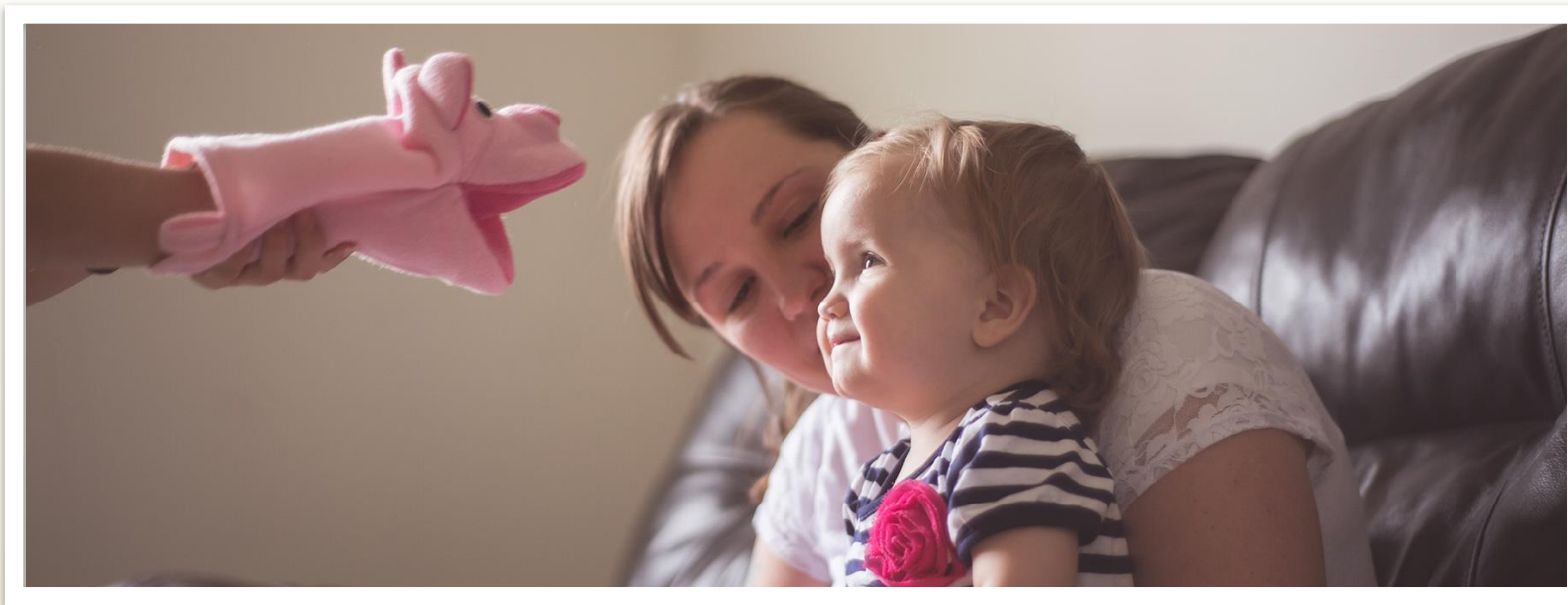




Embedding Intervention with Families in their Routines
Juliann Woods, Ph.D., SLP-CCC

DEC Recommended Practice

INS 5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities



My Personal Beginning

- Caregivers were able to identify intervention strategies from a menu that worked for them
- Number of opportunities offered and taken varied by routine
- Limited generalization
- Take home for me... what caregivers learn in play stays in play unless...

Journal of Early Intervention, 2004
Vol. 26, No. 3, 175-193
Copyright 2004 by the Division for Early Childhood, Council for Exceptional Children

REGULAR ARTICLE

Effects of Embedding Caregiver-Implemented Teaching Strategies in Daily Routines on Children's Communication Outcomes

JULIANN WOODS, SHUBHA KASHINATH, & HOWARD GOLDSTEIN
Florida State University

Effects of instructing caregivers to implement teaching strategies within daily routines were investigated using a multiple baseline design across caregiver strategies and participants. Four toddlers with developmental delays participated in intervention conducted by their primary caregiver within the family's preferred play routines. To assess generalization, caregiver teaching strategy use was observed during other caregiving and outdoor play routines. Caregiver strategy use increased subsequent to instruction within indoor play routines. Generalization to other routines, however, was limited in three of the four dyads. All four children demonstrated gains in communication objectives and test scores across multiple developmental domains improved. This study demonstrates the viability of teaching caregivers to embed effective teaching strategies within daily routines to improve the communication skills of toddlers.

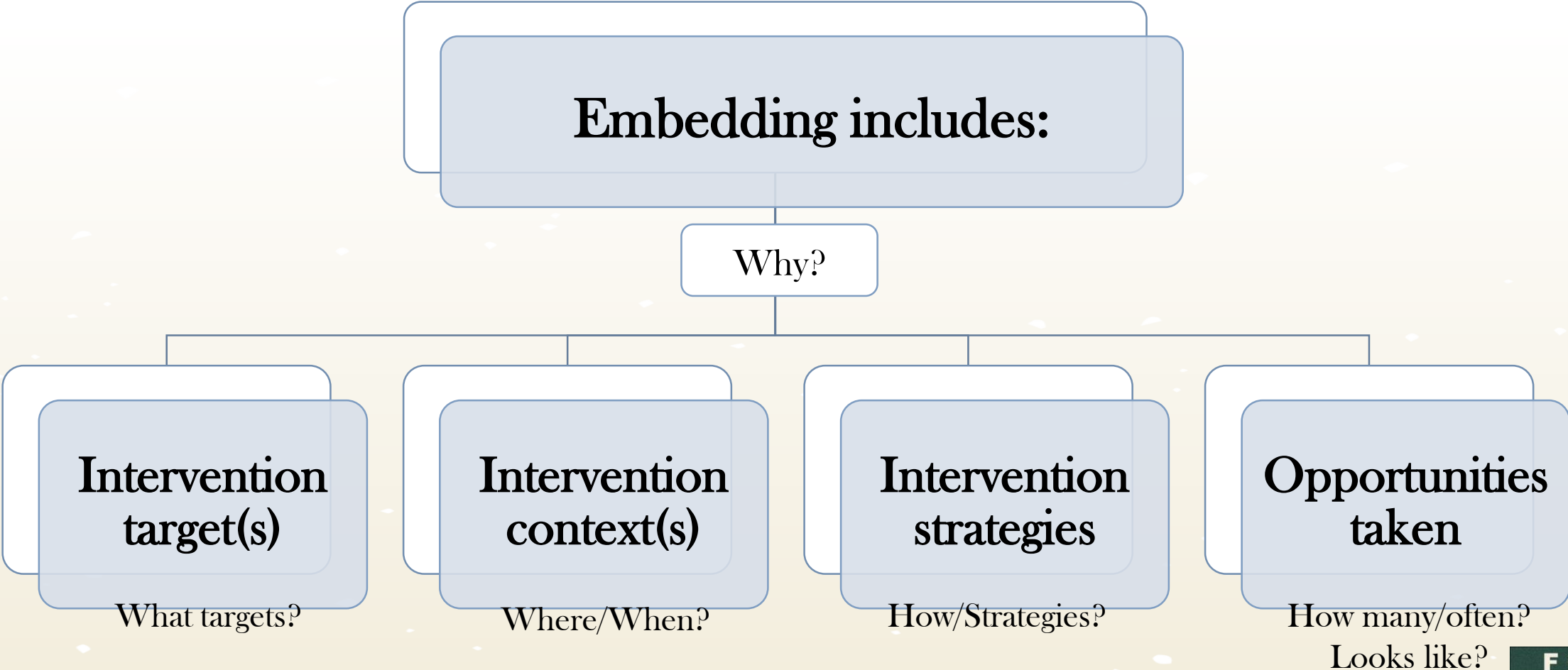
Few disagree that the most critical socio-communicative experiences for young children occur in their interactions with caregivers and family members (McCullum & Hemmeter, 1997). These social communicative interactions play a central role in the development of the child's general competence and exert powerful influences on emotional, communication, and cognitive development (Clarke-Stewart, 1973). The quality of children's interactions with caregivers influences their participation and learning, thus influencing developmental outcomes for children and creating meaningful and mutually beneficial interactions with caregivers. It is also widely believed that early intervention programs that involve caregivers and parents are more effective than those that do not (Mahoney et al., 1999). These beliefs provide a basis for the general acceptance of embedded interventions as recommended practice (Sandall, McLean, & Smith, 2000)

and the mandate to provide services in natural environments (Walsh, Rous, & Lutzer, 2000). Whereas legislation and professional consensus agree on the importance of family participation in early intervention, practitioners struggle with the practical aspects of how to address developmental outcomes for infants and toddlers in the context of the families' interactions during their typical daily activities and routines.

Caregiver-child interactions are considered to be critical in facilitating children's acquisition of language and socio-communicative abilities (Wetherby & Prizant, 2000). Adult responsiveness to children's attempts to communicate, however, has been shown to have modest effects in the absence of specific elicitation techniques (Wilcox & Shannon, 1996). This implies that for optimal benefits of intervention, it might be necessary to use specific intervention strategies that are aimed at evok-



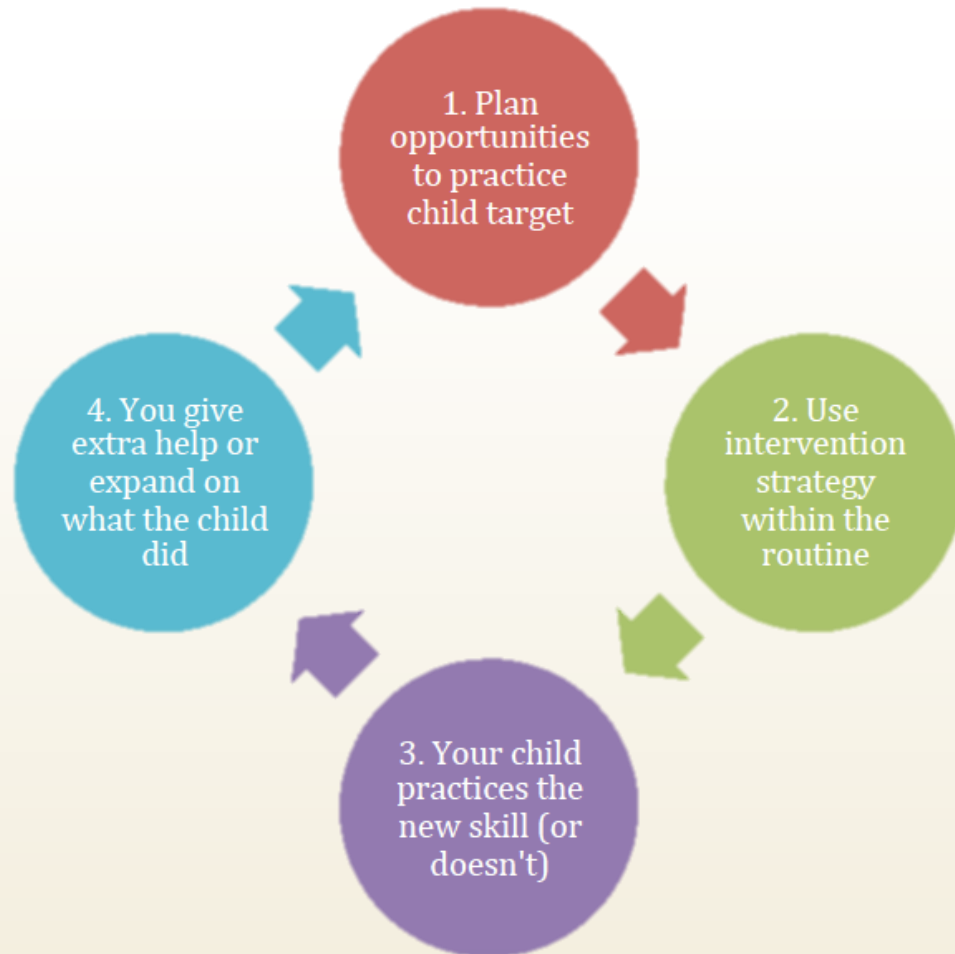
What Families Need to Know About Embedding in Routines



Supporting Caregivers to Embed Intervention

- What does the family know about their roles in embedding intervention for their child?
- What supports or frameworks do you use to expand their knowledge of their roles?
- Which intervention strategies do they use easily and regularly?
- How do you problem solve and coach them on new intervention strategies?
- Where is the family on the continuum of confidence and competence for embedding intervention?
- Where are you on the continuum of confidence and competence for coaching?

Embedded Intervention



Parent or caregiver uses a strategy to teach or support use of a skill when needed in an everyday routine or activity.



SS-OO-PP-RR Caregiver Coaching Process

Preparing (SS)

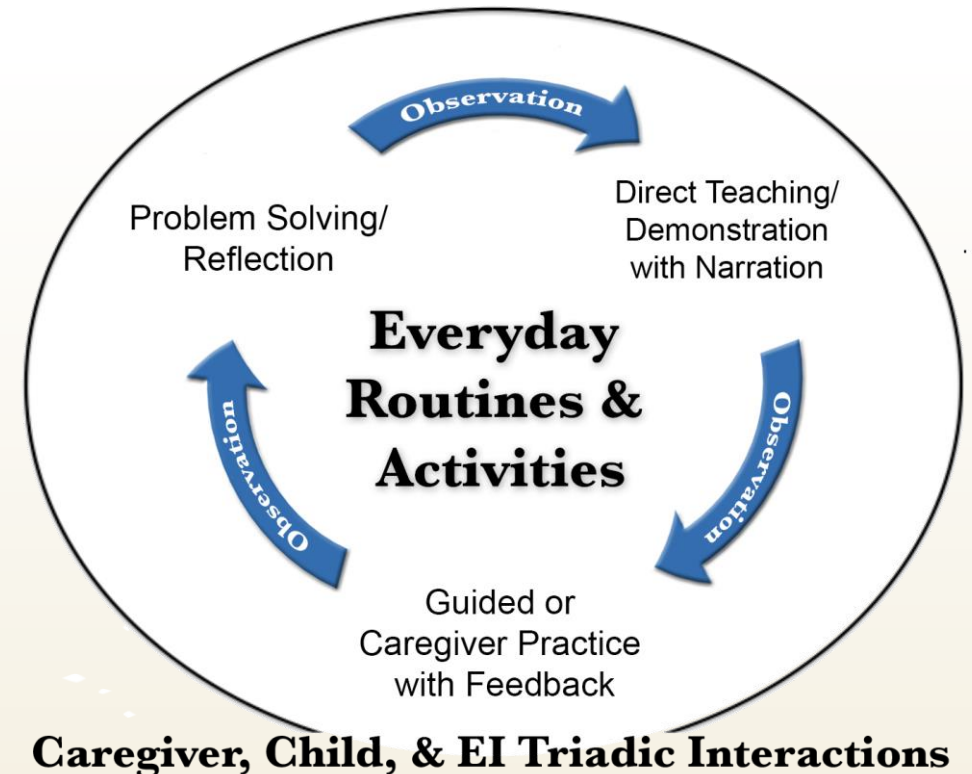
- Information Sharing
- Direct Teaching
- Demonstration

Application and Feedback (OO)

- Observation
- Guided Practice with Feedback
- Caregiver Practice with Feedback

Mastery (PP RR)

- Problem Solving
- Reflection
- Review



Friedman, M., Woods, J., & Salisbury, C. (2012). Caregiver coaching strategies for early intervention providers: Moving toward operational definitions. *Infants & Young Children, 25*(1), 62-82.
Woods, J. J., Wilcox, M. J., Friedman, M., & Murch, T. (2011). Collaborative consultation in natural environments: Strategies to enhance family-centered supports and services. *Language, Speech, and Hearing Services in Schools, 42*(3), 379-392.
Dunst, C. J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants & Young Children, 22*(3), 164-176.



A Quick View of the Family 5Q



WHY?

Is the target, strategy or routine important to support the child's learning?

WHAT?

Are the child and family's target(s)-specific, right size and important for the relevant content?

WHEN? / WHERE? / WHO?

Which routines, activities, places, times and people will support the child?

HOW?

Will the strategies the caregiver uses with the child support learning and participation?

IS IT WORKING?

How will family gauge whether the plan is working and the child is learning?

What can we do to help caregivers increase opportunities throughout the day?



Increase Intentional Learning Opportunities- Repetition!

- 3 meals per day X 365 days per year =
1,095 opportunities per year
- 2 rides in car or walks to bus stop each day
X 365 days/year =
730 opportunities per year
- 6 - 8 diaper changes a day X 365 days per
year =
2,190 - 2,920 opportunities per year
- 4 opportunities to play games with
grandma or grandpa each week X 50
weeks =
200 opportunities per year
- And so on.....



1. Repetition 3 Ways:

- Routines occur every day**
- Routines often occur
multiple times during the
day**
- Targets can be embedded
multiple times in the
routine**

Intentionally Expand Learning Opportunities

2) Identification of subroutines and specialized strategies

What happens before the routine?



```
graph TD; A[What happens before the routine?] --> B[What else happens or could during the routine?]; B --> C[What happens after?];
```

What else happens or could during the routine?

What happens after?

Intentionally Increase Learning Opportunities in other Contexts

3) Programming generalization

- Which additional routines have similar sequences/actions for the caregiver? Or could?
- Which routines could include the same targets for the child?
- Which routines occur in other locations? Or use other materials? Other individuals?
- Which routines have or could have concurrent learning targets? Similar intervention strategies? Different?

Next Steps in Research



References

- Brown, J. A., & Woods, J. J. (2015). Effects of a Triadic Parent Implemented Home Based Communication Intervention for Toddlers. *Journal of Early Intervention, 37*(1), 44-68.
- Brown, J. A., & Woods, J. J. (2016). Parent-implemented communication intervention: Sequential analysis of triadic relationships. *Topics in Early Childhood Special Education, 36*(2), 115-124.
- Friedman, M., Woods, J., & Salisbury, C. (2012). Caregiver coaching strategies for early intervention providers: Moving toward operational definitions. *Infants & Young Children, 25*(1), 62-82.
- Lorio, C. M., Woods, J. J., & Snyder, P. (2021). An Exploration of Reflective Conversations in Early Intervention Caregiver Coaching Sessions. *Journal of Early Intervention, 1053815121992132*.
- Marturana, E. R., & Woods, J. J. (2012). Technology-supported performance-based feedback for early intervention home visiting. *Topics in Early Childhood Special Education, 32*(1), 14-23.
- Roberts, M. Y., & Kaiser, A. P. (2011). The effectiveness of parent-implemented language interventions: A meta-analysis. *American Journal of Speech-Language Pathology, 20*(3), 180-199.
- Rush, D. D., & Sheldon, M. L. (2011). *The early childhood coaching handbook*. Baltimore, MD. Paul. H. Brookes.
- Salisbury, C., Woods, J., Snyder, P., Moddelmog, K., Mawdsley, H., Romano, M., & Windsor, K. (2018). Caregiver and provider experiences with coaching and embedded intervention. *Topics in Early Childhood Special Education, 38*(1), 17-29
- Trivette, C. M., Dunst, C. J., Hamby, D. H., & O'Herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies. *Winterberry Research Syntheses, 2*, 1-31.
- Windsor, K. S., Woods, J., Kaiser, A. P., Snyder, P., & Salisbury, C. (2019). Caregiver-implemented intervention for communication and motor outcomes for infants and toddlers. *Topics in Early Childhood Special Education, 39*(2), 73-87.
- Woods, J. J., Wilcox, M. J., Friedman, M., & Murch, T. (2011). Collaborative consultation in natural environments: Strategies to enhance family-centered supports and services. *Language, Speech, and Hearing Services in Schools, 42*(3), 379-392.
- Woods, J., Kashinath, S., & Goldstein, H. (2004). Effects of embedding caregiver-implemented teaching strategies in daily routines on children's communication outcomes. *Journal of Early Intervention, 26*(3), 175-193.

For more information on Family Guided Routines Based Intervention, please visit the website.



<http://fgrbi.com>

A screenshot of the Family Guided Routines Based Intervention (FGRBI) website homepage. The header features the FGRBI logo (a stylized family icon) and the text "Family Guided Routines Based Intervention". Below the header is a navigation menu with links: Home, What is FGRBI?, FGRBI for Families, FGRBI for Providers, Mobile Coaching, About Us, and CEC-RAP. The main content area includes a large image of a woman kissing a baby on the cheek. Below the image is a paragraph of text: "Family Guided Routines Based Intervention (FGRBI) and Caregiver Coaching promotes the ability of early intervention providers to coach caregivers to engage their young children in learning as they participate in everyday routines and activities that are meaningful to them." Below this text are three circular icons: a heart for "FGRBI for Families", a handshake for "FGRBI for Providers", and a person at a computer for "Mobile Coaching". The footer contains the copyright notice: "Copyright © 2020 Family Guided Routines Based Intervention. All rights reserved."