Service Delivery in Early Intervention

Alternate Models of Service Delivery

COACHING/PSP MODEL

CO-TREATMENT
Characteristics of Current Service Delivery

Discipline specific model

- Treatment model
- Expertise model
- Deficit-based model
- Service-based model
- Professionally-centered model
**Sample Case**

<table>
<thead>
<tr>
<th>Suzy, 16 months old</th>
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<tr>
<td>✓ Lives with her mom and dad in an apartment in an urban area</td>
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# Sample Case

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Current Model

- Receives PT twice weekly for one hour sessions in the home
- Receives language therapy once weekly for a one hour session in the home
- Receives OT once weekly for a one hour session in the home

Total hours over a 24 week period = 96 hours
Child/Caregiver

PT

SLP

OT
What Caregivers Say About The Current Model
(Woods, J., 2004)

Caregiver Comments

- Each professional repeats many of the same questions during their initial meeting and subsequent visits.
- Information requested (multiple times) does not seem to be used.
- Professionals play with toys with the child and do not clearly explain options for ‘REAL’ participation by caregiver.
What Caregivers Say...

Caregiver Comments

Interventions are not connected to each other or to priorities of the family and the family’s routines

Expressed concern about being judged or saying the wrong thing during their interactions with the professionals
Evidence-based Practice
(Dunst, Hamby, Trivette, Raab, Bruder, 2000; Dunst, Herter, & Shields, 2000)

Children learn in natural environments and in activities that are either planned or spontaneous and are of interest to the child and the family/caregiver(s).
Current Model
Campbell, P.H. & Brook, S. (2007); McWilliams, (2000)

Concern
Little difference seen between services provided in the home than what was provided in a clinical setting.
Coaching focuses on supporting the family and others in refining their knowledge and skills to help their child participate in meaningful situations.
The COACHING Model

- Supports the caregiver(s) in building
  - competence and
  - confidence to
- Help the child learn
- When using collaborative consultation (a.k.a. COACHING) effectively, the care provider is the true facilitator of change or improvement in the child’s skills and development
Essentials of Coaching

- Collaborative/participatory
- Performance-based (not necessarily the child)
- Context driven
- Reflective
- Reciprocal
- Transdisciplinary
Types of Coaching

Different types of coaching – all center around ADULT learning and collaborations between:

- Professional and parent
- Professional and professional
- Parent to parent

STRENGTHEN THE FAMILY
When Do You Coach?

- Scheduled visits with parents (parent coaching) either individually or during co-treatment session with colleague
  OR
- Scheduled meetings with team member/colleagues (peer coaching)
- Spontaneous coaching – colleague experiences a challenge during their visit and contacts you for discussion

Planned or Spontaneous
## Revisit Our Family

### Suzy, 16 months old

- Lives with her mom and dad in an apartment in an urban area
- Does not attend a day care program
- Likes to watch TV
- Weighs 18 lbs; some aversion to food textures
- Emerging jargoning and a few common words
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BabyNet Takes Its First Steps

Primary Service Provider (PSP)/Coaching #1

- PT is determined by the IFSP team to be the PSP - PT twice weekly for one hour sessions in the home
- SLP meets with family once for two hours to discuss how to arrange natural environments to best facilitate language; coaches PT on what to look for as Suzy’s language begins to change.
BabyNet Takes Its FirstSteps

- OT meets with the family once a month to coach family on how to desensitize to textures unless PT indicates a problem that requires more frequent visits. Keeps in touch with PT and SLP on progress and any changes noted.

- Total hours over a 24 week period = 56 hours
The Part C Way

SLP

PT

OT
PSP/Coaching #2

- PT is determined by the IFSP team to be the PSP - **PT twice weekly for one hour** sessions in the home.
- SLP meets with family twice a month – language training program (i.e. Hanen); coaches PT after that on what to look for as Suzy’s language begins to change.
BabyNet Takes Its First Steps

- OT meets with the family once a month to coach family on how to desensitize to textures. Keeps in touch with PT and SLP on progress and any changes noted.

- **Total hours over a 24 week period = 66 hours**
The Part C Way

SLP

PT

OT
The COACHING Model Is Not...

- A watered-down approach
- A PT doing speech-language therapy
- Teaching the care provider to do “therapy”
- Used because you don’t have a particular service provider
Co-treatment Option

- Considered more interdisciplinary
- Typically implemented with individuals who have chronic or complex conditions and require multiple treatment sessions.
- Working with other professionals while maintaining your focus
What’s Next?

“Services are based on the Highest Quality Internal and External Evidence That Is Available” (ASHA, 2008)
What’s Next? Use the Research Evidence

- Suzy -16 months – Again revisited
  - SLP evaluation: concern regarding the **quality** of Suzy’s current word productions re: syllable shape and emerging phoneme classes - research on toddlers this age is limited. However, see article by Carson, et.al., 2003.
  - Additional question to ask parent regarding canonical babbling (see Oller, et.al, 1999)
What’s Next: Use the Research Evidence

- At the initial ISFP meeting discuss your concerns regarding the quality of Suzy’s language re: syllable shape, phoneme classes present/absent and compare it to normative data available for infants/toddlers during this stage of development. Cite research previously mentioned.

- PT and SLP – option to co-treat for a period of time

- OR

- SLP – involved on a more routine basis following parent training discussed under PSP/Coaching - Option #2
What’s Next?

• Educate ourselves
• Federal regulations on Part C
• SC Part C Policies & Procedures
• Evidence-based practice in speech-language pathology, specifically children diagnosed with slow expressive language development (SELD)
What Can I Do?

• VOLUNTEER YOUR TIME!

• SCSHA Task Force on Early Intervention – members needed!
References


References

References

- McWilliams, R.A. (2000). It’s only natural to have early intervention in the environments where it is needed. *Young Exceptional Children Monograph Series*, 2, 17-26.