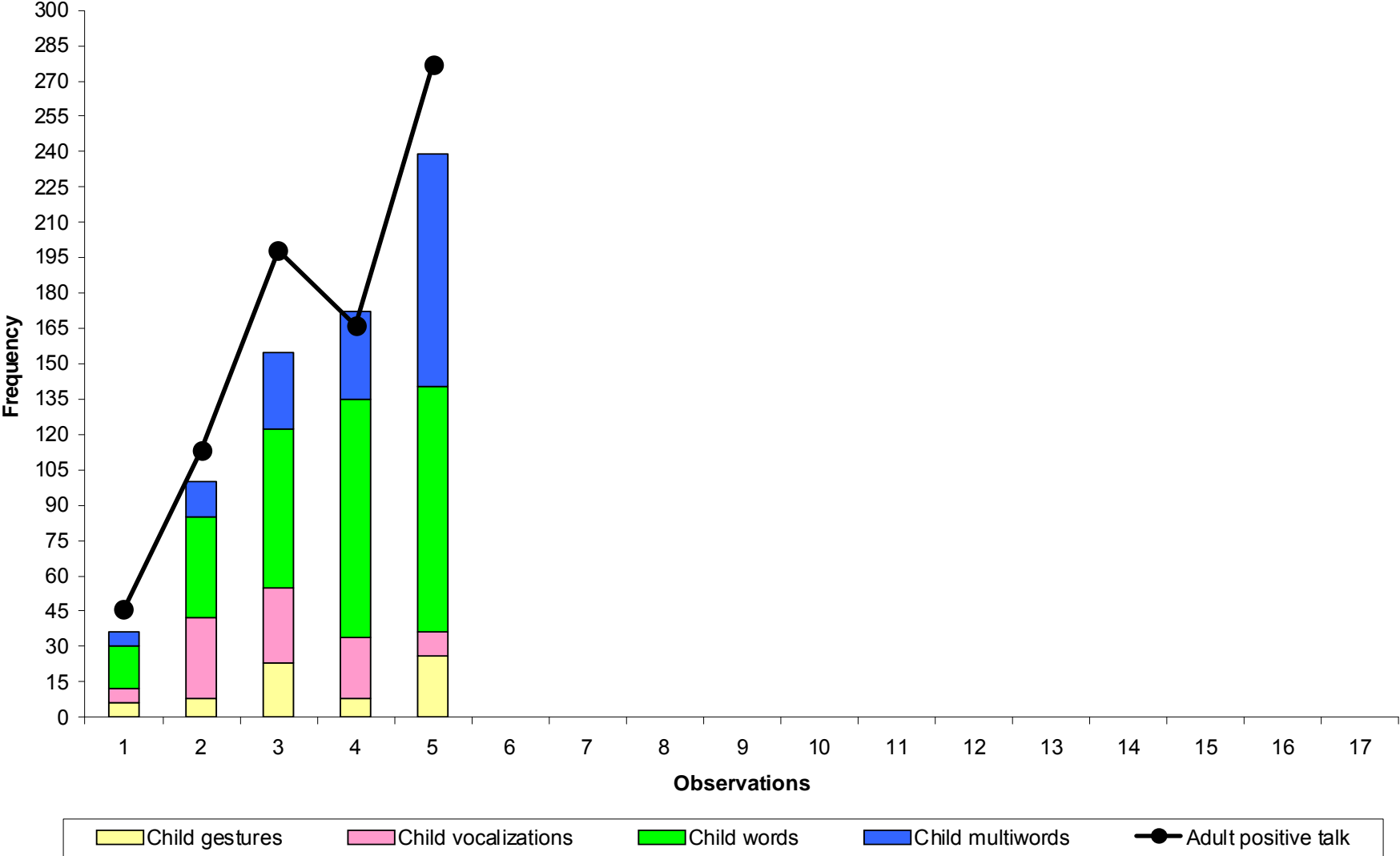
10/6/2009

	<u># Visits</u>
Environmental	8
Following child's lead /	
Commenting / labeling	7
Imitating / expanding	5
Open-ended questions	6
Positive attention and praise	6
Providing choices	3
Fill in blank / time delay	0

Group: Graphs
 Child DOB: 1/16/2009
 Intervention
 Start date: 2/2/2009

Notes:

Child Name



Preliminary Results

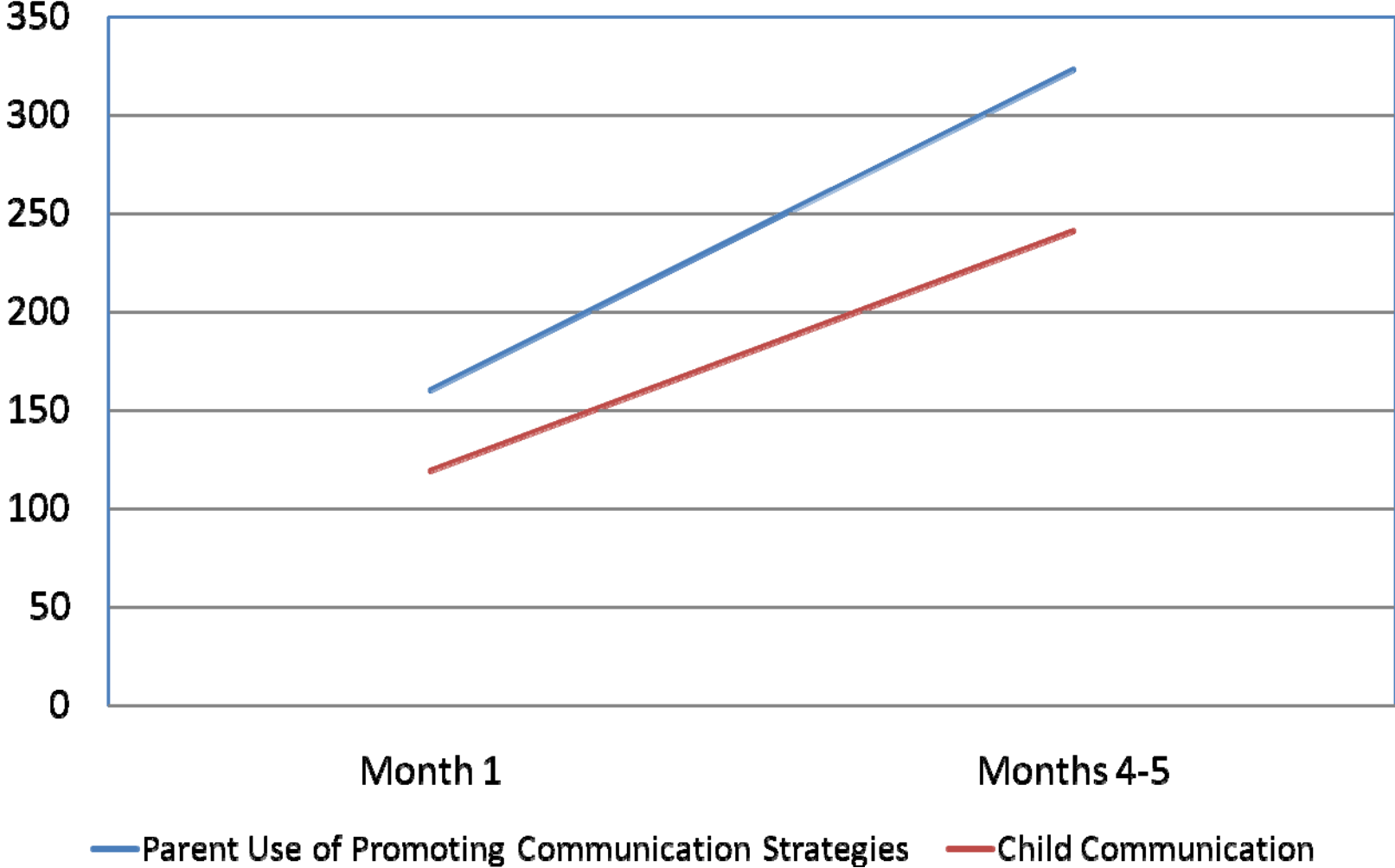
Parent Intervention Use

- Providers have included review and monitoring of the strategies in their home visiting protocol
- Parents are using the strategies
- Children's communication is increasing
- Programs with different service delivery models are using the intervention

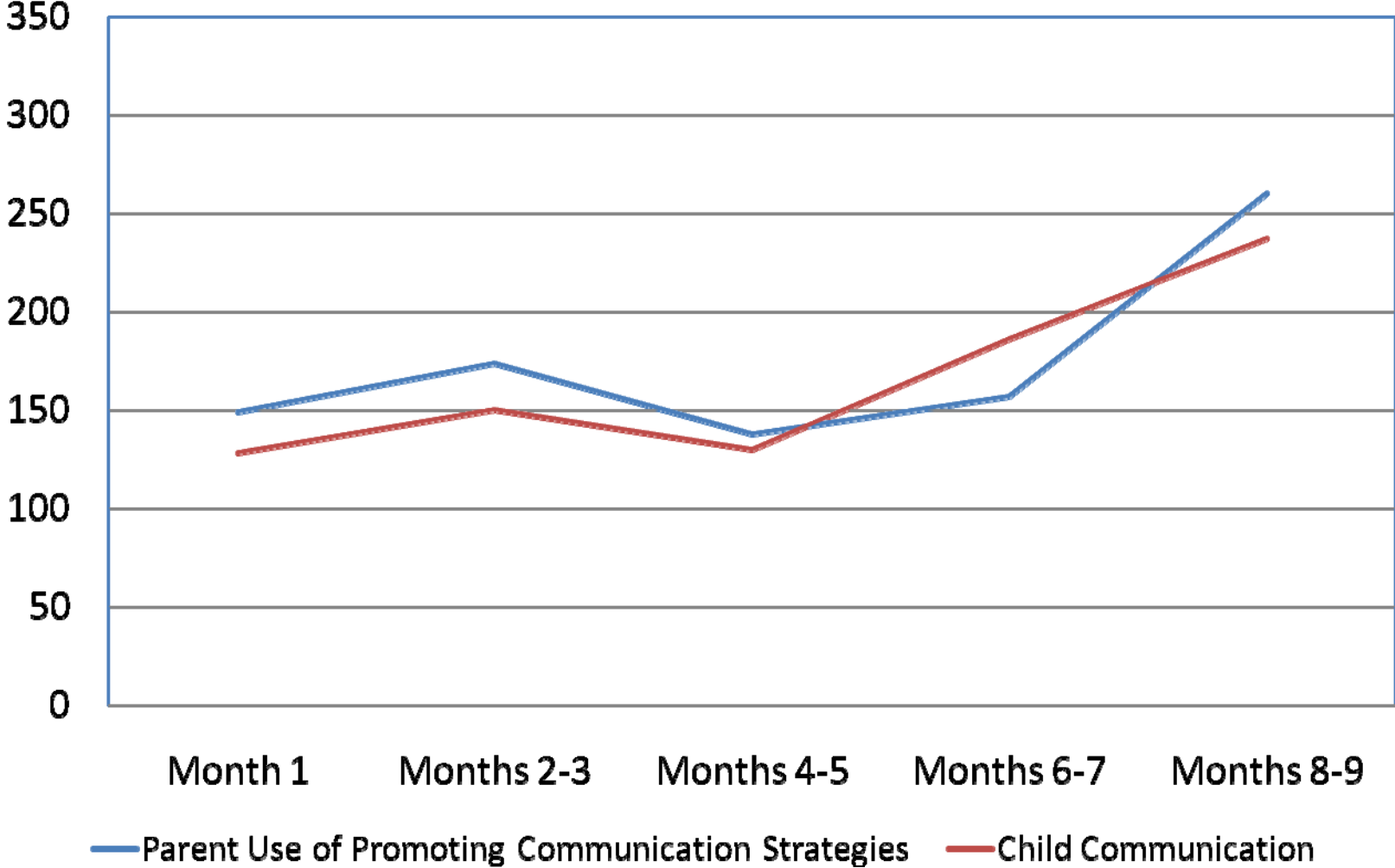
- [Short Fire Truck.wmv](#)



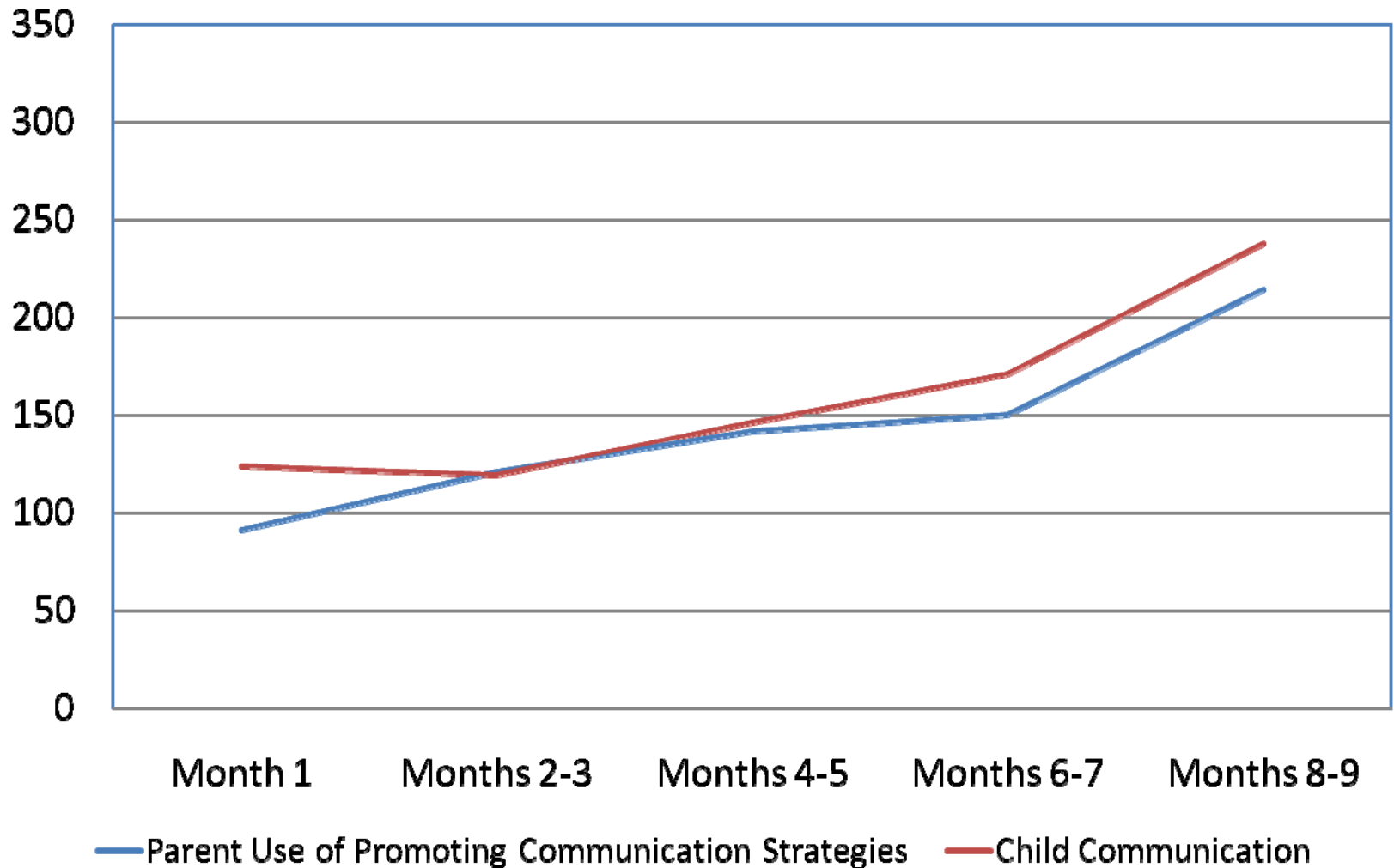
Program 1: Fidelity of Intervention Strategy Use by Months of Intervention



Program 2: Fidelity of Intervention Strategy Use by Months of Intervention



Program 3: Fidelity of Intervention Strategy Use by Months of Intervention



Acknowledgments & Contact Information

- This work is supported through the U.S. Department of Education, Office of Special Education Programs: Model Demonstration Center for Promoting Communication and Literacy Readiness in Early Childhood # H326M070005). Additional support is provided by the Kansas Mental Retardation and Developmental Disabilities Center (HD-002528-39).
- Appreciation is extended to Natalie Mark, MA &, Sara Gould, MA and to the Infant-Toddler, Part C partners for their contributions. We sincerely acknowledge the contribution of the children, families and child care educators and administrators to this work.
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