



# Effective Practices in Early Intervention for Families and Their Infants and Toddlers

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# Outline

- Historical context
- Current evidence base
- Translating research to effective practices
- Family-professional perspectives
- National trends
- Effective practices implementation gap
- Learning collaborative




# Historical Context Child Development Theory

- Children learn best with
  - Repeated opportunities for practice
  - Contextualized support
  - Increasingly complex interactions
  - Attention to integrated developmental functioning
- Families
  - Engine of change (Brooks-Gunn, Berlin, & Fulgini, 2000)
  - Use of strategies both an outcome and level of intervention (Bronfenbrenner, 1999)

# Historical Context

## Evidence Base

- Family involvement results in significantly greater intervention effects (Shonkoff & Hauser-Cram, 1987; Ketelaar, Vermeer, Helders, & Hart, 1998)
- Programs focused on family strategy use were more effective than other family participation methods (Shonkoff & Hauser-Cram, 1987)
- Intervention effects dependent upon supporting families in using effective interaction strategies (Mahoney, Boyce, Fewell, Spiker, Wheeden, 1998)

A woman and a young girl are shown in traditional Indian attire. The woman is on the left, wearing a dark blue sari with a gold border and a gold necklace. She is holding the girl. The girl is on the right, wearing a bright blue sari with a gold border and a gold necklace. She is looking towards the camera with a slight smile. The background is a light, textured wall.


*Programs that combine child-focused [developmental]...activities with explicit attention to parent-child interaction patterns and relationship-building appear to have the greatest impacts*

(National Research Council, 2000, p. 343)



# Historical Context IDEA Legislation

- Focus on the family
- Resource-based support
- Natural environments



*...the time has come to stop talking about parent involvement and to commit to learning how such involvement can be accomplished across a range of family constellations, circumstances, and values*

(Mahoney, Robinson, & Perales, 2004)



# Current Evidence Base Natural Learning Opportunities

- Family and community routine activities
- Multiple
- Individualized
- Development-enhancing
  - Interest
  - Opportunity to practice

(Bruder, 2001; Dunst, Bruder, Trivette, Hamby, Raab, & McLean, 2001; Dunst, Hamby, Trivette, Raab, & Bruder, 2000)



# Current Evidence Base Effective Family Strategy Use

- **Contextualized**
  - Where strategies are used
  - Fit family's priorities, values and everyday life
- **Level of support**
  - To learn and continue effective strategy use

(Hinojosa, 1990; Hinojosa & Anderson, 1991; Von Wendt, Ekenburg, Dagis, & Janlert, 1984; Woods & Kashinath, 2007; Woods, Kashinath, & Goldstein, 2004)

# Current Evidence Base

*Interventions fail to be implemented and sustained when they do not fit the daily routine of the family...when the intervention cannot be incorporated into the daily routine, or when the intervention is not compatible with the goals, values, beliefs of the parents*

(Bernheimer & Keogh, 1995, p. 424)



# Current Evidence Base

## *How Supports Are Provided*

- Family capacity building
  - Building off family's strengths & resources
  - Builds family sense of competence
- Family engagement
  - Professional coaching, listening, asking for information

(Peterson, Luze, Eshbaugh, Jeon, & Ross Kantz, 2007; Trivette, Dunst, & Hamby, 2010)

# Translating Research to Effective Practices: Embedded Interventions

- Individualized approaches
  - Child's unique learning characteristics
  - Family's culture, values, and ways of being
  - Routine activity structure and flow
- Assess child during routine activities
- Identify approaches that fit routine activities
- Blend into routine activities
  - Avoid redesigning or adding to routine activities

(Selected: Bernheimer & Keogh, 1995; Bernheimer, & Weisner, 2007; Campbell, 2004; Dunst, Bruder, Trivette, Raab, & McLean, 2001; Dunst, Trivette, Humphries, Raab, & Roper, 2001; Gallimore, Weisner, Kaufman, & Bernheimer, 1989; Guralnick, 2001; Hanft, Rush, & Shelden, 2004; Jung, 2003; Kashinath, Woods, & Goldstein, 2006; McWilliam, 2000; McWilliam & Scott, 2001; Pilkington, & Malinowski, 2002; Roggman, Boyce, & Innocenti, 2008; Woods, Kashinath, & Goldstein, 2004)

# Translating Research to Effective Practices: Collaborative Coaching

- Family-professional collaboration
  - Design intervention approaches
  - Try out (family)
  - Make sure “doable” and comfortable for family
- Result
  - Family confident and competent in using approaches in between intervention sessions
  - Contextualized
  - Development-enhancing
  - Integrated-functional development

# Translating Research to Effective Practices: Collaborative Coaching

- Adult learning principles
  - Provide rationale
  - Interact with child for explicit purpose of assessment and demonstration
    - Explain steps to approaches
    - Identify child response
  - Family practices approaches (majority of visit)
    - Family and professional provide feedback
    - Refine as needed

# Embedded Interventions and Collaborative Coaching Approaches



- Support not supplant what families already do and expect to do as parents
- Take advantage of already existing community opportunities
- Children are continually a part of their family and community, and learning
- Prepare families for community settings and life after early intervention



# Families “Get It”

- Identified “natural environments” as more than location, but learning opportunities
- Agreed professionals’ role is to provide specific strategies to family
- Chose coaching model as more beneficial
- Almost exclusively identified learning opportunities in home and community
- Identified benefits of family participation, capacity building, easy to fit into “real life”

(Campbell, Sawyer, & Muhlenhaupt, 2009; Dunst & Raab, 2004; Sayers, Cowden, & Sherrill, 2002; Scales, McEwen, & Murray, 2007)


# Early Interventionist Approach For All Disciplines

- Occupational Therapy
  - Campbell, Hanft, Milbourne, Sawyer
- Physical Therapy
  - Chiarello, Long, Shelden, Stremel, Valvano
- Psychology
  - Dunst, Trivette
- Special Instruction
  - Bruder, Jung, McWilliam
- Speech Language Pathology
  - Rush, Wilcox, Woods

# National Trends Professional Association Support

- AOTA
- APTA
- ASHA
- DEC/CEC





# National Trends State Adoption

- Connecticut
- Tennessee
- Virginia
- West Virginia
- Wisconsin
- Arizona
- Colorado

Florida  
Georgia  
Illinois  
Louisiana  
Missouri  
Mississippi  
Nebraska  
Pennsylvania

# Effective Practices Implementation Gap

- **Personnel preparation**

(Bruder & Dunst, 2005; Center to Inform Personnel Preparation, 2007)

- **Beliefs**

(O'Neill & Palisano, 2000; King, Law, King, & Rosenbaum, 1998; Campbell & Halbert, 2002; Sawyer & Campbell, 2009)

- **Practices**

(Campbell & Sawyer, 2007; Mahoney & Perales, 2006; McBride & Peterson, 1997; Peterson, Luze, Eshbaugh, Jeon, & Ross Kantz, 2007 )

- **State responses**

(Center to Inform Personnel Preparation, 2006)

- **Effective professional development to shift practices resource heavy**

(Chiarello & Effgen, 2006; Dunst & Trivette, 2009; Lambert, 2010; Odom, 2009)

# Unique Opportunity – ARRA \$

- Address effective practices implementation gap
- Provide state-of-the-art professional development in early intervention
- Systemic approach
  - Constituent support in applying practices
  - Aligned processes

# Learning Collaborative



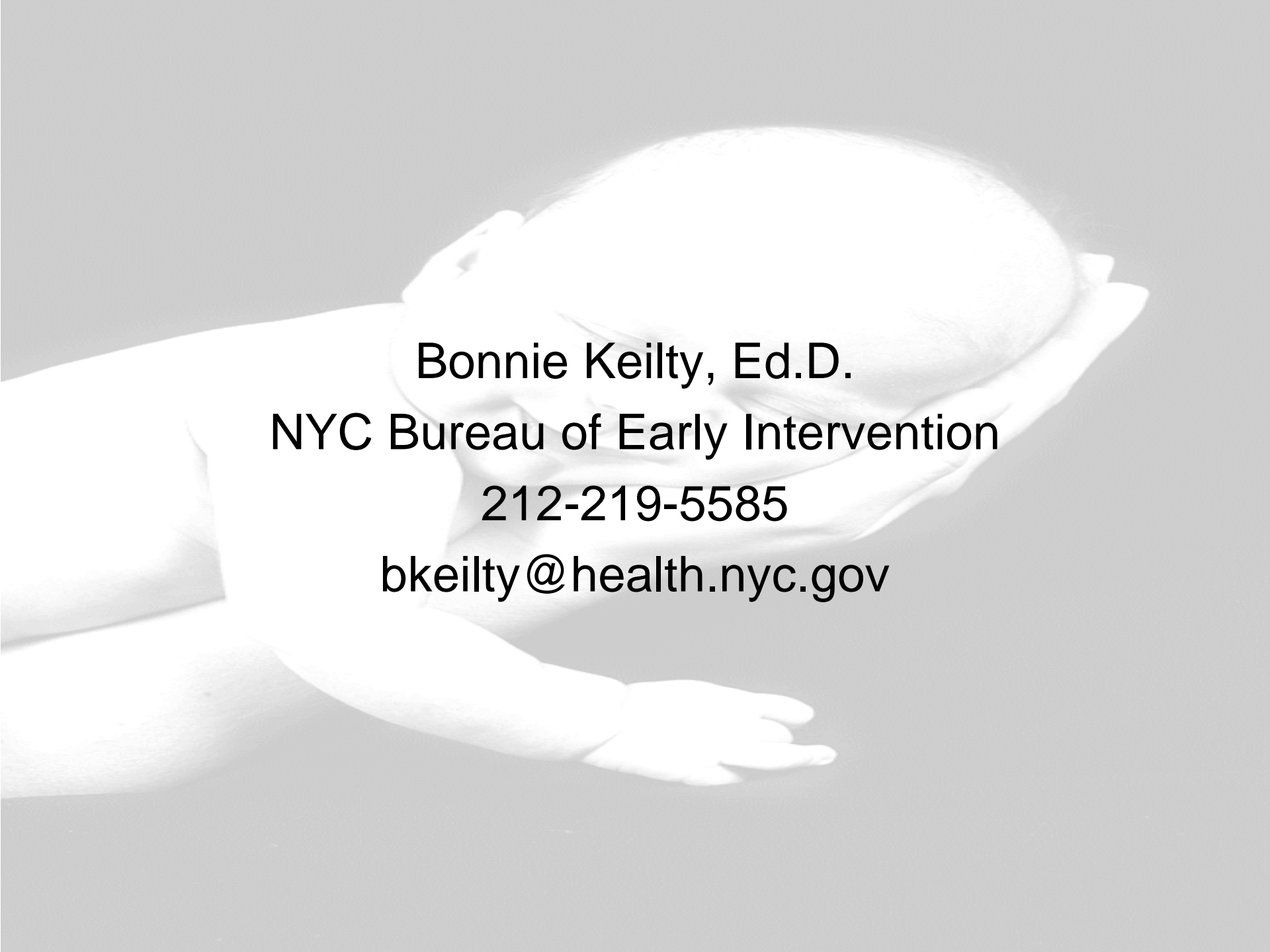
- Early intervention practicing professionals
- Embedded interventions and collaborative coaching approaches
  - Principles not models
- Aligned with effective professional development approaches



# Learning Collaborative



- Long-term support
  - Large group content sessions
  - Follow-up individual and group support
- Competency-based proficiency



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