Embedding Listening, Language, Speech & Cognition into Daily Routines

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Early Intervention Program for Children Who Are Deaf or Hard of Hearing
Office of Early Learning/Department of Public Instruction
Learner Objectives

- Participants will:
  - Understand the shift in service delivery from a teacher/therapist directed to a routines based model
  - Apply knowledge of typical listening, speech, language, and cognition development by using a variety of tools (informal assessments, curriculum, etc.)
Learner Objectives

- Participants will:
  - Analyze video samples demonstrating routines based coaching
  - Evaluate the effectiveness of creating an environment where the EI provider is the coach and the parents are their child’s first and best teacher
The What, Why, Where & How

- What is Routines Based Intervention?
- What are routines and why are they important?
- What is natural environment?
- What research supports this method?
- Why the shift?
- Why the struggle?
- Where do we start?
- How do we accomplish this?
  - What does it look like with our children, with our goals?
The What...
Routines Based Intervention is...

A systematic approach to embed intervention consistently by all family members and service providers throughout the day rather than in individual, isolated therapy sessions.

What is Routines Based Intervention

A proven model for family-centered intervention in natural environments, routines based intervention is the approach thousands of professionals trust to improve the lives of young children and families they serve.

Routines-based Early Intervention: Supporting Young Children and Their Families, R. McWilliam, PhD (Author)
Routines Based Intervention is...

- When the family guides the selection of appropriate targets and contexts for intervention.
  - Routines selected for intervention are predictable and positive for both the child and care provider to enhance the ease of use and the potential for positive outcomes.
Routines Based Intervention will help...

- Address the families' individual needs and help children participate in daily routines.
  - Opens up communication about what they are able “realistically” able to do on a daily basis
  - Helps families establish routines that line up their goals with our goals (What it Takes)
- It is our job to adjust our goals to best address their needs
Routines Based Intervention will help...

- Professionals in Part C programs reach their key goals during visits to homes and child care settings such as how to:
  - Fully understand the family environment.
  - Get to know the family by creating a helpful visual depiction of their relationships, supports, and resources.
  - Conduct assessment that’s truly family-centered.
  - Uncover the whole families functional needs through an in-depth yet unintimidating interview about daily routines and activities.

*Routines-based Early Intervention: Supporting Young Children and Their Families* [R. McWilliam Ph.D.](https://www.mcwilliamr.com) (Author)
Routines Based Intervention will help...

- Write high-quality IFSPs and IEPs.
- Develop clear, specific, measurable goals that directly address the families priorities and help children develop skills relevant to everyday life.
- Provide coordinated, streamlined services.
- Empower families to continue intervention between visits.
- Coach families on weaving intervention into daily routines, so children have the best chance to learn and retain new skills.

*Routines-based Early Intervention: Supporting Young Children and Their Families*  
*R. McWilliam Ph.D.* (Author)
What are Routines?

Routines are functional events of daily living that offer opportunities to teach and practice meaningful skills in settings and situations as they are needed.

Routines…

By definition, occur on a regular basis and are repeated frequently, offering multiple opportunities for teaching and learning.

Autism Connect, Autism research, education, and advocacy,
http://www.autismconnectmd.org/education/methods/family_guided.html
Why are routines important?
Importance of Routines

- “Daily routines are meaningful contexts for young children to learn new skills because they are predictable, functional, and occur numerous times throughout the day.”

- “Interventions can be integrated into play, care-giving, and other activity-based routines as appropriate for the setting and individual child needs.”

(Woods, Kashinath, & Goldstein, 2004)
### Table 1. Jung’s ROUTINE Concepts and Criteria for Early Intervention Strategies (2007)

<table>
<thead>
<tr>
<th>Concept</th>
<th>Criterion</th>
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<tr>
<td>Routines based</td>
<td>Intervention strategies fit normally into routines without taking time and attention away from following them.</td>
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<tr>
<td>Outcome related</td>
<td>It is easy to identify the connection between the intervention strategy being used and the developmental outcome it is targeting.</td>
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<tr>
<td>Understandable</td>
<td>Intervention strategies are written in ways so that all team members understand what to do without knowing professional jargon.</td>
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<tr>
<td>Transdisciplinary</td>
<td>Strategies combine several discipline-specific interventions into a single activity that fits into routines and meets goals.</td>
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<tr>
<td>Implemented by family and caregivers</td>
<td>Intervention strategies are designed to be carried out by families, teachers, and aides in daily activities and routines.</td>
</tr>
<tr>
<td>Nonjudgmental</td>
<td>Intervention strategies emphasize shared roles and responsibilities of team members without compliance being an issue.</td>
</tr>
<tr>
<td>Evidence based</td>
<td>Intervention strategies use approaches most appropriate and proven effective in supporting targeted developmental outcomes.</td>
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What is a Natural Environment?

Public Law 105-17 (IDEA, Amendments of 1997 under Part C) affects how early intervention services are provided to families of young children with special needs.


*Taken from SKI-HI Curriculum Vol. 1 “Natural Environments and Routines”*
What is a Natural Environment?

This law defines early intervention services as “developmental services that to the maximum extent appropriate are provided in natural environments including the home and community settings in which children without disabilities participate.”


Taken from SKI-HI Curriculum Vol. 1 “Natural Environments and Routines”
Natural Environments are..

- Not just a “place” but activities, opportunities, and events in the child’s life
- Not just “places” but the many different kinds of learning activities happening in **different places**.


*Taken from SKI-HI Curriculum Vol. 1 “Natural Environments and Routines”*
The research says ...
Research supporting Routines Based Interventions

Vygotsky, in his book *Play And It’s Role in The Mental Development of The Child*

“Routines that occur within natural environments for young children provide the most effective framework to support and sustain early intervention activities. When a child is familiar with routines, the intervention specialist can focus on scaffolding new and more complex learning based on those experiences.”

Research supporting Routines Based Interventions

“When care providers use daily routines as the context for a child’s developmental interventions, they can integrate them into natural activities without disrupting the flow of what children are doing and learning.”

Research supporting Routines Based Interventions

“When developmental interventions are embedded in children’s regular routines and activities, skills learned are functional and meaningful for children and their caregivers.”

(Kashinath, Woods, & Goldstein, 2006)
Why the shift?
How is it shifting?

- From
  - Teacher driven, one-on-one with child with (possible) parent participation

- To
  - Parent guided, teacher supported, with child participation
Challenges

- Figuring out each parents’ learning style
- Coaching them on how to use the strategies in their routines
- Convincing them that they ARE in fact their child’s best teacher
Setting and adult versus child focus as service delivery dimensions

Unnatural setting
- Clinic
- Playgroup
- Community program
- Child care program
- Family day care home
- Home

Natural setting

Goal of early intervention

Support to caregiver
Teaching caregiver
Modeling for caregiver
Providing therapy/instruction

Caregiver focus
Child focus

The “Coaching” technique.

The “Coaching” model of early intervention is a natural approach to early intervention and is best understood when contrasted with the traditional “Direct Therapy” model of instruction.

**Coaching**
- The interaction between the parent and child is nurtured by the professional.
- The professional observes and supports the interaction.
- The parent implements the program for his/her child and the professional coaches the parent, making suggestions.

**Direct Therapy**
- The interaction is between the child and the professional.
- If present, the parent is in the role of an observer.
- The professional implements the program to increase the child’s language.

What does this look like in practice when working on **modeling language**?

**Coaching**
“‘You do such a great job of recognizing Johnny’s signals and knowing what they mean. Now we want to take that a step further. I’m going to help you practice giving him the words for what he would say if he could talk. That’s called ‘modeling’ language.’”

**Direct Therapy**
“‘Whenever Johnny attempts to ask for something or tell me something, I’m going to model that language for him. That’s what I want you to do throughout the day.’”

What does this look like in practice when working on **comprehension checks**?

**Coaching**
“You said that you think your child understands ‘ball,’ ‘cat,’ and ‘baby.’ Let’s put those toys and a couple of others around the room and see if he looks toward the named toy when we ask, ‘Where’s the baby?’”

**Direct Therapy**
“‘Here is a list of words that I have charted that your child knows. He knows ten more words than he knew the last time I charted them. Here’s a list of some more you can work on.’”

How are these examples different?

**Coaching**
- Family centered
- Focus on the parent skill
- Parent gets hands-on practice in real-life situations
- The *parent* is key to implementation
- The *professional* is in the wings

**Direct Therapy**
- Child centered
- Focus on the child skill
- Parent is given instructions
- The *professional* is key to implementation
- The *parent* is in the wings

The traditional “Direct Therapy” model can be an effective one for an older child. However, for the infant and toddler at home with the parents, the “Coaching” model has great benefits. Through coaching, parents learn information and skills to make informed decisions for their child and family. The parent-child interaction becomes enriched and enhanced. Parents become more confident and competent in raising their child. The child’s language and auditory skills grow and mature as the parents and child bond and build memories that will last a lifetime.

*Taken from Learn to Talk Around the Clock*
Coaching Model vs Clinical Therapy Model

- How can we do our jobs effectively as professionals and accomplish our goals? We must..
  - Apply and adjust what we know about “what it takes” and teach the parent how to do it on their own.
  - Shift our thinking (and theirs!)
    - Our job as the “therapist” to our job as the “coach”
    - The parents’ job as the “observer” to their job as their child’s first and most influential “teacher”
One model...
Routines Based Intervention

FGRBI Model

The family-guided routines intervention model (FGRBI) integrates published literature on embedded interventions with the day-to-day challenges of implementing interventions that meet the spirit of natural environments legislation.

(Published Literature-Bricker & Woods Cripe, 1992; Bruder, 1998; Dunst, Bruder, Trivette, Raab, & MacLean, 2001; Hanft & Pilkington, 2000; McWilliam, 1996; 2001; Woods, Kashinath & Goldstein, 2004)
FGRBI model

- Follows the following processes to get started
  1. Introducing Natural Environments & Welcoming the Family
  2. Routines based Assessment in Natural Environments
  3. Linking Assessment to Intervention
  4. Involving Caregivers in Teaching and Learning
  5. Monitoring Progress
FGRBI model

Introducing Natural Environments & Welcoming the Family
FGRBI model

Routines based assessment in natural environments
FGRBI model
Linking Assessment to Intervention
FGRBI model

Involving Caregivers in Teaching and Learning
FGRBI model

Monitoring Progress
Logical Model for Routines Based Approach

Assessment of Family Needs in “Home Routines” (Interview)

Intervention in “Home Routines” (Application)

Child Engagement, Family Participation, Carryover of Goals (Satisfaction with Routines)

Adapted from chart-McWilliam, R. *Early Intervention in Natural Environments*, Siskin Children’s Institute. Siskin Center for Child and Family Research, 2010
Why the struggle?
For Parents...

- Many parents like the professional to come in and do the “work”
- Comfort/Uncomfort level of doing the activities in front of the “expert”
- Lack of structure
- Lack of materials
- Lack of routines in their day
For Professionals…

- Loss of control
- Loss of structure during visits
- Difficult to implement with some families
- Less training in how to work with parents versus with the children
- Loss of “expertise” status
The struggle for professionals...

“Evidence-based family-centered early intervention and special education services can challenge auditory-verbal (AV) practitioners to rethink how they serve families and their children with hearing loss.”

The struggle for professionals...

“In auditory-verbal practice today, the child-centered approach of previous years has given way to more family-focused work”

Some Auditory-Verbal Strategies

- Acoustic highlighting
- Auditory closure
- Using a singsong voice
- Establishing attention through speech
- Developing both eye and ear contact
- Encouraging one person at a time to speak
- Captivating the child’s attention through sound
- Modeling the correct use of linguistic patterns
Some Auditory Verbal Strategies

- Using a natural speaking model
- Pausing
- Waiting
- Repeating
- Labeling by category
- Moving closer to the child

Where do we start?
Where do we start?

- First- we have to convince ourselves as teachers the value of delivering services in this manner
Where do we start?

- Focus on what the **child** does daily:
  - Bathing
  - Diapering
  - Eating
  - Going to childcare
  - Naptime
  - Reading books
  - Dressing
  - Playtime
  - Grooming
  - Bedtime
  - Taking a walk
Where do we start

- Focus on what the **parents** and **family** members do daily..
  - Preparing Meals/Mealtime
  - Shopping/Running Errands
  - Household Chores
  - Going to appointments
  - Watching TV
  - Yard Work/ Gardening
Where do we start

- Focus on what the parents and family do daily..
  - Getting ready for bed
  - Religious services
  - Visiting family and friends
  - Reading
  - Sports/recreation events
  - Eating out
Where do we start?

- Introduction conversation with parents
Where do we start?

- Brainstorm with parent about realistic routines in their home
Where do we start?

- Perform the routines with the family as they naturally occur (diaper change, putting in hearing aids, playing with blocks, and reading books)
Where do we start?

- “Sell” the idea to the parents!
  - Some parents…
    - are already doing it and don’t know it
    - will need more coaching until it becomes “natural”
  - will need more convincing and several reminders
Routines are everywhere...
Abbie

- CA- 2:4
- HL- Bilateral, Sensorineural, Profound
- HA-1:3
- Device-Bilateral Cochlear Implant, Cochlear Nucleus 5
- Video 1: Playing with Play-Doh
- Video 2: Nursery Rhyme Sequence Story
- Play Routines
- Pre-academic Routines
CE

- CA-2:10
- HL-L: Mild sloping to Severe, R: Severe rising to Moderate
- HA-2:4
- Device: Bilateral Phonak BTE
- Severe brain bleed at birth, underdeveloped cerebellum, vision loss
- Video 1: Hearing Aid Routine
- Video 2: Mealtime, making choices
- Caregiver Routine
Cooper

- CA- 2:2
- HL- Bilateral, Conductive, Mild to moderate
- HA- 4 months
- Device- BAHA (Bone Anchor Hearing Aid)
- Down Syndrome
- Video 1- Reading aloud with Mom
- Video 2- Singing “Itsy Bitsy Spider” with Mom
- Pre-academic routines
KS

- CA- 1:5
- HL- Bilateral Mild to Moderate
- HA- 1:1
- Device- Bilateral Hearing aids, Oticon Safari BTE
- Video 1: Helping Mom with the dishes
- Video 2: Getting something to drink
- Community and Family Routines
- Caregiver Routines
Resources

- **Learn to Talk Around the Clock**, *A Professional’s Early Intervention Toolbox*, Karen Rossi, 2003
- **My Baby and Me**, *The Moog Center For Deaf Education*, 2002
- **Cottage Acquisition Scales for Listening, Language, and Speech**, CASLLS
- **Auditory Learning Guide**, ALG
- **Infant/Toddler Speech Inventory**
- **MacArthur Bates Communicative Development Inventory**
- **Bloom and Lahey**
- **Power words**
- **Lexicon I**
- **Family Guided Routines Based Intervention Categories**
- **NC Early Intervention website** [http://eiexcellence.org/](http://eiexcellence.org/)
References


Individuals with Disabilities Education Act Amendments of 1997. Part C-Infants and Toddlers with Disabilities, Pub. L.105-17,20.1400 et seq., Sec 632 & 635


Using Routines-Based Interventions in Early Childhood Special Education Danielle Jennings, Mary Frances Hanline, and Juliann Woods Dimensions of Early Childhood Vol 40, No 2, 2012


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kristen.steele@esdb.nc.gov
## ESLLC - Community and Family Routines

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<tr>
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<th>LISTENING (Auditory Learning Guide)</th>
<th>SPEECH</th>
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<td>- Listening to speech without being distracted by other sources</td>
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<td>- pointing out sounds in environment</td>
<td>- Vowel/consonant variety with Learning to Listen sounds</td>
<td>- CASLLS Pre-Verbal Level</td>
<td>- Finding hidden objects</td>
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<td>- Sentence Level</td>
<td>- Suprasegmentals (duration, intensity and pitch)</td>
<td>- Listening to speech without being distracted by other sources</td>
<td>- Looking at pictures/objects when named</td>
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<td>- Word Level</td>
<td>- Input of Power Words</td>
<td>- Listening to speech without being distracted by other sources</td>
<td>- Lexicon I</td>
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<td>- Learning to Listen Sounds outside</td>
<td>-CASLLS Pre-Verbal Level</td>
<td>- MacArthur Bates Communicative Development Inventory</td>
<td>- Identifies rooms in house</td>
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<td><strong>12-24 Months</strong></td>
<td><strong>Sound Awareness</strong></td>
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<td>-caslls Pre-Sentence Level</td>
<td>- Identifies clothing items for different occasions</td>
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<td>- Pointing out sounds that are occurring during routine (outdoor noises, vacuum cleaner, dishwasher, clothes washer or dryer timers, etc.)</td>
<td>- Infant Toddler Speech Inventory (based on Ling Phonetic/Phonologic)</td>
<td>- Bloom and Lahey Phases 1 and 2</td>
<td>- Knows more body parts</td>
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</table>
| **0-12 Months**   | Sound Awareness - pointing out sounds in environment  
Sentence Level - Common phrases (including where's __)  
Word Level - Learning to Listen Sounds | - Suprasegmentals with "parentese" | - Input of Power Words  
- Input of household items such as fan, light, door, phone, etc.  
- CASLLS Pre-Verbal Level | - Cause and Effect  
- Looking at objects when named |
| **12-24 Months**  | Sound Awareness - Pointing out sounds that are occurring during routine (bath/sink water running, kitchen timer, etc.)  
Phoneme Level - Imitating alternated vowels/diphthongs, imitating consonants varying in manner and imitating consonants differing in voiced vs. unvoiced cues (Speech Babble)  
Discourse Level - Answering common questions with abundant contextual support  
Sentence Level - Recalling two critical elements (important details in a message); recalling three critical elements (Speech Babble)  
Word Level - Identifying Lto L sounds/objects | - Vowel of the week  
- Infant Toddler Speech Inventory (based on Ling Phonetic/Phonologic) | - Lexicon 1  
- MacArthur Bates Communicative Development Inventory  
- CASLLS Pre-Sentence Level  
- Bloom and Lahey Phases 1 and 2 | - Points to several clothing items on request  
- Sorts objects  
- Identifies six body parts  
- Brings objects from another room on request |
| **24-36 Months**  | Phoneme Level - Alternating consonants varying in place cues; alternating syllables with varying consonants and same vowel (Speech Babble)  
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<td>-Suprasegmentals (duration, intensity and pitch)&lt;br&gt;-Vowel/Consonant variety with Learning to Listen Sounds</td>
<td>-Input of Power Words&lt;br&gt;-Intro to MacArthur Bates Communicative Development Inventory&lt;br&gt;-Input of names of toys/Learning to Listen sound objects&lt;br&gt;-Joint Attention&lt;br&gt;-CASLLS Pre-Verbal Level</td>
<td>-Cause and Effect&lt;br&gt;-Searching for partially hidden objects&lt;br&gt;-Playing with blocks&lt;br&gt;-Ring on peg toys&lt;br&gt;-Working for toys out of reach&lt;br&gt;-Looking for family members when named</td>
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<td>12-24 Months</td>
<td><strong>Sound Awareness</strong>&lt;br&gt;-Performing a conditioned response (dropping a block into a bucket, etc.) when alerting to the Ling Sounds&lt;br&gt;-Imitating alternated vowels/diphthongs, imitating consonants varying in manner and imitating consonants differing in voiced vs. unvoiced cues (Speech Babble)&lt;br&gt;-Discourse Level&lt;br&gt;-Answering common questions with abundant contextual support&lt;br&gt;-Sentence Level&lt;br&gt;-Recalling two critical elements (important details in a message); recalling three critical elements&lt;br&gt;-Word Level&lt;br&gt;-Identifying Lt to L sounds/objects</td>
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<td>-Lexicon I&lt;br&gt;-MacArthur Bates Communicative Development Inventory&lt;br&gt;-CASLLS Pre-Sentence Level&lt;br&gt;-Bloom and Lahey Phases 1 and 2</td>
<td>-Uses playdough and paints&lt;br&gt;-Matches sounds to animals&lt;br&gt;-Sorts objects&lt;br&gt;-Assembles four nesting blocks&lt;br&gt;-Pulls string vertically to get toy&lt;br&gt;-Stacks rings&lt;br&gt;-Enjoys messy activities&lt;br&gt;-Hands toy back to adult</td>
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<td>-Plays with water and sand&lt;br&gt;-Understands concept of one&lt;br&gt;-Engages in simple make-believe activities&lt;br&gt;-Obeys two part commands&lt;br&gt;-Completes three-four piece puzzle&lt;br&gt;-Plays house</td>
</tr>
</tbody>
</table>
Embedding Listening, Speech Listening and Cognition into Daily Routines

<table>
<thead>
<tr>
<th>Play Routines</th>
<th>Caregiver Routines</th>
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<td><strong>Listening</strong></td>
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<tr>
<td><strong>Language</strong></td>
<td><strong>Cognition (HELP)</strong></td>
</tr>
<tr>
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<td><strong>Community and Family Routines</strong></td>
</tr>
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<td><strong>Speech</strong></td>
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Early Intervention Program for Children Who Are Deaf or Hard of Hearing, OEL/DPI (2013)
Embedding Listening, Speech Listening and Cognition into Daily Routines

<table>
<thead>
<tr>
<th>Play Routines</th>
<th>Caregiver Routines</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening</strong> <em>(Auditory Learning Guide)</em></td>
<td><strong>Speech</strong></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td><strong>Cognition (HELP)</strong></td>
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<table>
<thead>
<tr>
<th>CHRONOLOGICAL AGE</th>
<th>LISTENING (Auditory Learning Guide)</th>
<th>SPEECH</th>
<th>LANGUAGE</th>
<th>COGNITION (HELP)</th>
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<tbody>
<tr>
<td><strong>0-12 Months</strong></td>
<td><strong>Sound Awareness</strong></td>
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<tr>
<td></td>
<td>-Musical toys</td>
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<tr>
<td></td>
<td><strong>Phoneme Level/Discourse Level</strong></td>
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<tr>
<td></td>
<td>-Imitating motions /Identifying nursery rhymes/songs</td>
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<td></td>
<td><strong>Sentence Level</strong></td>
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<tr>
<td></td>
<td>-Common phrases</td>
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<tr>
<td></td>
<td><strong>Word Level</strong></td>
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<tr>
<td></td>
<td>-Learning to Listen Sounds</td>
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<tr>
<td></td>
<td><strong>-Suprasegmentals</strong> (duration, intensity and pitch)**</td>
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<tr>
<td></td>
<td><strong>-Vowel/Consonant variety with Learning to Listen Sounds</strong></td>
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<td></td>
<td><strong>-Input of Power Words</strong></td>
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<td><strong>-Joint Attention</strong></td>
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<td></td>
<td><strong>-Input of Family members’ names</strong></td>
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<td></td>
<td><strong>-CASLLS Pre-Verbal Level</strong></td>
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<td></td>
<td><strong>-Looking for family members when named</strong></td>
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<td></td>
<td><strong>-Looks at pictures when named</strong></td>
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<tr>
<td><strong>12-24 Months</strong></td>
<td><strong>Sound Awareness</strong></td>
<td><strong>-Vowel of the week</strong></td>
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<td></td>
<td>-Pointing out sounds that are occurring during routine</td>
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<tr>
<td></td>
<td><strong>Phoneme Level</strong></td>
<td><strong>-Infant Toddler Speech Inventory (based on Ling Phonetic/Phonologic)</strong></td>
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<tr>
<td></td>
<td>-Imitating alternated vowels/diphthongs, imitating consonants varying in manner and imitating consonants differing in voiced vs. unvoiced cues (Speech Babble)</td>
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<tr>
<td></td>
<td><strong>Discourse Level</strong></td>
<td><strong>-Suprasegmentals</strong> (duration, intensity and pitch)**</td>
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<td></td>
<td>-Answering common questions with abundant contextual support; identifying a picture that corresponds to a story phrase in three or four scene-story</td>
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<tr>
<td></td>
<td><strong>Sentence Level</strong></td>
<td><strong>-CASLLS Pre-Sentence Level</strong></td>
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<tr>
<td></td>
<td>-Recalling two critical elements (important details in a message): recalling three critical elements</td>
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<td></td>
<td><strong>Word Level</strong></td>
<td><strong>-Bloom and Lahey Phases 1 and 2</strong></td>
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<td></td>
<td>-Identifying Learning to Listen sounds/objects</td>
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<td></td>
<td><strong>-Identifies six body parts</strong></td>
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<td><strong>-Brings objects from another room on request</strong></td>
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<td><strong>-Rights familiar picture</strong></td>
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<td></td>
<td><strong>-Enjoys nursery rhymes, nonsense rhymes, finger plays, poetry</strong></td>
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<td></td>
<td><strong>-Matches objects to picture</strong></td>
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<td></td>
<td><strong>-Recognizes self in photograph</strong></td>
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<td><strong>-Recognizes and points to four animal pictures</strong></td>
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<td><strong>-Turns pages one at a time</strong></td>
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<td></td>
<td><strong>-Points to five-seven pictures of familiar objects/people</strong></td>
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<tr>
<td><strong>24-36 Months</strong></td>
<td><strong>Phoneme Level</strong></td>
<td><strong>-Infant Toddler Speech Inventory (based on Ling Phonetic)</strong></td>
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<td>-Alternating consonants varying in place cues: alternating syllables with varying consonants and same vowel, (Speech Babble)</td>
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<td><strong>-Bloom and Lahey Phases 3 and 4</strong></td>
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<td><strong>-Matches similar pictures of objects</strong></td>
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<td><strong>-Enjoys being read to and looks at books independently</strong></td>
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<td><strong>-Points to six body parts on picture of a doll</strong></td>
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<td></td>
<td><strong>-Understands all common verbs, most common adjectives, some prepositions</strong></td>
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## At A Glance

<table>
<thead>
<tr>
<th>Child Outcomes</th>
<th>Daily Activities and Routines:</th>
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<tbody>
<tr>
<td>(Child skills being worked on)</td>
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### At A Glance

<table>
<thead>
<tr>
<th>Daily Activities and Routines</th>
<th>Departures</th>
<th>Play</th>
<th>Diaper Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings</td>
<td>Wave &quot;Bye-Bye&quot;</td>
<td>Point</td>
<td>Point</td>
</tr>
<tr>
<td>Specific Strategies (Family Skills) to Use</td>
<td></td>
<td>Show toys</td>
<td>Show clean wipes, fresh diapers, etc.</td>
</tr>
</tbody>
</table>

### Child Outcomes (Child skills being worked on)

#### Using gestures

- Wave "Hi!"
- Use both hands on cup
- Offer a toy for child to hold with both hands

#### Using both hands

- Wave "Bye-Bye" with both hands
- Play Peek-a-Boo, Pat-a-Cake

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**Topic 3: Putting It Together: Incorporating Skills Into Family Routines And Activities**

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**PUBLIC SCHOOLS OF NORTH CAROLINA** State Board of Education | Department of Public Instruction :: Exceptional Children Division
The “Coaching” technique.

The “Coaching” model of early intervention is a natural approach to early intervention and is best understood when contrasted with the traditional “Direct Therapy” model of instruction.

**Coaching**
The interaction between the parent and child is nurtured by the professional.
The professional observes and supports the interaction.
The parent implements the program for his/her child and the professional coaches the parent, making suggestions.

**Direct Therapy**
The interaction is between the child and the professional.
If present, the parent is in the role of an observer.
The professional implements the program to increase the child’s language.

What does this look like in practice when working on *modeling language*?

**Coaching**
“Do such a great job of recognizing Johnny’s signals and knowing what they mean. Now we want to take that a step further. I’m going to help you practice giving him the words for what he would say if he could talk. That’s called ‘modeling’ language.”

**Direct Therapy**
“Whenever Johnny attempts to ask for something or tell me something, I’m going to model that language for him. That’s what I want you to do throughout the day.”

What does this look like in practice when working on *comprehension checks*?

**Coaching**
“You said that you think your child understands ‘ball,’ ‘cat’ and ‘baby.’ Let’s put those toys and a couple of others around the room and see if he looks toward the named toy when we ask, ‘Where’s the baby?’”

**Direct Therapy**
“Here is a list of words that I have charted that your child knows. He knows ten more words than he knew the last time I charted them. Here’s a list of some more you can work on.”

How are these examples different?

**Coaching**
Family centered
Focus on the parent skill
Parent gets hands-on practice in real-life situations
The *parent* is key to implementation
The *professional* is in the wings

**Direct Therapy**
Child centered
Focus on the child skill
Parent is given instructions
The *professional* is key to implementation
The *parent* is in the wings

The traditional “Direct Therapy” model can be an effective one for an older child. However, for the infant and toddler at home with the parents, the “Coaching” model has great benefits. Through coaching, parents learn information and skills to make informed decisions for their child and family. The parent-child interaction becomes enriched and enhanced. Parents become more confident and competent in raising their child. The child’s language and auditory skills grow and mature as the parents and child bond and build memories that will last a lifetime.