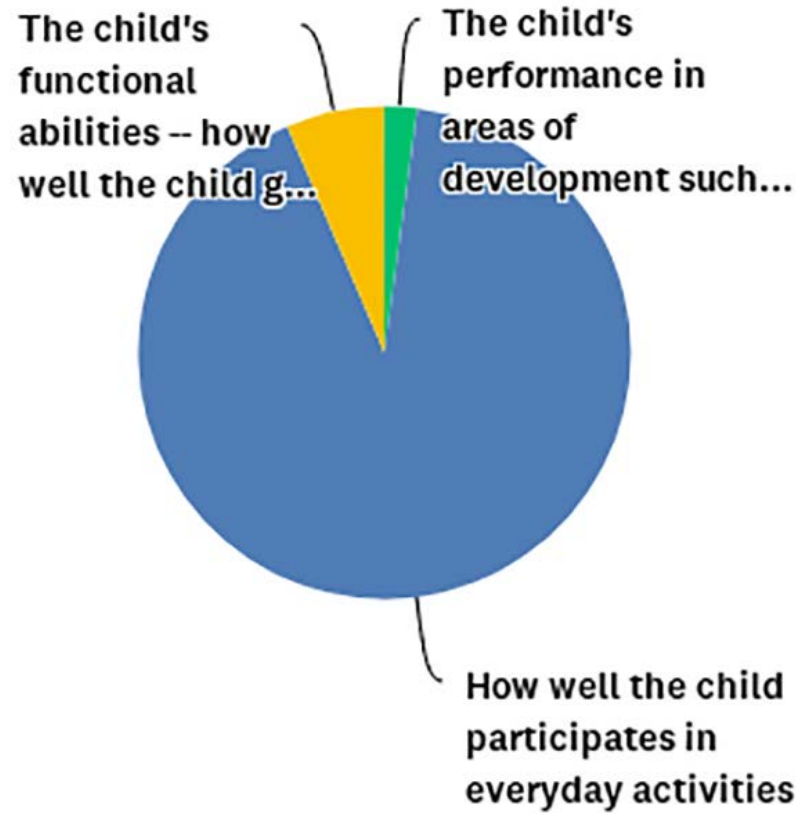


Adaptations & AT in Early Intervention Session 3 Embedding AT in Routines

Leaving the House, Traveling, Visits





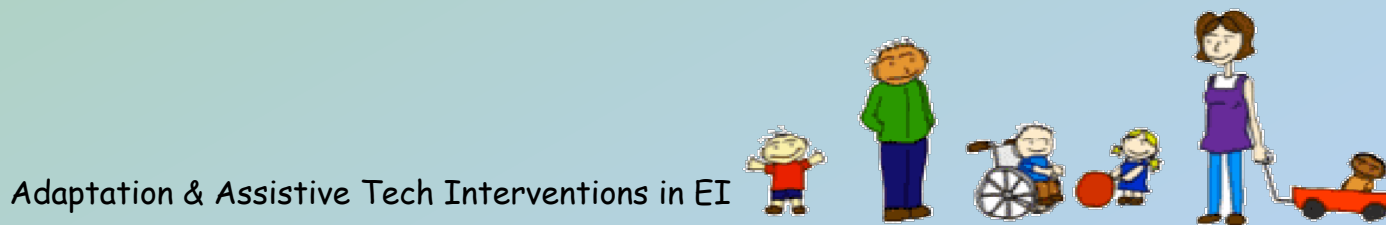
Learning Priorities (n = 95)

	Low		High			TOTAL	SCORE
	1	2	3	4	5		
High tech specialized tools like those used for communication devices -- AAC	36.67% 33	14.44% 13	8.89% 8	17.78% 16	22.22% 20	40%	3.26
Modified tools such as switches and how they are used to promote participation	7.61% 7	26.09% 24	29.35% 27	23.91% 22	13.04% 12	36.95%	2.91
Univesal tools such as those used to provide additional supports for children.	18.09% 17	19.15% 18	17.02% 16	21.28% 20	24.47% 23	45.75%	2.85
Specialized positioning equipment	17.39% 16	22.83% 21	27.17% 25	17.39% 16	15.22% 14	32.61	3.10
Visual supports used to supplement and provide additional information for children such as "first then" boards, social stories, etc.	18.28% 17	18.28% 17	18.28% 17	20.43% 19	24.73% 23	45.16%	2.85



Learning Priorities

- Embedding AT into routines: assessment & providing routines-based supports
- Use of AT in virtual visits
- Universal tools - easy for families to use
- Engaging families in using AT
- Specific types of AT (e.g. communication tools; social stories)
- AT for specific situations (e.g., sensory, visual, autism)
- Positioning
- IFSP & Funding
- RESOURCES!!!



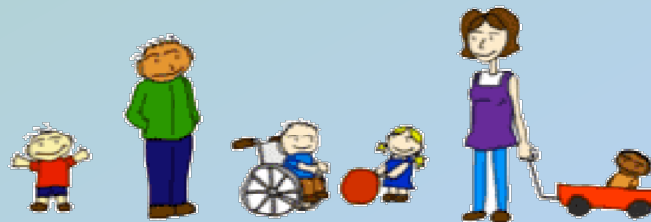
Included in Resource File --

- From STEMEI -- <https://stemie.fpg.unc.edu/>
 - Dialogic Reading Adaptations
 - Reading Adaptations Chart
- From Participation-Based Services (Philadelphia Teaching & Learning Collaborative- TLC) <http://jeffline.tju.edu/cfsrp/tlc/resources.cfm>
 - Family Routines Assessment
 - Caregiver-Child Interaction Resource Guide & Form
- From Tots-n-Tech <https://www.ctdinstitute.org/tots-n-tech>
 - Newsletters covering many topics related to AT
- From the Montessori Toddler - <https://www.themontessorinotebook.com/the-montessori-toddler/>
 - Routine cards



Adaptations & AT in Early Intervention

Think about the 4 situations and choose the option that reflects your opinion.



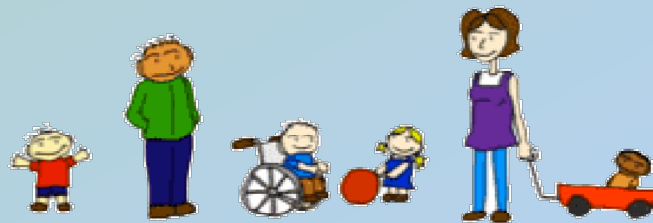
Many young children have difficulty leaving the house because

- A. they do not easily transition
- B. parents are in a hurry & children don't change quickly
- C. they are not prepared for the next activity
- D. They know the next activity & do not want to do it
- E. All of the above



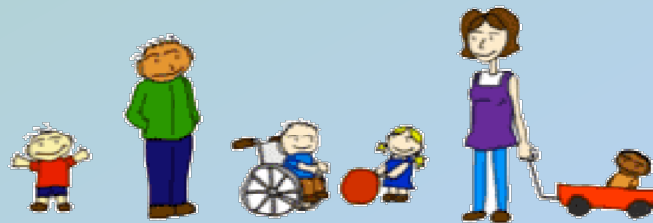
We need to think about all modes of travel - such as planes, trains, Uber/Lyft, bus, jitney, friends' cars, caregivers' cars when considering options for travel. How do we decide which ones to pay attention to?

- A. Think about what is available and used by family.
- B. Plan for all of them because a family might use all dependent on needs at a particular time.
- C. It is hard enough to take a child on a bus or train so only consider if child travels in car - ask parents about car(s) in which they ride.
- D. Ask parents what modes of transportation they use with the child, how frequently they use and if they need help.



There are many ways that parents may embed learning opportunities when traveling with their children. Think about factors you would consider for each of the options.

- A. All children need language models so I would suggest to the parent that they talk about things they are driving (or moving) past when traveling.
- B. It is hard enough to take a child on a bus or car so I would suggest giving the child a toy or book to stay amused.
- C. On long trips, with a lot of in-car time, videos of stories a child likes to watch are great amusement.



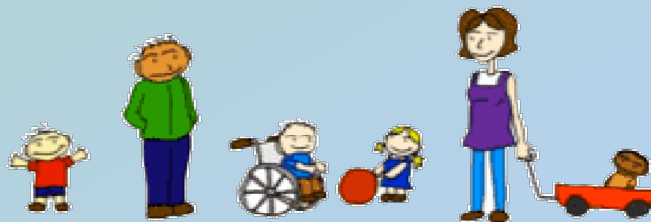
Today's session emphasizes

- Finding out what is happening in these routines (can be used for other routines, as well) besides finding out about what happens through interviews.
- Making decisions about using AT tools to improve routines not going well
- Embedding learning & practice opportunities into routines that re going well
- Using resources to find solutions or expand opportunities



Supporting Children's Everyday Learning

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Many families of infants and young children, with or without delays, find these three routines to be challenging.



Situations where parents reported challenges

Autism

Routine (n = 134)	Problem, Count (%)	Solution, Count (%)
Bathing	111 (82.8)	61/111 (55.0)
Morning routine	90 (67.2)	50/90 (55.5)
Evening routine	69 (51.5)	37/64 (53.6)
Mealtime	86 (64.2)	41/86 (47.7)
Play	65 (48.5)	19/65 (29.2)
Leaving the house	40 (30.0)	20/40 (50.0)
Running errands	33 (24.6)	21/33 (63.6)
Family routines	43 (32.1)	21/43 (48.8)
Physical activities	42 (31.3)	20/42 (47.6)
Family outings	45 (33.5)	21/45 (46.7)

INFANTS & YOUNG CHILDREN

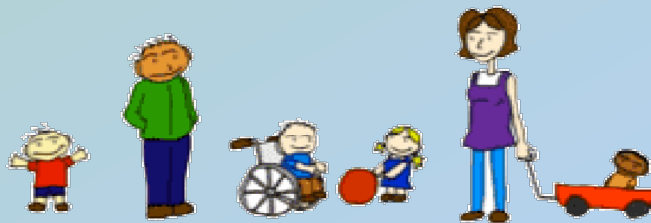
Physical Disabilities

Routine	Problem Count, % (Count)
Bath time	17.4 (128)
Morning routine	14.4 (106)
Evening routine	9.2 (68)
Mealtime	13.3 (98)
Play	9.0 (66)
Leaving the house	6.7 (49)
Running errands	5.6 (41)
Family routines	7.2 (53)
Physical activities	11.7 (86)
Family outings	5.6 (41)

INFANTS & YOUNG CHILDREN



Getting Information about Family Activities & Routines





PARTICIPATION-BASED SERVICES

Assessment of Family Activities & Routines

Date: _____ Child's name: _____ Completed As Guided Interview with _____ by Provider Name: _____

DIRECTIONS FOR USING THE ASSESSMENT AS AN INTERVIEW/CONVERSATION WITH CAREGIVERS

1. Ask the caregiver open ended questions about each activity/routine. For example, start by saying "tell me about bathtime and what you and your child do during bathtime." Follow-up by asking additional questions so that you gain an understanding, a picture, of what the routine or activity looks like. Then ask the caregiver to rate the child's participation in terms of the caregiver's expectations (e.g., exceeds, meets, occasionally meets, does not meet). Then, ask the caregiver about satisfaction with how the activity/routine is going.
2. Ask the caregiver to rate the child's use of functional skills (e.g., socializing, communicating) within activities and routines and satisfaction with the child's abilities. You are not trying to find out about the child's deficit or delay (e.g., speech) but rather about the extent to which problems or limitations interfere with a child's participation.
3. Identify any routines which may not be going well (so that you can help families make them go better); Identify routines that are positive for families/children as these will provide a context in which to show families how to teach developmental skills to their children.

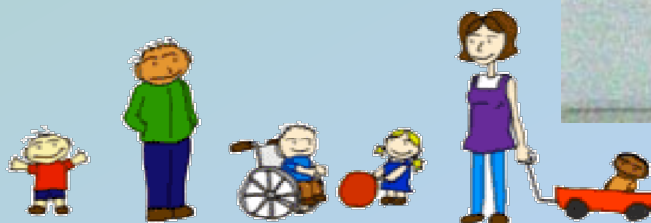
ROUTINE/ACTIVITY	EXPECTATIONS				COMMENTS	SATISFACTION				
	Exceeds	Meets	Occasionally Meets	Does not meet		Very	Is OK	Somewhat	Not	Did Not Ask
BATHTIME										
MORNING ROUTINE (getting up, getting dressed, bathing/washing)										
BEDTIME (getting ready for bed, going to bed, sleeping)										
MEALTIMES (appetite, level of assistance)										

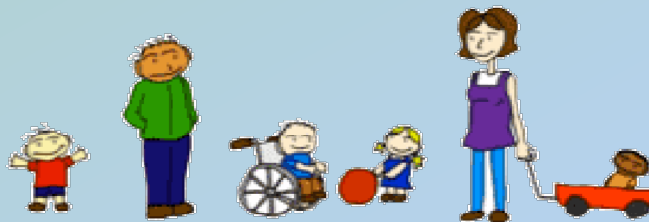
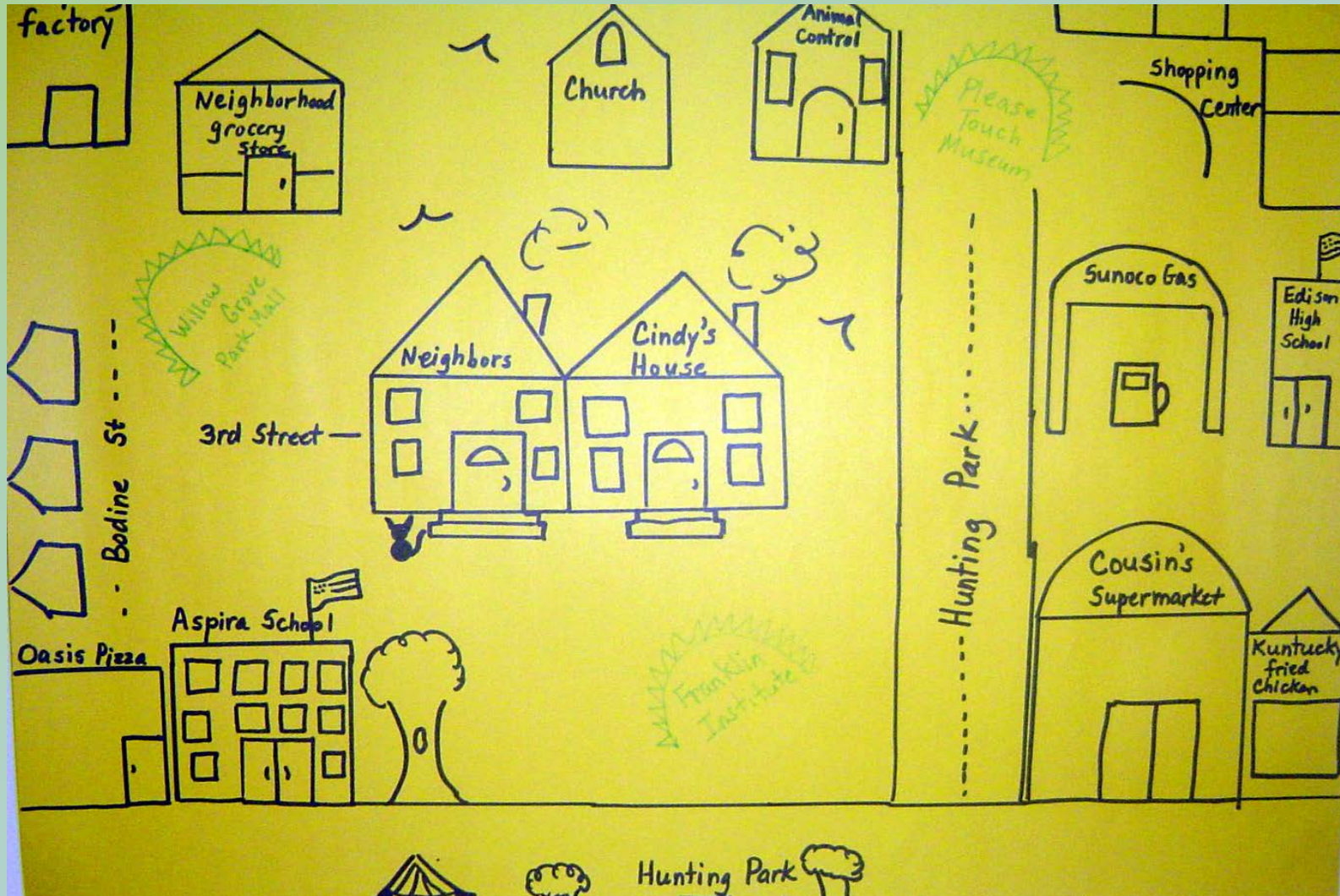
Assessment of Activities/Routines Available from Child & Family Studies Research Programs, Thomas Jefferson University, Philadelphia, PA Campbell/6-2009REV/page 1 of 4

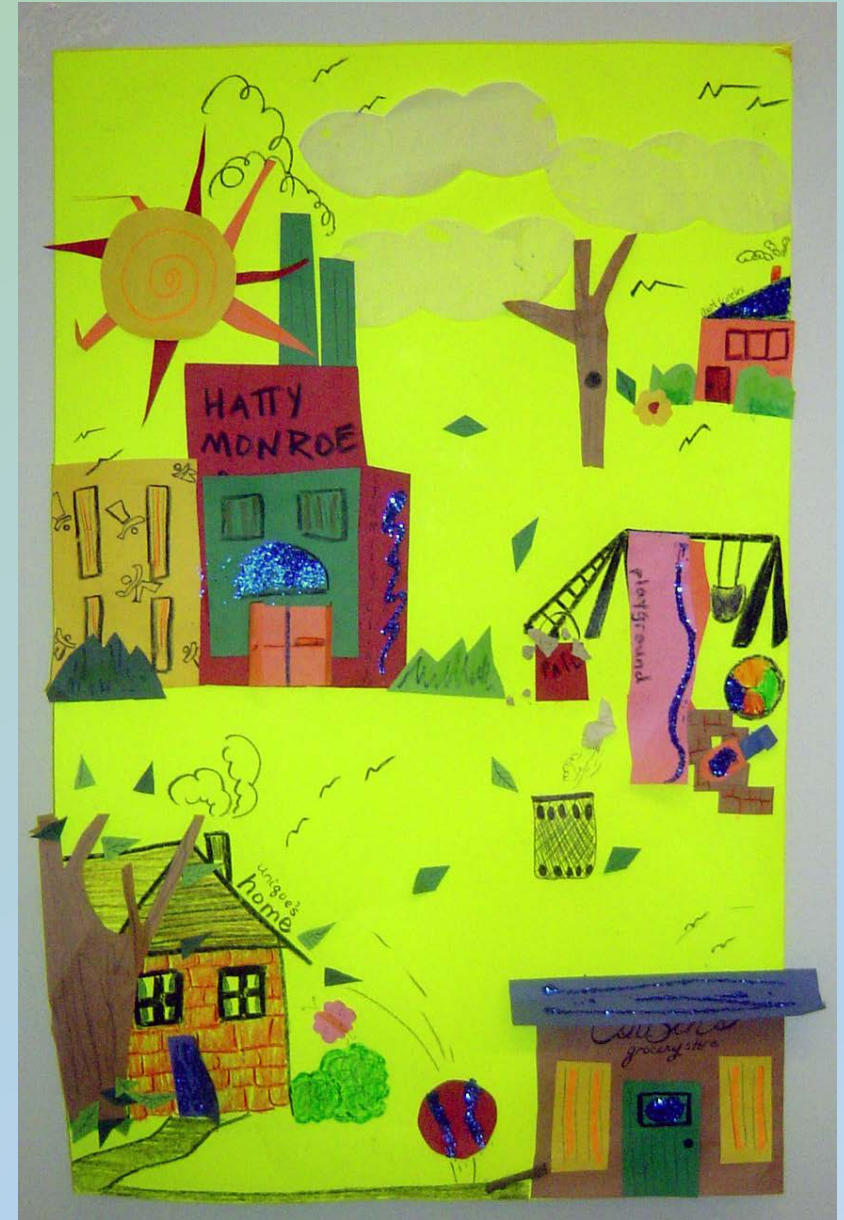


Community Maps:

Figure Out Where Families Go, When, With Whom, & How They Get There







How to figure out use of AT Tools in Multi-Step Routines without observing & asking

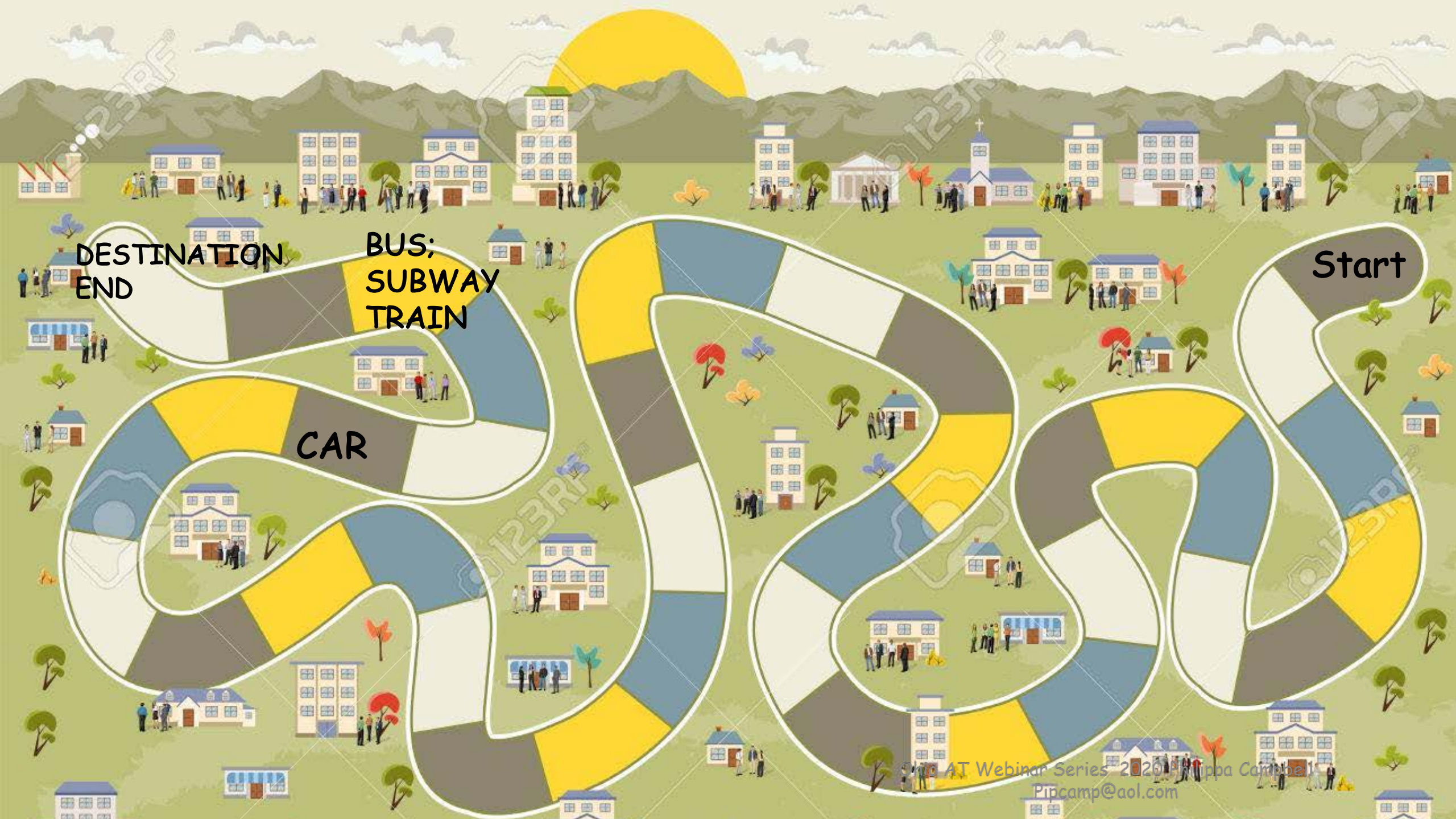
- Use visual cues to help parents think about routines/activities and the steps in the routine.
 - Drawings /Arts & Crafts approach to get overall pictures of when families leave the house, where they go, and how they get there
 - Game board or something that delineates steps.
 - Use picture cards and have families (or you based on what the family tells you) - put these in an order. Caregivers may then describe the steps, rearrange them, etc.
- Give caregiver a written list of typical steps and use this as a framework for interviewing/facilitating - "is this how this starts for you. He is playing with toys when you want to leave to take him to child care?"
- Use something like the Caregiver Child Interaction Plan



Game Boards: One Way to Find out from families about routines like Leaving the House

- Use the What Happens Next game board for families to talk about routines.
- Each square is a step in what happens typically in the routine.
- Facilitate the story. Ask parents about what happens in the "square"
- For the steps/squares, focus on
 - What the caregiver does
 - What the child does
 - What other people in the family do





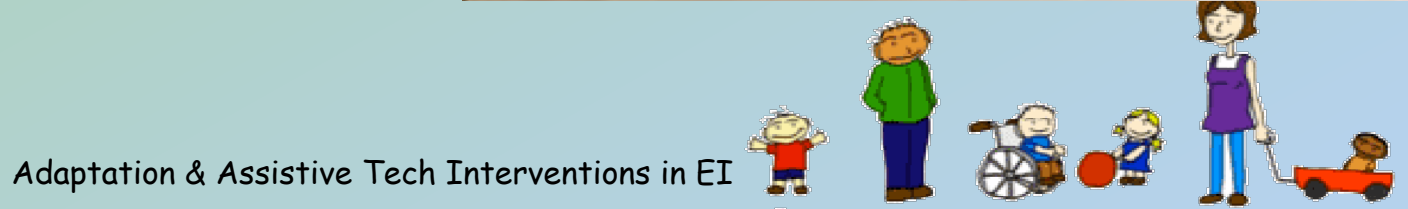
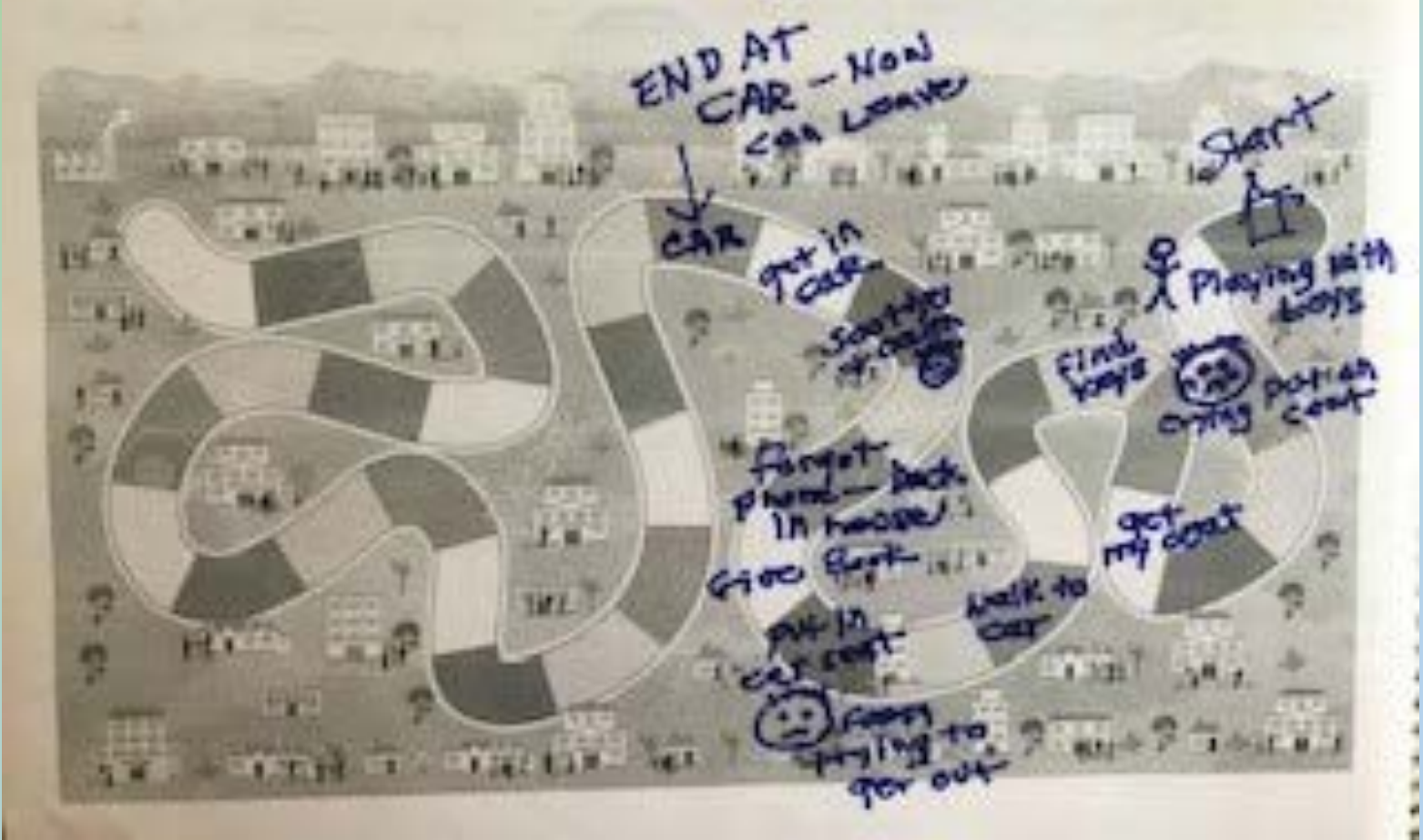
DESTINATION
END

BUS;
SUBWAY
TRAIN

CAR

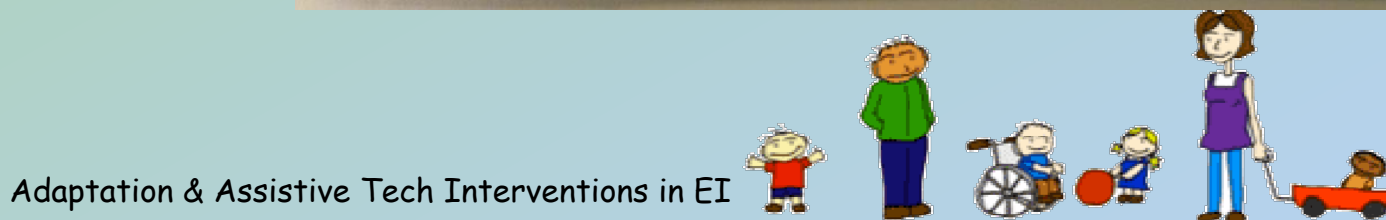
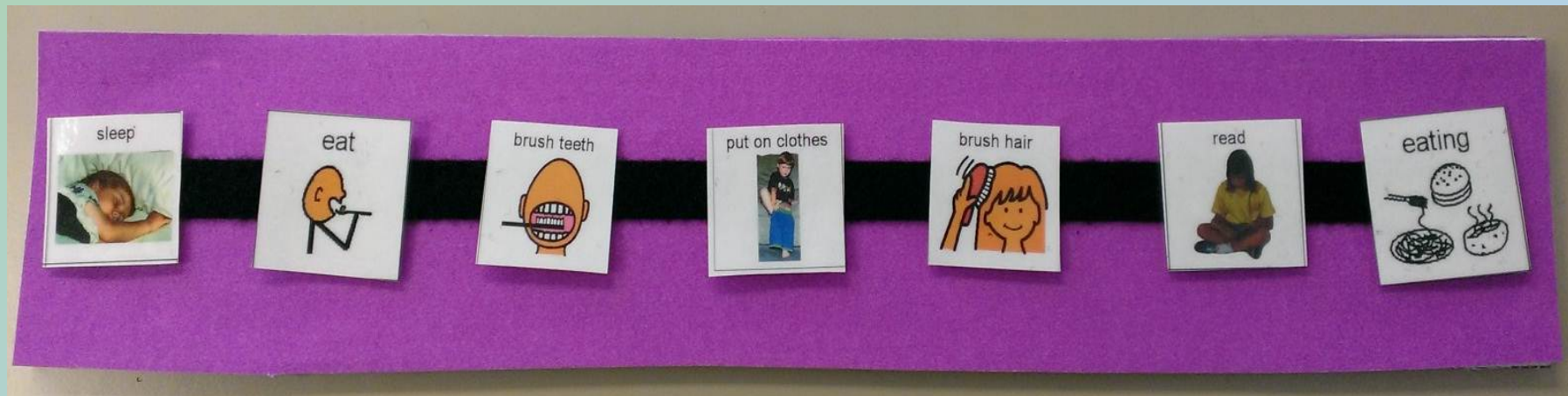
Start

WHAT HAPPENS NEXT — Leaving the House



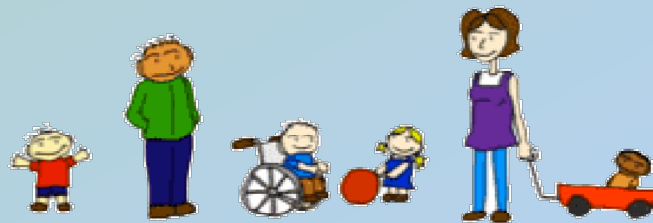
Use other types of visual cues for caregivers --

- Make a set of cards with different steps or pictures and have the caregiver arrange them in order. (This same arrangement may be used with older toddlers.)



Why use visual cues for caregivers --

- Makes situation more "concrete"
- Helps caregivers who are not fully competent in English to express themselves (also good for caregivers who may have intellectual challenges, attention/focus limitations, or need supports)
- May be more informal, less threatening than verbal alone
- Different than typical ways of obtaining information
- For some caregivers (and providers), these "game like" situations may be more FUN! Make up your own ways!!



Verifying Steps in Leaving House -- caregiver describes, you write & then verify and fill in

- Child is playing with toys
- Mom says we are leaving, going in the car
- Child starts crying and fussing
- Mom puts on child's coat
- Mom puts on her coat
- Looks for & finds car keys
- Walks to car with child (carries child)
- Puts child in car seat - fusses and tries to get out
- Gives child book
- Forgot phone - mom goes back in house
- Back to car - tries to soothe and calm child
- Gets in car.



Caregiver-Child Interaction Plan (CCIP)



PARTICIPATION-BASED SERVICES

(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: _____ Location (if outside the home) _____ Date: _____

Is this routine going well? Yes No (circle one) Focus: Routine or Creating Opportunities (circle one)

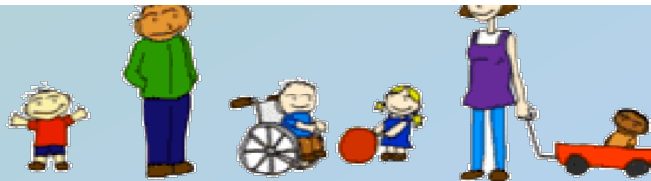
What I would like to see happen during this routine: .

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Child: _____ Provider: _____



Activities and Routines can be difficult to verbally describe accurately

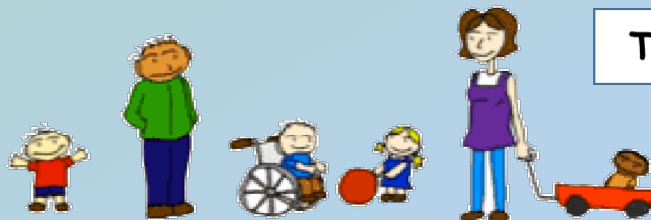
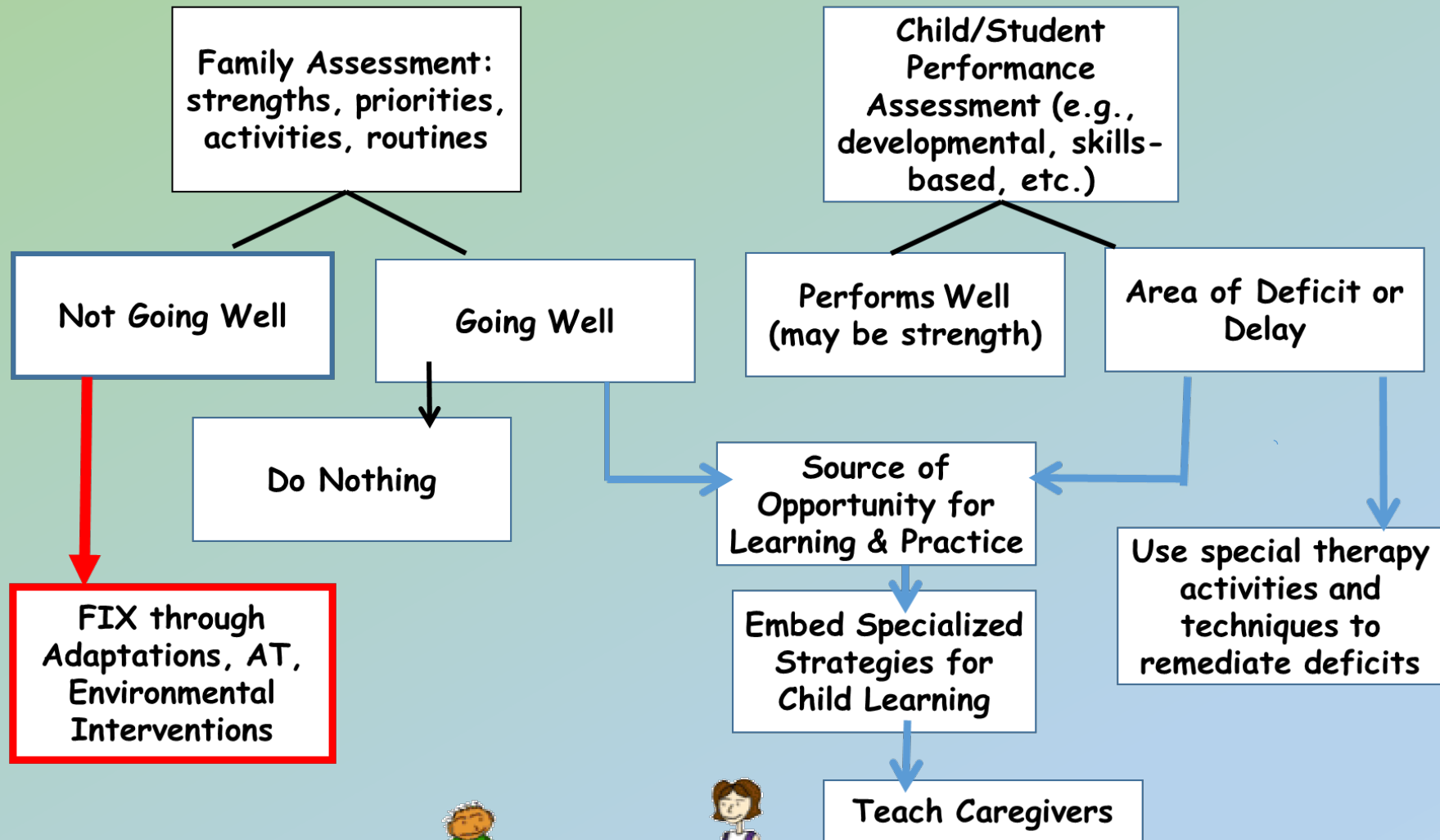


Use **Visual Prompts** to make the process easier and more accurate



Identifying the Steps in a Routine or Activity is critical to assessing use of AT Tools





Caregiver-Child Interaction Plan (CCIP)



PARTICIPATION-BASED SERVICES

(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

**The adaptations provided on the chart are examples. Some adaptations are not appropriate for the birth to three population however all examples are appropriate for the birth to six population. Please keep this in mind when deciding what adaptations to use.*

Routine/Activity: Leaving House _____ Location (if outside the home) _____ Date: _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Parent prepares child to go outside		<ul style="list-style-type: none"> Perform a short activity that the child likes to do before or after; create a schedule so he/she can anticipate the reward. Use a communication device to show the child where you are going Put Velcro under the child's buttons to increase ease and independence Have the child use a dressing stick Add a knob or gripper to the child's coat zipper to make it easier to zip up Have the child sit in a bucket seat while you prepare for outside 		
Parent gets child to front door		<ul style="list-style-type: none"> Scooter for moving around. Have the child hold on to a hula hoop to increase stability. Stabilize your child while walking by tying magazines or newspapers around his/her legs. Build a Scoot-a-bout so the child can independently move from one place to another. Create a schedule to help the child transition. If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair Use a communication display to communicate with the child through pictures. 		
Parent opens door		<ul style="list-style-type: none"> Use a step stool so the child can help unlock/open the door Use a communication display to communicate to the child what you are doing. Use a communication device to show the child where you are going 		

Child: _____ Provider: _____ 46



Caregiver Child Interaction Plan

Activity/Routine: Playing at the Neighbors		Location: Neighbor's house			
Is this activity/routine going well: NO					
<p>What is the current situation? Max grabs toys from his friend Sam, or Max will cry and use gestures to see if he can get what he wants. Once he starts crying we have to leave because he cannot calm down. Max is not using any words at the neighbors, but at home he uses some words and signs such as mama, more dada, eat, and all done</p> <p>What outcome is addressed in this activity/routine? Max will participate in play with Sam when we are at the neighbors by using his words to ask for a toy or turn for at least 15 minutes with less than 2 crying episodes.</p>					
ACTIVITY/ROUTINE STEPS	PROBLEM (Y/N)	ADAPTATIONS	WHAT THE CAREGIVER WILL DO TO TEACH HIS/HER CHILD	TARGETED CHILD COMMUNICATION BEHAVIOR	
Getting ready to go to neighbor's house and walking across the street	No	<ol style="list-style-type: none"> Picture story of sequence including entering the playroom with his friend (Sam) choosing and naming a toy Change the schedule so that Sam is NOT already playing when Max arrives Pictures of toys that are available; Have a limited number of toys 	Go over the picture story sequence with Max. Take the picture story to the neighbors	Max will look at picture cards and listen	
Going into the house	No				
Entering the family room where neighbor child is playing	Yes			Review picture story again with Max and Sam	Max and Sam walk into the playroom together
Choosing a toy to play with	Yes			Say the word for favored toys (e.g., ball, car) and ask Max to say the word	Max makes a toy choice using the picture story and attempts word production





Functional Activity Analysis

In the first column, list all the steps of the activity from beginning to end. In the second column, identify any adaptations or Assistive Technology materials that may help with completing the step. In column 3,

Steps of the Activity	What Adaptations/AT may help?	What might the child be able to do without any assistance in the future?	What Strategies Can be Used to Promote Independence?

Philippa H. Campbell Thomas Jefferson University Modified from

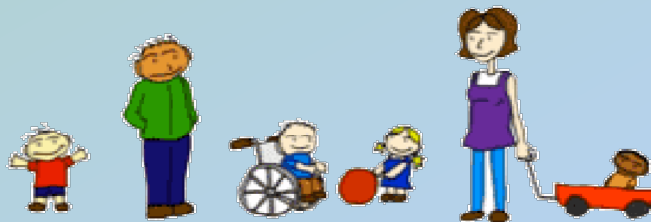


Leaving A Place like the House -----

In the question box

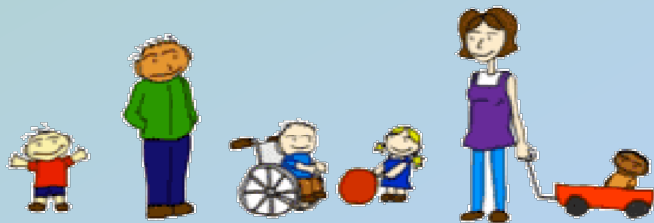


Write one strategy that you know for making leaving the house go well



Leaving A Place (e.g. house, playground, McDonalds, etc.) is a **transition** from one place (probably doing something) to someplace else -----

- Transportation: In the car to go someplace - on the bus, in a plane, etc., on your feet - walking
- To be outside someplace (outside to play, errands, playground, visit someone, go on walks, to zoo, etc.)
- The someplace else might be preferred -----or not







OUT-THE-DOOR CHECKLIST

FOR LEAVING THE HOUSE WITH BABIES & TODDLERS + FREE PRINTABLE!



<https://www.handinhandparenting.org/2016/04/15-tips-getting-house-kids/>

- Use stuffed toys as props
Toys can give directions - let me take you to the restaurant
- Play music - do something (shoes on) before music ends
- Beat the clock
- Airplane checklist -check off for take off





Transition Support Assist



As with any transition - preparation is important.

- Give time for transition to occur - Try not to rush.
- Use timers, apps, or visual clocks to make time more concrete
- Make steps into concrete segments with props like music or "Beat the clock" (do before clock sounds)
- Be organized - know where things are like keys, phone, purse, money, or what you need to take with you



Use timers a child can see to prepare for the length of time until leaving or getting ready to leave

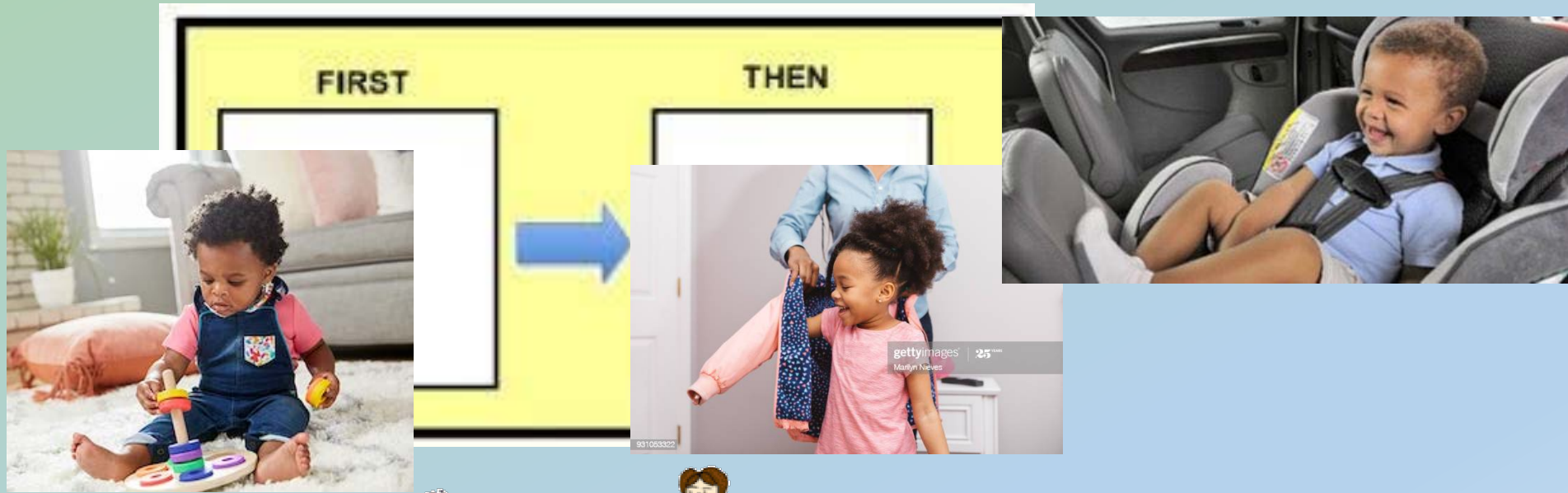


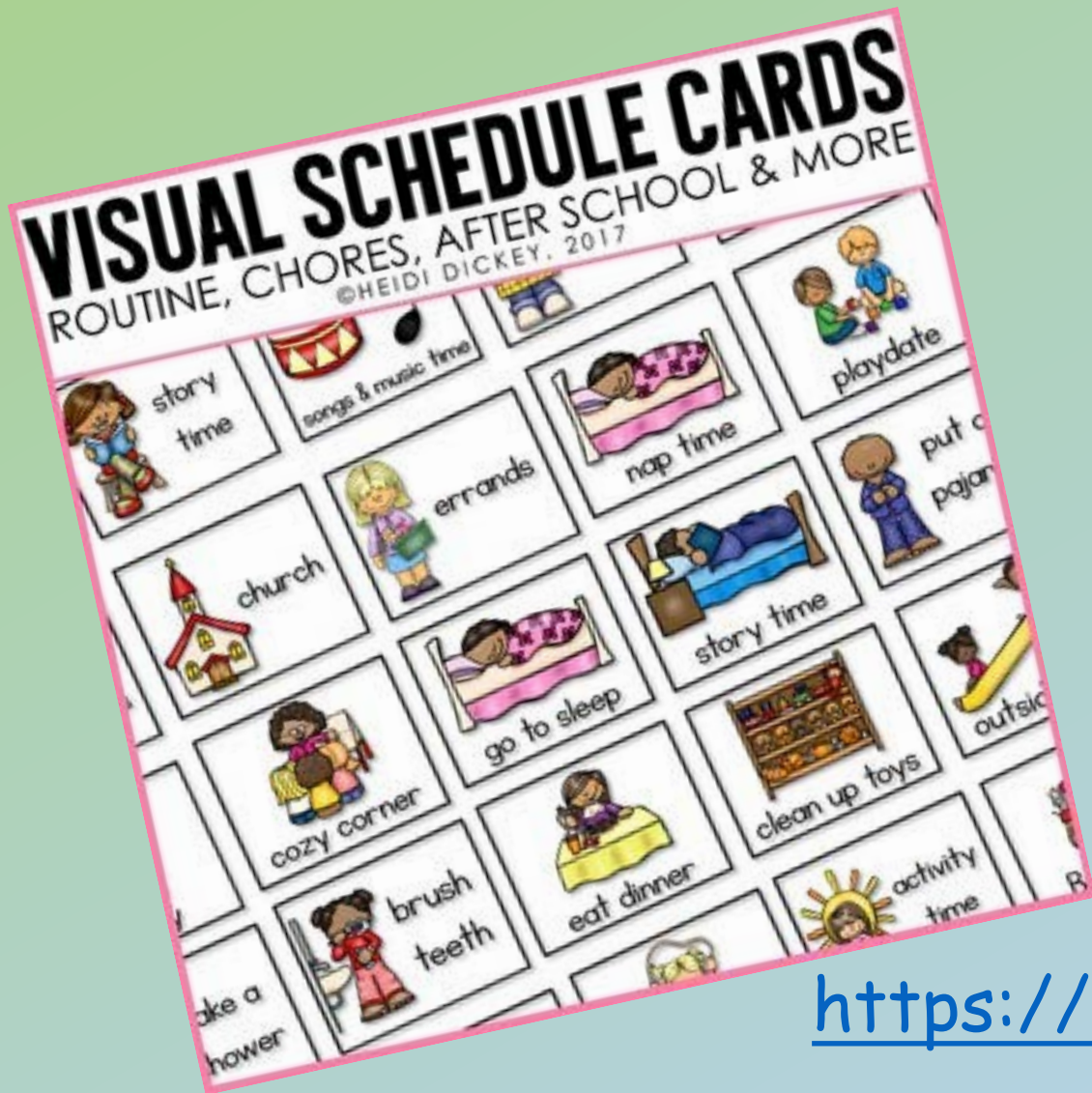
Talking Timer



Use visual supports to illustrate

- First-Then Boards - make board with Velcro and various pictures
- Use actual photos - or very realistic pictures





Use Visual Schedules to Illustrate Steps in Leaving House

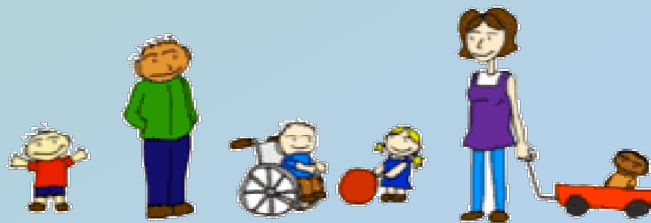
<https://www.teacherspayteachers.com/>





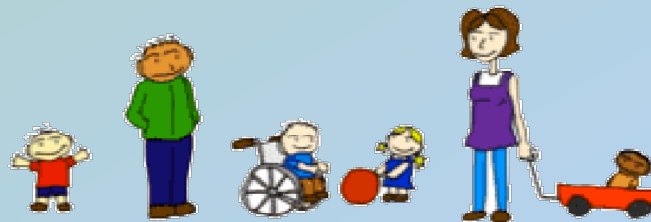
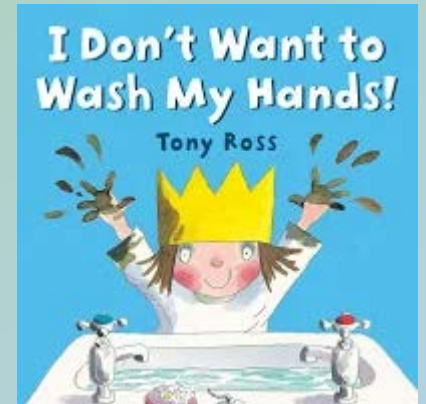
What do we need to leave the house?

Chart: Real photo of the child and clothes to wear outside that stick to chart



Social Stories & Books

- Keep social stories SHORT - a few pages
- Illustrate with real life pictures of child and whatever story is about (e.g., leave house to ----- or can just be about what happens to leave the house)
- Illustrations are the "steps" - the what will happen. Is like 1st Then Board but longer and in story form
- Find children's board books about leaving & where you will go - e.g., going to the playground.
- Look for google or audible books or books for the iPad that will read aloud



Using Ipad for leaving house --

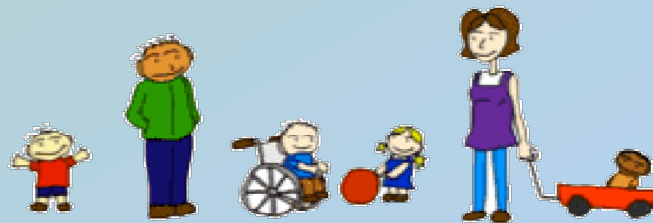
- May be able to talk next steps - Can you do this? What comes next?
- What does the it say to do next?



Download this and many other resources from

From Tots-n-Tech


<https://www.ctdinstitute.org/tots-n-tech>



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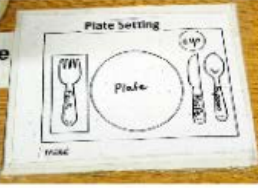
Thomas Jefferson University
October 2012

Arizona State University
E-Newsletter



USING VISUAL SUPPORTS WITH INFANTS AND TODDLERS

Visual supports are a form of adaptation that rely on visual cues to allow infants and toddlers, and older children, to participate in activities and routines. Because infants and toddlers may find it difficult to communicate using words, visual supports can provide them with a system for communication while also teaching them important daily activities and routines. Visual supports provide supplemental information, cues, and directions to children who may communicate with behavior or are unable to read.



This newsletter will take visual supports that have been used successfully in childcare centers and preschools and show how they can be used in the home with younger children. As you will see, visual supports can be inexpensive to make and are applicable to many different daily activities and routines in all different environments!

In This Issue	
What are visual supports?	14
Deciding which type of visual support to use	2
Types of visual supports	3-8
Example: Transitions	9
Tips for making visual supports	10
Implementation of visual supports	10
Helpful links	11

What are Visual Supports?

Visual supports are graphic cues that can be used to aid communication between parents and children or as an environmental prompt that helps children remember what is expected of them in a certain activity or routine. Visual supports take many different forms and have various uses. They may be used to:

- Prevent challenging behavior & support social competence
- Support communication
- Enhance memory
- Provide a reference for previous directions
- Identify expectations for children within activities and routines
- Serve as a cue for new skills

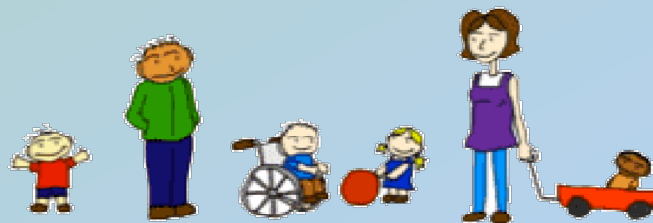
Remember!!

The goal of getting out of the house (or any other place) is to leave efficiently, effectively, and as easily as possible.

There are many opportunities for learning but include only those that come naturally and don't prolong or negatively impact on the goal of this transition of leaving the house.

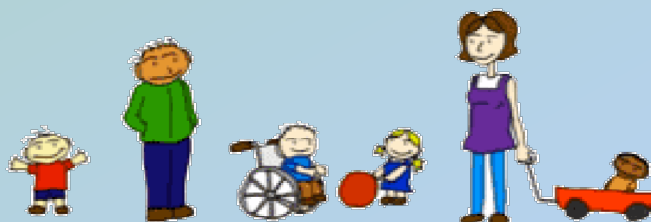


Skill	Leaving the House (a Place) Transition ---Possible Opportunities for Embedding Skill Learning & Practice
Using Hands & Arms -- Manipulation	Helping with putting away toys, managing clothing, opening the door,
Mobility -Gross Motor	Use & Practice Mobility to Where Going (e.g., door) - walking, crawling, in walker, etc.
Communication - Expressive language	Child can use words, signs, picture boards. Etc. to talk about what is happening, where they are going,
Communication - Receptive language	Use of visual supports (e.g. step by step pictures) by adult to point out step and have child select next step or do next step
Problem Solving - Cognition	Pose questions about problem solving "how could we fix that?," sequencing ("what happens next", dependent on age - typical concepts - cause and effect, color, shape, size etc.





Traveling ----- And Visits



Many places to visit --& many ways to get there

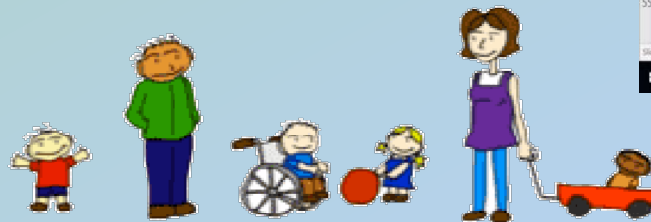
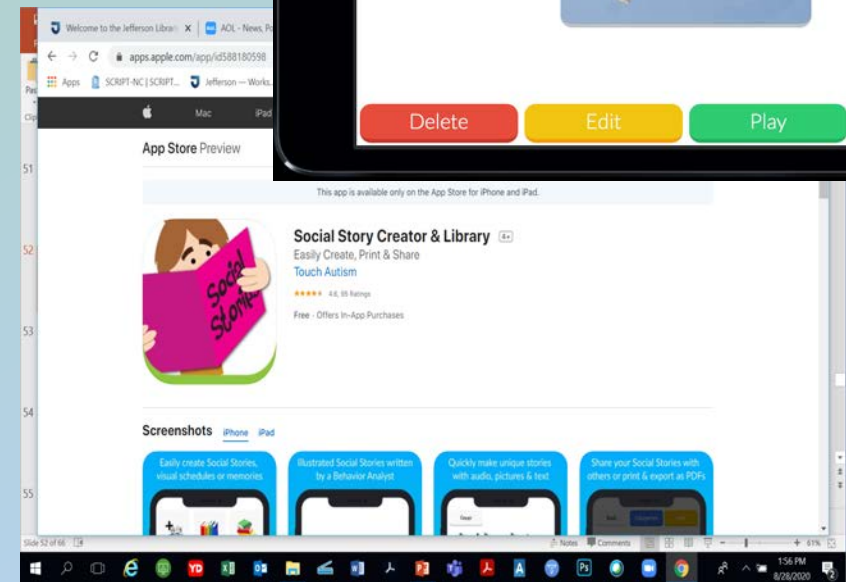
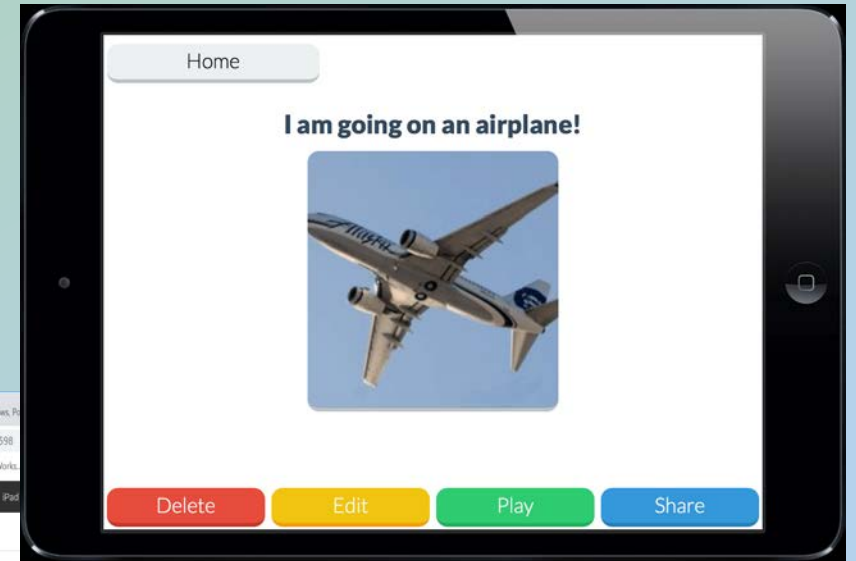
- Prepare
- Engage
- Embed



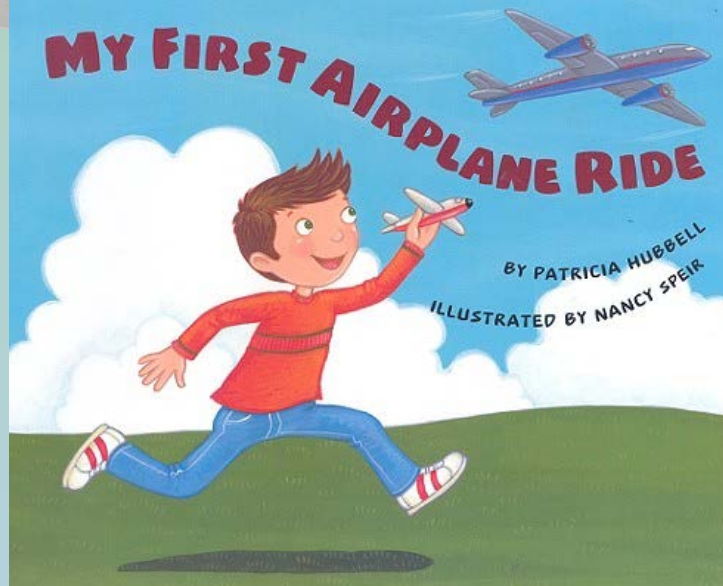
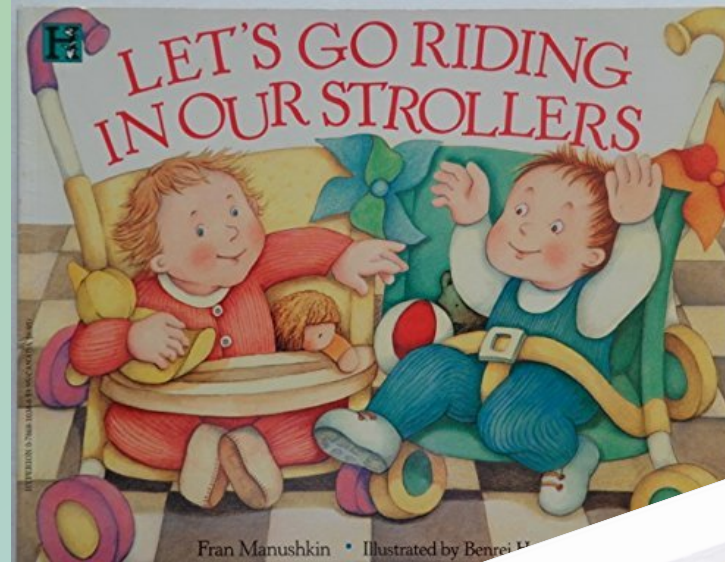
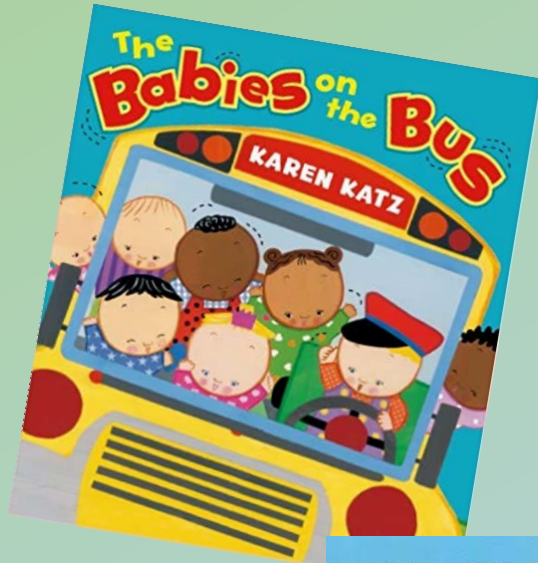
Prepare children for travel and visits through stories & games

- First-then sequences
- Social stories and books

iPad app --
<http://touchautism.com/app/social-stories-creator-library/>



The Wheels on the Bus



Use Books & Social Stories to Introduce Children to What Happens in Various Modes of Travel



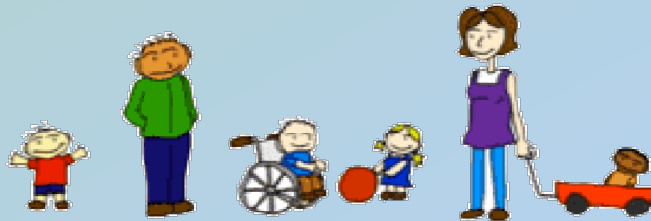
- Rehearsal via “real life” simulations using props, dolls, puppets, etc. -- “let’s take the puppet, stuffed animal, doll, etc. to Grandma’s, outside to play, etc. ..” Use visual props so that the child is an active participant - think about UNIVERSAL TOOLS to promote child’s active participation.
- Toddlers love props and real-life “toys” - toy kitchens, cars, etc.- use these to “prep” for activities that might occur on a visit - you are going to visit the library for story hour - set up book nook in your home. Practice before you actually go.
- Other thoughts? - put you ideas in the Question Box



Use positioning equipment & AT tools to keep child engaged



Think about access to transportation & what can help

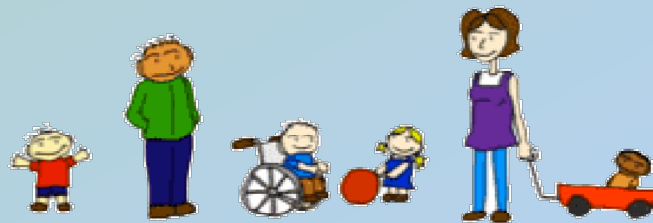






To keep children amused during travel

- Have a Conversation
- Tell a Story
- Use simple adaptations like tying a toy to equipment so that it can't fall away from especially a younger infant or child.
- Use simple adaptations like stop/go lights to signal how much longer.
- Use noise cancelling earphones
- Use your phone.



During the travel --



Engage the child by talking about what you see and hear.

Pose questions like "what do you think we will see next?"
"Can you see a McDonalds?"
Etc.







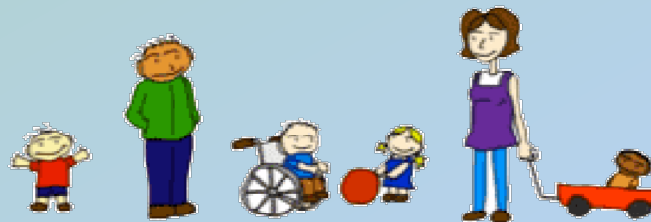
Five questions to remember & ask:

- Naturally occurring or Contrived Activity?
- Are things going well or not?
- If not, what tools will make it better?
- What adult provided strategies might be needed?
- How can these learning tools and strategies be embedded in the routines and activities?



Adaptations & AT in Early Intervention

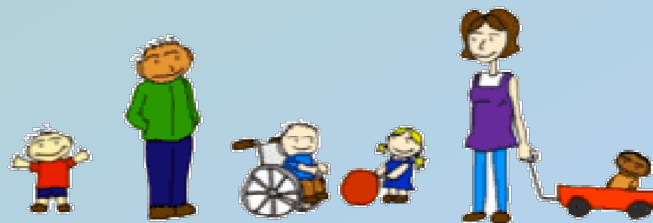
Respond to the 2 situations with the letter for your choice on the poll or by raising your hand.



We need to think about all modes of travel - such as planes, trains, Uber/Lyft, bus, jitney, friends' cars, caregivers' car when considering options for travel.

What would you do FIRST after finding out which modes of travel families use and how often?

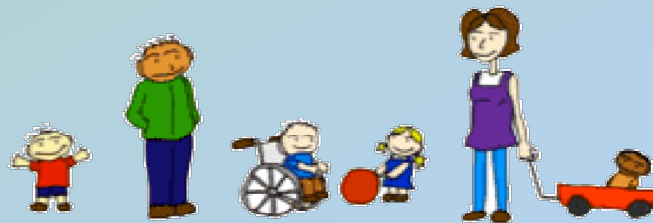
- Choose the mode of travel the family uses most often to identify opportunities for use of AT tools
- Find out if the family has any challenges with any ways of traveling and address those challenges.
- Find out which ways of traveling work really well and use them as opportunities to embed engaging strategies.



There are many ways that parents may embed learning opportunities when traveling with their children.

Of the ideas below, raise your hand for the one you think you would be most likely to use.

- All children need language models so I would suggest to the parent that they talk about things they are driving past when traveling.
- It is hard enough to take a child on a bus or car so I would suggest giving the child a toy or book (or even a phone) to stay amused.
- On long trips, with a lot of in-car time, videos of stories a child likes to watch are great amusement.



Today's session emphasized

- Ways of learning about routines other than observation or interview (talking about it)
- Examples of universal and modified AT tools and how to use them to improve leaving the house, traveling, & visits - we will do more about visits in coming sessions.
- When and how to embed learning & practice opportunities into routines that are going well
- Using resources to find solutions or expand opportunities



Some of the things you asked for that we covered today

- Embedding AT into routines: assessment & providing routines-based supports
- Universal tools - easy for families to use
- Specific types of AT (e.g. communication tools; social stories)
- Positioning
- RESOURCES!!!



Additional Questions? Comments? Other
Things You Want to Learn More About?

Put them in the QUESTION BOX or send
to me in email - pipcamp@aol.com

Thanks for Participating Today!!

Our next webinar on 10/6 is more about visits --
Community Outings, Health Visits, Errands

