Family-guided Activity Based Intervention for Infants & Toddlers

Key Components

**Family-guided Activity Based Intervention** incorporates teaching and learning within a variety of daily routines and activities within the child’s and family’s lives.

**Family-guided Activity Based Intervention** tells us where and when to practice skills and how to take advantage of opportunities for learning.

- Routines and Activities become the context for intervention, and not adult structured teaching lessons.
- Routines and activities are:
  - identified from the child’s and family’s settings and schedule preferences,
  - based on identified goals and outcomes,
  - identified to increase the family member’s time, availability, and confidence,
  - chosen to ensure several opportunities to practice skills which are fun for the child in order to increase attending and motivation,
  - short and positive, and
  - frequent and predictable.
- Use each family’s schedules and interests.
- Incorporate family practices and values.

**For Success** times must be selected when:

- children are alert, rested, and interested in the interactions.
- careproviders are comfortable, have time, and are able to facilitate positive interactions.

**Discuss careprovider’s and child’s activities and routines.**

- Identify the activities and routines that occur, when, where and who is involved.
- Identify the frequency of occurrence and general sequence.

**Routines will differ among families.**

- Observe and discuss the family’s approach to the routine.
- Identify which routines are most appropriate for teaching and learning different outcomes.

**Routines Most Appropriate for Intervention:**

- are interesting to the child
- are comfortable to the careprovider
- involve interesting materials
- are completed quickly
- contain opportunities for joint attention for careprovider and child
- include action
Choose preferred routines.
- Build on family interests and strengths.
- Embed intervention into family identified activities.
- Design interventions within routines be jointly.
- Solicit family input around child interests and preferences.
- Develop written routine schedules or plans based on the collaborative discussion.
- Be systematic throughout the day.

NOTE: These joint written plans may have more relevance for interventionists than for family members.

Important ~Paper plans and discussion are not sufficient for careproviders!
- Strategies must be demonstrated.
- Strategies must be explained.
- Strategies must be practiced.

When implementing routines throughout the day:
- Observe the child.
  ~ Determine favorite toys/materials will increase the likelihood you will have time to implement the skill.
  ~ Materials should encourage child initiation.
- Gather family ideas about implementation.
  ~ Family generated ideas helps assure the family has opportunities to guide their child’s program and observe change over time.
  ~ Monitoring progress with families by identifying successes and/or the need to revise, ensures the child’s program continues to match the needs of the child.
  ~ Input helps the family.
- Provide variations for practice.
  ~ Variations help ensure practice and multiple opportunities.
  ~ Remember to keep it simple.
  ~ Introduce different materials.
  ~ Use different locations for intervention.
  ~ Involve other family members.
  ~ Change the time.

The complexity of the skill will increase over time making variations even more necessary.

Learning Specific Strategies:
- Discuss strategy
- Model strategy
- Practice strategy

Introduce one strategy at a time. Follow it through a variety of routines encouraging use in different settings with different materials.
Family-guided Approaches to Collaborative Early-intervention Training and Services

Demonstrating a strategy and discussing the utility of the strategy being used gives the careprovider opportunities to practice with the staff and enhance their feeling of competence and confidence in family-guided activity based intervention.

**Observe and provide feedback:**
- observe careprovider and child;
- interactions can be used as examples to reinforce the careproviders' confidence in carrying out the intervention program; and,
- Each activity/routine should be reviewed for progress.

**NOTE:** Planning should not emphasize a structure that prohibits the child and careprovider from changing directions as the child's interests shift.
- Encourage the careprovider to observe their child and plan activities around the child's favorite routines, materials, people, toys, and events.
- Use the structure of daily routines to assist careproviders in learning specific strategies.

**NOTE:** Each child and family will have schedules that change over time...teaching strategies should not interfere with the routine...more is not necessarily better.
- Well designed routines and activities allow learning to proceed on a variety of outcomes.
- Intervention should not interfere with the primary purpose of the activity/routine. (Bath time is to get clean. Snacks are for eating.)

**NOTE:** It is important to maintain a balance of satisfaction for the child and the careprovider.
- The simpler, the better.
  - Should require minimal adult direction.
  - Emphasis on child directing vs. adult directing.
- For some children, activities need to be planned.
  - Look for participation in activities as cues for preferences.
  - Pan sufficient opportunities for learning.
  - Be sure it is not overly contrived.

**In Summary:**
- Follow the child.
- Use meaningful activities.
- Look for interest and motivation.
- Include action.
- Encourage interaction between family members and child