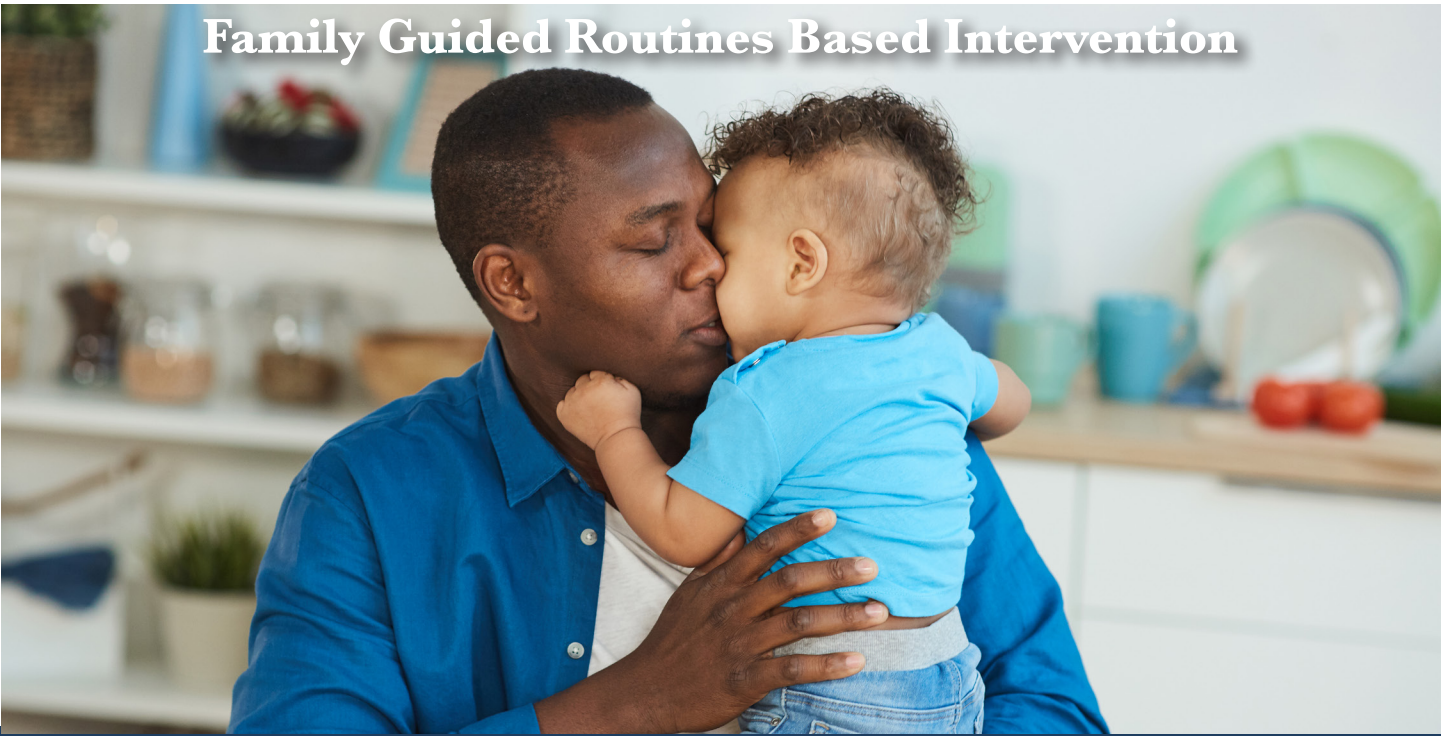


Family Guided Routines Based Intervention



DeAndre and Willie's Story

Join Abby, an early intervention (EI) provider, as she conducts a home visit with DeAndre and Willie using the Family Guided Routines Based Intervention (FGRBI) framework.

FGRBI is an approach for providing early intervention services in the child and family's natural environment consistent with the legal mandates for Part C of IDEA (1987, 2004) based on the belief that young children learn best through everyday experiences and interactions with nurturing caregivers in familiar environments. FGRBI was developed to recognize the role of caregivers in their child's early intervention program to support their children's development and learning at home, in the community, and during family activities. FGRBI integrates family-centered and adult learning principles and practices with systematic coaching by EIs to help caregivers to learn how to enhance their child's learning on functional and meaningful outcomes. The term "family guided" was chosen to highlight the family's important role as the decision-maker and guide for their children's participation in a partnership with the EI.

In FGRBI family members, like DeAndre, participate throughout the visit by sharing relevant information and updates on their child, reviewing priorities, and embedding strategies into their routines. They talk about what is and what is not working and identify the next steps. The EI shares information, demonstrates strategies, and problem solves with the caregiver to create additional learning opportunities. Coaching occurs during current strategies, routines, and play identified and implemented by the caregiver.

DeAndre carries his 10-month-old son, Willie, to the door to welcome Abby, the early intervention provider, into their apartment. Willie, born pre-term and with a heart condition, has received early intervention services and supports since coming home from the hospital. Deandre and Abby settle at the kitchen table to finish Willie's breakfast and check in on what has been happening with the family.





DeAndre shares that Willie's checkup went well and that he will introduce some safe finger foods even if Willie just plays with them. The doctor isn't worried about his eating, but DeAndre wants Willie to sit in the highchair, so he gets a chance to sit down and enjoy his meal! The doctor said Willie was still showing delays in overall development but was making progress and encouraged DeAndre to keep doing what he was doing. DeAndre shows Abby how he uses a rolled towel on each side of the highchair to give Willie better support for sitting and laughs when he comments on how easy it is to adjust and wash. Willie joins in the conversation, vocalizes, slaps the tray, and shows Abby how much he loves to bang and then drop toys, spoons, and cereal off the tray onto the floor! DeAndre responds by picking the toys up and labels each one as he gives them back to Willie.

Abby and DeAndre illustrate the key ingredients of FGRBI, including the prioritization of child and family outcomes and specific learning targets based on their priorities and concerns, identification of everyday routines and activities to embed intervention, coaching caregivers to embed teaching strategies and learning supports as they naturally occur, and supporting family planning, decision making and implementation of intervention with confidence. In FGRBI, the parent implements the intervention when functional for the child and family throughout the day rather than identifying special times for therapy. During visits, the EI observes and coaches the caregiver on strategies to support the child's learning, building on what the caregiver already does and what the family prefers. This collaborative process is repeated each time the child's outcomes or family's strategies are updated during the session and over the course of the intervention.

Early interventionists and parents work together to identify and practice "right-size" targets for the child to learn while participating in the activities they typically do. While DeAndre initially identified walking and talking as his major priorities for Willie, Abby helped DeAndre identify the smaller steps Willie needed to learn before he could accomplish those larger outcomes. Abby shares developmental information on additional sounds that Willie could practice. DeAndre and Abby try out communication intervention strategies that are comfortable for DeAndre and interesting for Willie during play and other caregiving routines. Because FGRBI is integrated into the family's routines by the parent using the family's toys and materials, more learning opportunities occur than typically provided in a child-directed clinic session or child-focused visit by the EI.



Abby smiles and tells DeAndre how important it is for Willie to hear words even though he isn't ready to say them yet. DeAndre tells her he is anxious for Willie to make more sounds and says they are practicing saying "da-da-da-da." DeAndre demonstrates how they play peek in the highchair. Abby asks if he would be interested in other games and activities while in the highchair. They talk about taking turns banging the blocks or putting them in a bowl on the tray, and DeAndre tries it out with Willie joining in.



Abby observes DeAndre wash Willie’s hands and hears him labeling "water" frequently as Willie splashes. Abby points out the importance of these early labels and conversations and suggests “wa-wa” as a possible target. While Willie wasn’t able to imitate the sounds yet, Abby assured DeAndre that hearing the different sounds was an important step and that more sounds would be developing. Abby and DeAndre move to the floor to observe Willie’s sitting balance during storybook reading. At the same time, DeAndre practices naming and pointing at pictures in the book. Willie moves from sitting to his tummy and tries to scoot. DeAndre smiles and asks for ideas to help him continue to increase Willie’s movements so he can be safe but also become more independent.

Abby uses SS-OO-PP-RR (pronounced "super"), a coaching framework for integrating the principles and practices of FGRBI with the goal to increase the confidence and competence of caregivers to support their child's learning. Abby coaches DeAndre by listening to what he wants for his son and building on what he believes will work best for embedding during their day. Each family's life is different, and thus the coaching and the children's intervention plans differ. Abby is supporting DeAndre to learn strategies that fit into their routines and support Willie's learning. DeAndre identifies mealtime for emphasizing communication and starting on finger feeding. Abby explains why some skills or targets are learned before others, demonstrates intervention strategies useful for different targets or in different routines, and then DeAndre practices and problem solves what works best for him. He identifies book reading and playing on the floor as additional good times to embed intervention because they occur frequently and are engaging for both of them. Abby and DeAndre repeat the process of practicing and planning, so DeAndre feels confident in how to use the strategies effectively. While on the floor playing, they also discuss how to arrange the environment to encourage Willie to move independently and safely; another priority DeAndre recognizes is important for him as Willie becomes mobile. DeAndre recognized it was time for a diaper change and began singing a song to Willie to help him cooperate. Abby commented on Willie's interest in the singing. She asked if DeAndre could pause and give Willie a chance to vocalize to request "more song." DeAndre tried the strategy, and Willie excitedly vocalized and clapped, surprising both DeAndre and Abby with his enthusiasm to participate. Opportunities to embed intervention can occur in many different everyday routines and activities. Jointly identifying the best opportunities for the child and family and practicing how they work promotes the caregiver's confidence to continue throughout the day.



Abby and DeAndre review what went well during the visit and what DeAndre believes will work the best for him during the upcoming week. He laughs as he thanks Willie for the dirty diaper because practicing how to play the sound game and singing during diaper change was his favorite new strategy. DeAndre lists the other targets, routines, and strategies he wants to focus on while Abby takes notes. DeAndre tells Abby to be ready for Willie to crawl to the front door to meet her next time!

Principles and practices for the four components of SS-OO-PP-RR, Setting the Stage, Observation and Opportunities to Embed, Problem Solving and Planning, and Reflection and Review, and the four components of FGRBI are provided in the table below as an overview of the processes. For more information on FGRBI, visit fgrbi.com.

Implementing FGRBI Using SS-OO-PP-RR Coaching

FGRBI

	Family Centered, Individualized, Culturally Responsive Supports	Everyday Routines, Activities, and Places	Functional, Participation Based Outcomes	Embedded, Evidence-Based (EB) Intervention	
SS-OO-PP-RR	Setting the Stage	Listen to the family as they share updates, ideas, and identify their choices and priorities for the visit.	Establish and specify the family identified routines, activities, places, and partners to support learning.	Prioritize caregiver and child's functional outcomes that support meaningful participation.	Discuss EB strategies that are working well, the pros and cons of others to try, and how and when to embed them.
	Observation & Opportunities to Embed	Discuss and observe what the family does, how they do it, what they enjoy, and what they believe is important and relevant for their plan.	Observe the caregiver-child participating in routines. Comment on strengths and identify opportunities for embedding.	Coach caregiver to increase participation on identified targets and measurable steps to increase engagement and independence.	Coach caregiver to use EB strategies which match the child's learning and promotes caregivers' ability to teach new skills and support child participation.
	Problem Solving & Planning	Problem solve and engage in planning for the caregivers' current priorities and the next steps between visits.	Brainstorm how to expand participation or add repetition in current routines meaningful to the family.	Discuss what is working (and not) for the child and caregiver and discuss steps to revise or expand targets to achieve.	Promote caregiver decision-making on the systematic use of EB strategies for targets in each routine and throughout the day.
	Reflection & Review	Reflect/review with the caregiver on strengths and possible challenges if plan matches their priorities and additional supports needed, if any.	Review plan for expansion to new, diverse routines with other partners or places for generalization.	Reflect/review on action plan linking current targets/ skills to long-range outcomes. Review the sufficiency of support for learning.	Review/reflect on how the strategies are working, what progress looks like, and what the backup plan should be if needed.