FACILITATING SKILL DEVELOPMENT FOR YOUNG CHILDREN USING DAILY ROUTINES
Barbara Weber, M.S., CCC-SLP, BCBA
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PARTICIPANTS WILL BE ABLE TO:
- Identify ways to provide support to families in facilitating skill development throughout daily routines
- Describe coaching strategies to support caregivers in learning how to facilitate skill development in daily routines
- Support caregivers in facilitating skill development throughout daily routines

Part C early intervention builds upon and provides support and resources to assist family members and caregivers to enhance children’s learning and development through everyday learning activities.
(Early Childhood Technical Assistance, 2008)

To the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate.
(IDEA Part C, U.S. Code of Federal Regulations 303.12)
Early Intervention: Family Centered

• Strengthen child-caregiver relationship
• Build caregiver's confidence and competence to help the child learn in everyday routines
• Focus on things that are important to the family (Friedman, Woods & Salisbury, 2012)
• Involving parents as trainers can maximize benefits of interventions (Kaiser et al., 2000)

RECIPE FOR SUCCESSFULLY FACILITATING DEVELOPMENT DURING DAILY ROUTINES IN EI

Knowledge about EI + Knowledge about Development + Knowledge about Child’s Family and Their Routines + Knowledge about Teaching Strategies and Principles of Learning = Ability to Facilitate Development Using Daily Routines

KNOWLEDGE ABOUT EI

• Regulations: Evaluations, IFSPs
• Models of Service Delivery
• Setting the Stage and Continuing the Message
• Routines-Based Intervention
• Coaching
• Team Collaboration
KNOWLEDGE ABOUT DEVELOPMENT

Another way to think about the five developmental domains:
- Behavior Regulation and Social Skills
- Cognitive and Receptive Language Skills
- Expressive Language Skills
- Gross Motor Skills
- Fine Motor Skills
- Self-care/Adaptive Skills

KNOWLEDGE ABOUT FAMILIES AND THEIR ROUTINES

- Cultural Considerations
- Learning Style of Caregivers
- Family Priorities
- Multiple Caregivers
- Multiple Settings
- Peers and Siblings

Knowledge about Teaching Strategies and Principles of Learning

MOTIVATION AND REINFORCEMENT
- TASK ANALYSIS
- SHAPING AND PROMPTING
- REPETITION
- GENERALIZATION
- (DATA COLLECTION AND PROGRESS MONITORING)
Coaching as an Evidence-Based Practice in Early Intervention

- **Coaching** is an interactive process of reflection and feedback used to provide support and encouragement, refine existing practices, develop new skills, and promote continuous self-assessment and learning.
- Rush & Shelden, 2008

**SETTING THE STAGE FOR COACHING PRACTICES**

Service Coordinators and Counties begin the message

Families are provided with supporting materials and opportunities to practice

Teams collaborate around coaching practices.

**BEGINNING TO COACH**

- Start out with a new family rather than change what you are doing with a current family
- Introduce coaching at the first session and remind parents on what coaching looks like until it becomes part of the way you interact
- Simple explanation: “I do, We do, you do.”
DECREASE DEPENDENCE ON A TOY BAG

- Begin by bringing in less
- Say “Let’s use your toys next time!”
- Plan ahead. “Let’s plan an activity to do together next week.”
- Start with a new family – no toy bag.

OPENING THE SESSION

- Review notes from last week
- Review what we agreed that the caregiver was going to practice? Ask caregiver how it went
- Ask how the week went
- Was X strategy helpful?
- Are there any new concerns or challenges?
- Any thing special he or she wants to focus on or practice today?

MAKING SESSION NOTES MEANINGFUL

Use prior notes to set the stage
Determine what you are going to practice this session
Capture meaningful strategies or what went well in your notes
Capture “lessons learned” from what did not go well
Include “so that” so caregivers know why a skill is important
Ask the caregiver what helps them use the notes
CLOSING THE SESSION

- Leave about 10 minutes to wrap things up
- Review what you did during the session by briefly reading the session notes
- Talk about things that went really well and things that were more challenging
- Ask the caregiver what he or she would like to practice for the week. I ask them to choose just one thing.

COACHING IN ROUTINES TO MEET IFSP OUTCOMES

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