CDS Training 2

for ABC Company

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Training Topics:

- **Goal Development**
- **Progress Reporting**
- **Parent Training and Education**

Goal Development

Let's be SMART about our goal development!

S-Specific

M-Measurable

A-Attainable

R-Relevant

T-Timely/Time-Sensitive

S-Specific

Clearly details what is expected of the client

Should include information such as

    Who? (child, child w/parent, or child/slp combo)

    When? (days/times during week, type of activity)

    Where? (at SLPs office, in home, on the go)

    How? (any extra tools/supplies needed, cueing, etc)

M-Measurable

Written in a way that initial baseline, ongoing progress, and ending levels can be determined

Aids in determining changes that need to be made to goals or next steps

Include mastery criteria

Synonyms for measurable:
• Quantifiable • Assessable • Computable • Clear • Calculable

 Examples include number of trials, time, number of repetitions, etc.

A specific therapy goal will be easier to measure

R-Relevant

It's all about prioritizing. *Many* skills we could work on, but what is the highest priority?

- Ensure goal is relevant by considering immediate needs or biggest challenges *and* what is important to the Family
- For Speech and CDS specifically, what are foundations skills necessary in order to address other higher level skills?
- Be mindful of wording: phrase things positively (examples will be provided)

T-Timely/Time-Sensitive

All goals should be bound to a time-frame

- Assists with deadlines as well as ensuring that progress is monitored
- Information regarding length of time needed to achieve the target

Examples of SMART versus Non-SMART Goals

"Improve Communication"

"Talk more with other children"

"Improve handwriting"

"Complete classwork on time"

"Join in playground activities at break time"

"Make 10 requests for items using visual supports in a therapy session by 01/02/20"

"Complete 3 turns in a peer conversation during social group sessions by 01/02/20"

"Write name with mature pencil grasp by the end of term 1"

"Complete 3 activities within a 30 minute time period at school by the end of term 1"

"Participate in peer-led playground games for 10 minutes each day by the end of term 2"

Putting it Together

Where do we get our info from to make goals?

Look at testing and developmental norms

Let's do it!! Get ready to practice

https://files.godaddy.com/index.php?action=folder&folder_num=483672760

Application Activities in ABC shared files

Reporting Progress

Data Collection

Completed in **Catalyst** system each session. Yes- <u>each</u> session.

Some goals may not be targeted each session but something will be.

Types of data that can be collected in Catalyst and are relevant to CDS include:

  DTT, frequency, duration, rate, and anecdotal

Data Collection Practice

Example Student CDS goals in Catalyst

Video Clip

Data Sheet

SOAP Notes

CDS staff will use the **Speech SOAP note** template under the purple assessment tab in catalyst for every session.

CDS and Speech Services require **expanded documentation** especially in order to communicate clearly what you are doing, how the child is responding, and for your supervisor to be able to guide you.

A **signature is required** for the note in addition to the appointment in webaba. Review general information regarding what you placed in your note to your family prior to signing.

SOAP Note Practice

Let's put it all together!

Data Sheet and SOAP template

Monitoring Progress

- Be mindful of when goals are met

- Goals should be mastered out, then updated in a timely manner

- If you need help knowing where to take a goal: ask

- If progress isn't being made seek help don't keep drilling the client

Parent Training & Education

Review: Core Features of ESDM

★ Interdisciplinary team implements a developmental curriculum addressing all domains

★ Focus on interpersonal engagement

★ Development of fluent, reciprocal, and spontaneous imitation of gestures, facial movements and expressions, and object use

★ Focus on cognitive aspects of play carried out within dyadic play routines

★ Partnership with parents

Training Parents/Caregivers

Training 1 - Why partnering with parents is a non-negotiable component of our IDP/Early Intervention Programming (discuss)

Training 2: *How* do we do this? What does it look like? What are our resources?

Coaching Parents - Early Intervention

Coaching is an evidence based adult learning strategy used for talking with parents and other caregivers to recognize what they are already doing that works to support child learning and development as well as building upon existing or new ideas.

Resources:

Infants & Young Children Vol. 25, No. 1, pp. 62–82 Copyright C 2012 Wolters Kluwer Health | Lippincott Williams & Wilkins

"Caregiver Coaching Strategies for Early Intervention Providers Moving Toward Operational Definitions"

Mollie Friedman, MS, CCC-SLP; Juliann Woods, PhD, CCC-SLP; Christine Salisbury, PhD

Florida State University

Conversation & Information Sharing -

Caregiver and interventionist ask and respond to each other's questions.

Topics may include: early intervention issues, child development, service coordination, behavior management, updates on progress, family activities, routines, paperwork questions, or health since the last session

Example - Conversation & Information Sharing

Caregiver and therapist talk about the child's progress in other therapies, at preschool, what child did at the park or grandma's, what the pediatrician said at last Thursday's appointment, new play activities/interests that have emerged, etc.

Direct Teaching

Therapist shares information about specific strategies to increase caregiver knowledge.

Interventionists may teach verbally or with handouts, visuals, powerpoint presentations or by watching video taped illustrations of the procedure. Child may or may not be present.

Example - Direct Teaching

Therapist shares specific information about strategies while showing parent: "If you help him keep his trunk stable, then he is more able to reach for toys. If he isn't steady, he can't reach as easily"

"As I hold the ball out of his reach, he is using his finger to point to it to ask me to throw it to him."

Or….sharing handouts, materials, visuals to explain teaching strategies or specific information.

Demonstration

Therapist takes the lead in demonstrating the strategy with the child while the caregiver observes. Interventionists' comments directly describing a strategy to the parent.

Therapist's comments do not require a response from the caregiver. The role of the caregiver is passive.

Example- Demonstration

Therapist: "I'm going to wait three seconds while looking at the ball..Watch me..'Ball' Wait one, two three."

Therapist gives child few blocks at a time and waits for child to ask for more, then she tells the caregiver that she made sure to give the child time to request, and that she gave out small portions of blocks to elicit communication.

Therapist is using hand-over-hand assistance to help child use a fork to pick up her food while describing the strategies she is using to support the child's hand movements.

Guided Practice with Feedback

Interventionist and caregiver work as partners with the child, practicing strategies to improve child outcomes. Therapist's role is more active and is guiding caregiver actions in the routine.

The feedback might be explicit or less direct, but at all times therapist is ACTIVELY involved in the routine. Specific suggestions about caregiver behavior offered within the context of a routine.

Example - Guided Practice with Feedback

"Next time we will pause and wait before saying anything; that way, she can initiate."

"Let's see what happens if you wait a little longer before offering her the choice again."

Observing or Data Collection

Primary role of the caregiver is to work with the child; role of the therapist is to observe or gather data. Therapist does not give specific feedback or suggestions and is not a part of the activity though she may be in close proximity.

Can be used as baseline, assessment of learning or generalization.

 E.g. Therapist writes down updates of child progress, is sitting back from the interaction watching caregiver feed child.

Joint Interaction

The provider and caregiver work as partners with the child. May take turns interacting with the child or each other depending on the routine. Performance feedback is not provided.

Therapist's role is to support the interaction between the parent to accomplish the outcome or routine and to have fun.

Joint Interaction cont.

Joint interaction offers opportunities to:

★ practice within the routine

★ ensure sufficient number of opportunities for skill acquisition

★ gather performance data

★ evaluate the child's and caregiver's status to determine when to "pull back" to increase the caregiver's leadership role or the child's independence or skill level

Example - Joint Interaction

Interventionist and caregiver take turns, pushing a child on a swing while responding as the child squeals happily. The therapist does not offer specific suggestions to the caregiver but may occasionally offer an encouragement.

Both mom and the therapist help the child put on her shoes while preparing to go outside.

Mom introduces a favorite song and all join in. The child chooses the next song and everyone keeps on singing.

Child-Focused

Interventionist works directly with the child while parent is not present or is doing something else (on the phone, cleaning up, watching T.V., etc.) Caregiver may be watching, but the therapist makes no attempt to seek their involvement and does not share information.
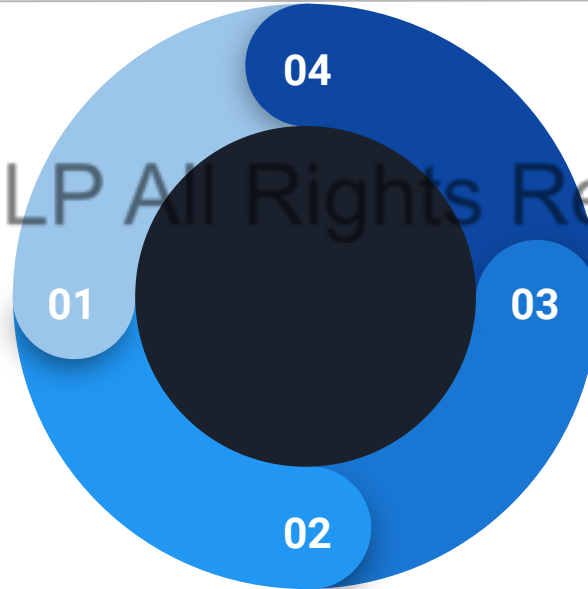
E.g. Clinician and child take turns stacking blocks, mom is sitting on couch, the tv may be on. Clinician reads a book with child as mom watches.

Parent Roles

Intermittent Observer

Leader

Observer

Actor - Participant

01

02

03

04

Parent/Caregiver Coaching - In Action

Coaching Scenarios Videos

https://www.youtube.com/watch?v=9gTPS0cX4VQ&feature=youtu.be

https://www.youtube.com/watch?v=JhrICZJMv5c&t=955s

While you watch: Identify the type(s) of Caregiver Coaching you observe (Mark on Checklist Provided)

Discussion: Observed? What opportunities were missed? What adjustments would you make?

Any Questions?

Training Slides Content: Shared Drive

Goal Worksheets

Coaching Scenarios

Communication with your Supervisor

Parent Education and Training Resources

In ABC Shared Drive/Online Curriculum >

Early Intervention> Early Intervention IDP :

★ Milestones and Development
★ Parent Handouts for IDP
★ Power Points
★ Service Provider Resources

Thank you!

Please Take a Moment to Complete the Training Evaluation Form