



Early Intervention Home Visit Framework

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Early Intervention Home Visit Framework

Applying R.A. McWilliam's Behavioral Consultation Conceptual Model (*McWilliam, 2010*)

Early intervention programs have been in place for a number of years, yet not every family knows about the supports and services available through early intervention. Many families learn about early intervention when they or someone they know has concerns about their child's development.

How early intervention is introduced sets the stage for reinforcing intervention as family-centered support versus direct services provided to the child. As ongoing intervention begins, it is important that the family has an understanding of the nature of visits and how intervention occurs between visits. Quality intervention practices and effective beginnings with families should promote family-provider partnerships and end the perceived need for parents/caregivers to leave the room as you show up to "work with Billy" or to sit back and passively participate.

As a family begins their relationship with early intervention, they are often unsure about what to expect, unfamiliar with what is expected of them, uncertain about the early intervention process, and unclear about what services and support might look like. Accordingly, early interventionists must help families understand what early intervention is, what it is not, and how early intervention can assist them with addressing the concerns and priorities.

The early intervention process from referral to implementation of the IFSP is multifaceted. It includes understanding the family's concern (i.e., what brought them to early intervention), gathering and sharing information for evaluation and eligibility, learning about the family's day-to-day activities and the child's natural learning opportunities, identifying family priorities, and writing the plan. Throughout this process the family participates in a variety of different activities including talking with specialists, having specialists evaluate and engage in hands-on interactions with their child, as well as giving and gaining information and sometimes trying new things. Considering the mix of activities that happens before ongoing intervention begins, it's no wonder that it can be difficult for families to truly know what to expect when it's time to implement the IFSP. It is realistic for families think that intervention is child-focused since prior activities involved some direct work/assessment with the child. A parent might also draw upon past experiences or understanding of special education and child-centered services for children. With that said, parents can be uncertain about what IFSP implementation will really look like. For this reason early interventionists must help families know what to expect and engage them in decisions about what ongoing intervention will be for their child and family.

The Early Intervention Home Visit Framework, adapted with permission from R.A. McWilliam and presented in this document, provides a home visit structure that interventionists can use to guide their visits with families and caregivers. Interventionists are also encouraged to use this framework initially to describe visits to the family and determine their agreement with the general structure of ongoing visits. By having a shared focus and plan for intervention visits, families are better equipped to be informed, empowered, and engaged in ongoing visits. Of course successful implementation of the home visit framework is only possible if the IFSP is truly based on family priorities, and the outcomes are meaningful to the family and contextually relevant, as they would be if derived from the Routines-

Based Interview (RBI). If the IFSP outcomes are based on missed assessment items or nebulous ideas, the home visit framework becomes less effective because the outcomes are not about the functional skills the child needs to be more successfully engaged in the family's day-to-day activities and the clear priorities of the family.

While IFSPs must be developed in a timely manner, the effort to develop each IFSP should not be hurried, as it forms the family's individualized curriculum for intervention. A focus must be on functionality and what the family identifies as needed in the context of their day-to-day life. The IFSP must also be a dynamic document that can be changed and revised as needed based upon individual child and family circumstances.

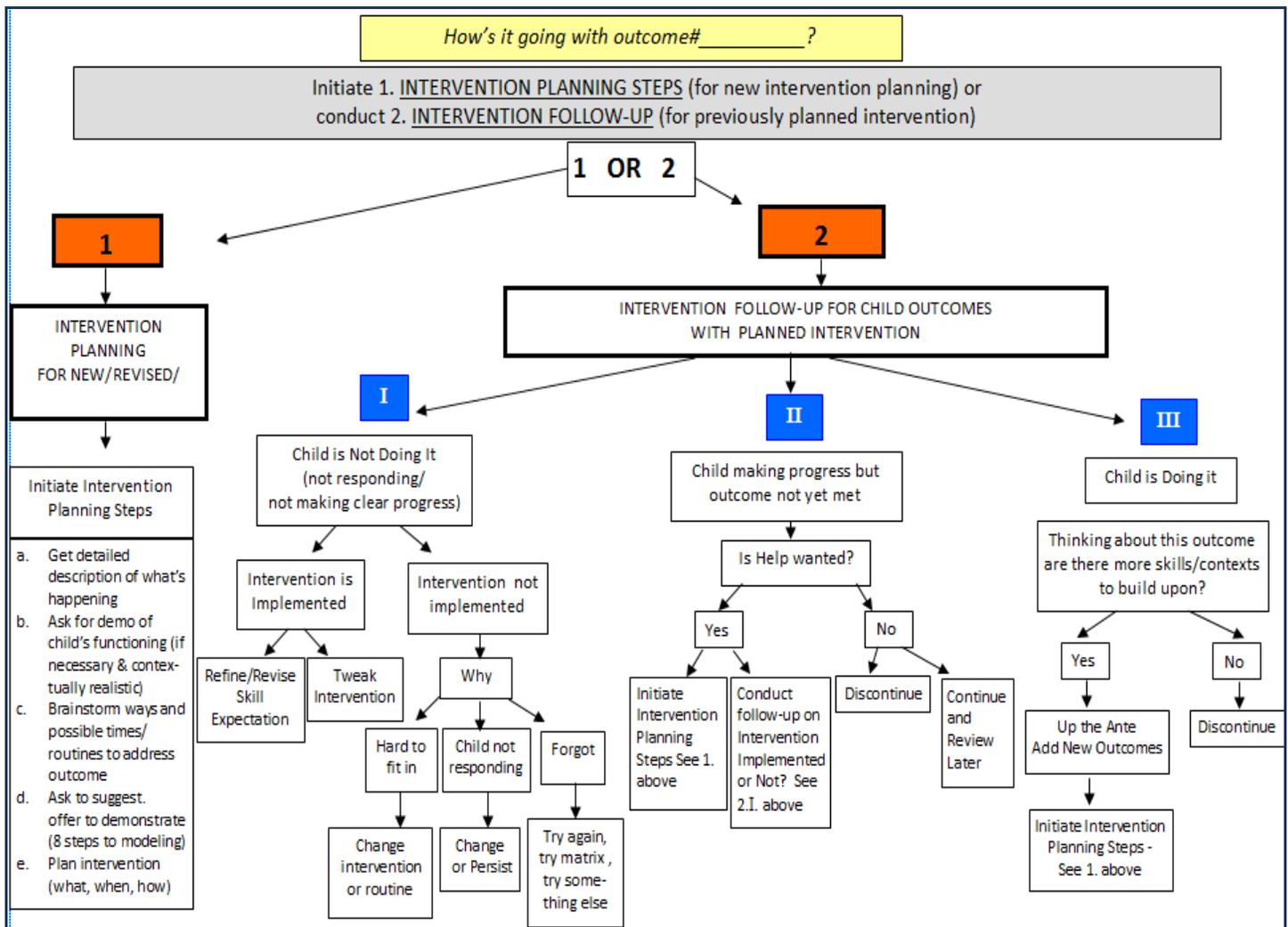
Essentially the home visit framework works like an outline with decision points along the way. In light of how children learn within the context of day-to-day activities, it is important that interventionists use effective consultation strategies which reinforce that their visits do not add up to the rich amount of intervention the child could receive between visits. Working in partnership with families remains a keystone of early intervention as does supporting the whole family.

McWilliam, R.A. (2010). *Routines-based early intervention: Supporting young children and their families*. Baltimore: Paul H. Brookes Publishing Co.

The remainder of this brief provides the reader with the core Home Visit Framework including a flowchart and outline for child and family outcomes as well as implementation examples using the framework.

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Child Outcomes Home Visit Framework Flowchart



Child Outcomes Home Visit Framework Outline

How's it going with outcome ___?

Initiate INTERVENTION PLANNING STEPS (for new intervention planning) or conduct INTERVENTION FOLLOW-UP (for previously planned intervention)

1. INTERVENTION PLANNING STEPS

INTERVENTION PLANNING STEPS

- a) Get detailed description of what's happening
- b) Ask for demo of child's functioning (if necessary) and contextually realistic
- c) Brainstorm ways and possible times/routines to address outcome
- d) Ask to suggest (I have a suggestion, would you like to hear it?)
 - Offer to demonstrate (8 steps to modeling)
 - 1) Talk to the parent about your suggestion
 - 2) If the parent appears not to understand, ask if s/he would like to be shown:
 - 3) Explain to the parent what you're going to do
 - 4) Do it - giving commentary if possible
 - 5) Discuss what you did and point out the consequences.
 - 6) Ask parent if s/he would like to try.
 - 7) If yes, watch and give support. If no, leave it alone.
 - 8) If yes, praise and give constructive feedback.
- e) Plan intervention (what, when, how)

2. INTERVENTION FOLLOW UP

Ask how intervention is going (*The response will bring the interventionist to one of the following three points I., II., or III.*)

I. Child Not Doing It (not responding/not making clear progress)

A. Intervention is being implemented

- Get a detailed description of what's happening and/or demonstration by parent
 - a. Plan to refine/revise skill. (The intervention is being implemented, but the child is not demonstrating or not making sufficient progress toward the target behavior. Consider if too much is being asked of the child; perhaps the wrong thing; maybe there is another way to demonstrate the target behavior).
 1. Suggest/discuss ways to refine/revise the skill.
 2. Suggest/brainstorm new/revise intervention
 - Offer to demonstrate (8 steps to modeling)
 3. Plan intervention (what, when, how)
 - b. Tweak intervention implementation
 1. Suggest to modify the intervention/brainstorm ways to do so
 - Offer to demonstrate (8 steps to modeling)
 2. Plan revised intervention (what, when, how)

B. Not being implemented

- Determine why
 1. Hard to fit in
 - a. Change routine/activity for implementing intervention
 1. Explore alternate times for intervention implementation
 2. Plan revised intervention (what, when, how)
 - b. Change intervention implementation
 1. Brainstorm ideas
 2. Ask to suggest (have you tried this – that...)
 - Offer to demonstrate (8 steps to modeling)
 3. Plan revised intervention (what, when, how)
 2. Child not responding
 - Get a detailed description of what's happening and/or demonstration by parent
 - a. Persist with planned intervention
 - b. Change intervention implementation
 1. Brainstorm ideas
 2. Ask to suggest (have you tried this – that...)
 - Offer to demonstrate (8 steps to modeling)
 3. Plan revised intervention (what, when, how)
 3. Forgot
 - Determine if it is still feasible. If yes continue, if no discontinue/revise.
 - a. Try a matrix
 - b. Brainstorm other ideas

II. Child Making Progress - but outcome not met

Ask if help is needed.

No

- a. Discontinue outcome/intervention
- b. Continue outcome/ intervention and review later

Yes

Initiate INTERVENTION PLANNING STEPS or conduct INTERVENTION FOLLOW-UP (see above)

III. Child Doing it

Review Outcome and mark as met.

Ask if there are skills/contexts to build upon regarding this outcome?

a. Yes

- i. Up the Ante and Add a New Outcome
 - a. Initiate INTERVENTION PLANNING STEPS see 1. above

b. No

- ii. Move on to other outcomes

Child Outcomes Home Visit Framework Implementation Examples

Please Note: The dialogs presented are only partial example conversation starters and the responses are abridged.

Framework Outline Parent Interventionist *(Commentary)*

OUTCOME 1: Üchild not doing it Üintervention implemented Ürefine skill

How's it going with outcome #1?

"Hannah will participate in meal times, play times, and outings by using words to tell her parents or sister what she wants so that she can be understood. We'll know she can do this when she uses single words to tell what she wants 4 times during a day every day for a week."

How's it going with Hannah using her words to tell what she wants (outcome 1)?

She's still not using her words like I think she should. She falls out and screams when I try to push her. *(She's "not doing it" so we proceed to I. "Not doing it.")*

I. Child not doing it

Initiate INTERVENTION PLANNING STEPS (for new intervention planning) or conduct INTERVENTION FOLLOW-UP (for previously planned intervention) *(Intervention was previously planned so we go to intervention follow-up.)*

INTERVENTION FOLLOW UP *(The intervention discussion starts here.)*

Ask how intervention is going

How has it been going with the strategy we talked about last time which was giving Hannah two choices at lunch and TV time and then waiting for her to tell you what she wants? *(Intervention was planned last week so we start at intervention follow-up rather than intervention planning.)*

I've tried, but she does not seem to understand – she will scream and sometimes just falls out because she is not getting what she wants. *(We know parent has tried so we start with A. "intervention is being implemented.")*

A. Intervention is being implemented

- Get a detailed description of what's happening and/or demonstration by parent

If it's ok with you, can we take a look at this a bit closer? How's Hannah responding when you give her the choices?

Well, I show her two items and even say the name of each. She sometimes just goes for the thing she wants – other times she will scream – other times she just falls out. So I end up just giving her something.

Wow, it sounds like you've really been trying hard at this – it also sounds like it has been trying for you. Why do you think Hannah is getting upset when given the choices you offer her?

I don't really know - it seems that she just doesn't get it – maybe it's too hard for her?

It seems like you're wondering if what it is we're trying to have her do is too much for her right now. Maybe we could try backing it up a step. Are you interested in exploring this?

(From the demonstration the interventionist sees that giving Hannah choices might be too much for her right now. The interventionist surmises that Hannah is not making the desired

progress and that it is getting frustrating. Refining the skill may be necessary. So we're going to focus on refining the skill – rather than tweaking the intervention.)

a. Plan to refine/revise skill.

1. Suggest/discuss ways to refine/revise the skill.

It might be less frustrating for Hannah if we take out the choices and focus on saying the word of the item she wants as a way to prompt her to say the word. This would be easier for Hannah.

That's sort of how I got her to say "go." She loves to go outside. Although I've probably said it a bazillion times. But she didn't fall out when I did that.

2. Suggest/brainstorm new/revised intervention

• Offer to demonstrate (8 steps to modeling)

1) Talk to the parent about your suggestion:

So rather than giving her choices, it sounds like might find success with focusing on saying the names of things she is interested in and encourage her to imitate the word?

Yes, but What if she does not say the word? I don't want her to scream and fall out – but I do want her to say the word.

2) If the parent appears not to understand, ask if she would like to be shown: *That's a good question; we don't want to frustrate her by withholding the item until she starts to scream or fall out. How about we give it a try and see how it goes. Then we can get a better sense about how this strategy can work for you and for Hannah.*

Okay, she is playing with her favorite doll house now.

3) Tell the parent what you're going to do *So she is playing with her toy doll house here, what we want to do is to try and encourage her to ask for that car that she likes to put in the house. I'll hold the car and say "car." I'll also get down to eye level with Hannah so that she sees my lips move and hears what I'm saying. I'll model the word "car" and give a little pause for her to imitate. If she imitates or makes a sound I'll give it to her and repeat "car" again. If she gestures for it and does not imitate, I'll model the word again and say something like "Car – you want the car" and then give it to her. It's like creating a need for her to communicate. Rather than just giving her the car, I hold it just out of reach so that she has to request it.*

4) Do it *(Interventionist demonstrates and describes what she is doing while she is doing it.)*

5) Tell what you did and point out the consequences.

Well, Hannah didn't say car, but she clearly wanted it, made a little sound, and reached for it. Did you also see how she also looked at me and not just at the car? I gave her the car and also said "car – you want the car" giving her another model of the word "car."

6) Ask parent if he/she would like to try. *Would you like to give this a try with Hannah? We could also role play you could try it with me first. What do you prefer?*

7) If yes, watch and give support. If no, leave it alone. Ya, I'll give it a go with Hannah.

8) If yes, praise and give constructive feedback.

(Interventionist provides commentary and suggestions as the parent tries the strategy.) How did that feel for you?

I wanted her to say the word, but I also knew if I held on to the car any longer she was going to pitch a fit. Great observation you are really able to read her cues. – That will be a good way for you to judge how long to pause. – Remember you are providing her a model of the word. She needs to hear the word several times before she really knows and uses the word. It's also important that the word is paired with the object like you did here by modeling car and actually showing her the car.

3. Plan intervention (what, when, how)

Are there some times or activities during the day that you think this might be doable?

Well, I guess when I see that she wants something. I'll have to work at not just giving her whatever it is. Like her movies, her colors, or snacks.

Yes, it means holding back a bit. You also mentioned movies, coloring, and snacks – maybe those are times to focus on this.

Yes, but with her movies would I just say movie or the title of the movie?

What do you think she'd understand most?

Well, I guess she knows them by character like Dora and such. Maybe I say the character?

That sounds like it will work. Do you want to give this a go over the next week and we can talk about it when I come out next week?

Sounds like a plan

We've still got some time. Let's look at another outcome. You've been working on --- how's that been going? (Interventionist and family transitions to another IFSP outcome using the same intervention framework.)

OUTCOME 1: Child not doing it Intervention implemented Tweak intervention

The following example uses the same outcome as above but the focus here is tweaking the intervention rather than refining the skill. This is because Hannah is not responding to the intervention, and some intervention modifications might be helpful.

How's it going with outcome #1?

"Hannah will participate in meal times, play times, and outings by using words to tell her parents or sister what she wants so that she can be understood. We'll know she can do this when she uses single words to tell what she wants 4 times during a day every day for a week."

How's it going with Hannah using her words (outcome 1)?

She's still not using her words like I think she should. She continues to use pointing and some 'sounds like' words

(She's "not doing it" so we proceed to I. "Not doing it.")

I. Child not doing it

Initiate INTERVENTION PLANNING STEPS (for new intervention planning) or conduct INTERVENTION FOLLOW-UP (for previously planned intervention) *(Intervention was previously planned so we go to intervention follow-up.)*

INTERVENTION FOLLOW UP *(The intervention discussion starts here.)*

Ask how intervention is going

How has the strategy of giving Hannah two choices at lunch and TV time and then waiting for her to tell you what she wants been going? *(Intervention was planned last week so we start at intervention follow-up rather than intervention planning.)*

I've tried, but Hannah does not seem to respond. *(We know parent has tried so we start with A. "intervention is being implemented.")*

A. Intervention is being implemented

- Get a detailed description of what's happening and/or demonstration by parent

If it's ok with you, can we take a look at the intervention a bit closer –how's Hannah responding when you give her the choices?

Well, I show her two items and she just takes the one she wants and does not say anything.

It's great that you are finding things that she has a clear interest in. It sounds like she is making a choice – even though she is not saying the word. Would it be ok if we tried it with Hannah? *(From the demonstration the interventionist sees that the items are held in easy reach of Hannah and that a verbal model of the items names is not being used. The interventionist surmises that the skill – outcome – we're going for remains the same, so we're not going to focus on refining the skill. Rather we look at ways to tweak the intervention.)*

b. Tweak intervention implementation

1. Suggest to modify

Can I offer a suggestion?

- Offer to demonstrate (8 steps to modeling)

1) Talk to the parent about your suggestion: It seems that Hannah is really quick and that it's easy for her to get the

items you are offering her. Hannah could also benefit if the items are named for her. Then she only has to imitate rather than come up with the word on her own.

2) If the parent appears not to understand, ask if she would like to be shown: *Would you like me to show you what I mean?*

Ya that would be helpful.

3) Tell the parent what you're going to do *Since it's her snack time and that's one of the times you wanted to try this let's put the two pieces of food on her tray just out of her reach and then name then encourage her to try repeat the word of the one she wants – which we know will be banana, right? Let's see how it goes.*

4) Do it *(Interventionist demonstrates and describes what she is doing while she is doing it.)*

5) Tell what you did and point out the consequences. *See that time Hannah couldn't just grab for the banana. She got to hear the names of the items. Although what she said did not sound exactly like a word, she did say 'naa' and was reinforced by actually getting the banana. Like you've been doing, it's good to start using one item she strongly prefers and have the other choice be something you think she won't desire.*

6) Ask parent if he/she would like to try. *Would you like to give this a try with Hannah?*

7) If yes, watch and give support. If no, leave it alone. *Ya I'll give it a go.*

8) If yes, praise and give constructive feedback. *That was cool. You clearly named the items for her and then waited just a bit. You can even name the item again after she vocalizes. That helps to reinforce that what she said (even though we clearly didn't hear the exact word) was understood. It also gives her another model of the word.*

2. Plan revised intervention (what, when, how)

What opportunities do you have to use this strategy?

Probably meal times and videos will be easiest because I can more easily put them out of her reach. Her little arms seem to get longer when she wants something. But I can maybe control the food and videos a bit easier.

That's great! How about you give that a go and let's talk about it next week?

Sounds like a plan.

Okay. Another outcome you've been working on is ---. How's that been going? (Intervention focus transitions to another IFSP outcome using the same intervention framework.)

OUTCOME 3: Üchild making progress Üwant help Üintervention not implemented Ü hard to fit in

How's it going with outcome #3?

"Hannah will participate in play and "hanging out" times at home by playing longer with toys and learning to pretend play with toys/dolls/kitchen set, so that she can learn from her play and so that she does not just 'flit' from toy to toy. We'll know she can do this when she engages in pretend play (alone or with her sister) in one area of the house playing with a particular set of toys (e.g., toy kitchen, her dolls, doll house...) for at least 3 minutes 2 times a day for 5 consecutive days."

How's it going with Hannah playing longer and pretending (outcome 3)?

She can keep herself occupied a bit longer because I can now check a couple of emails without needing to stop and redirect or check on her. But I don't see her doing the pretend play like her sister did - like feeding her baby dolls and playing with the toy kitchen set we bought for the girls. Elle plays with it, but Hannah still just mucks with the stuff – not really doing anything.

II. Making Progress

It sounds like she is making some progress, but not yet pretending. Do you want some help with this?

Yes, I want to see her playing more with the pretend toys like her sister did.

Want Help - Yes

(Parent wants help so we move on to the intervention discussion.)

Initiate INTERVENTION PLANNING STEPS (for new intervention planning) or conduct INTERVENTION FOLLOW-UP (for previously planned intervention) *(Intervention was previously planned so we go to intervention follow-up.)*

INTERVENTION FOLLOW UP *(The intervention discussion starts here.)*

I recall that you wanted to try to involve Hannah in cooking times by letting her play with some pots and pans and spoons while you were also cooking. How has that worked?

Well, - meal time prep is a busy time – getting the pots and pans out for her and watching her just hasn't happened ...

(The intervention has not been tried so we start from there.)

Not being implemented

- **Determine why** *(Based upon the parent's response, it seems that the reason for not doing the intervention is that it was hard to fit in.)*

So it sounds like encouraging Hannah's play with pots and pans does not mesh nicely with the meal time prep that we thought might work. Are you still interested in finding ways to encourage her play with these types of materials?

Yes I still want her to learn to play like pretend play. Elle did this so much when she was Hannah's age – and she still does.

It sounds like we might want to consider some other ways to help Hannah play and pretend. Is that accurate?

Yes, it is still something I think she should be doing.

1. **Hard to fit in** *(It's been determined that the intervention was not implemented because it was hard to fit in. The intervention might still be doable – but changing the routine/activity is needed.)*

Change routine/activity for implementing intervention *(This is where the discussion continues.)*

1. **Explore alternate times for intervention implementation**

Are there any other times during the day that Hannah could be provided pretend toys and encouraged to play?

I have the toys available for her, and she is spending more time with toys, just not doing any pretending.

Are there any times when she has fewer toys to choose from?

Well, I guess that'd be in the bathtub. Maybe she could take a baby doll into the bath?

Hey, that sounds like s a great idea! What else might she need?

It would be great if she would even pretend to wash the baby – I could get a little washcloth for the baby. She could even feed the baby with the cups we have in the tub. That's the kind of stuff Elle did and that I'd like to see Hannah doing.

I remember that Hannah also enjoys the sand box when you go to the playground – would that be another time?

I could try that – when we go to the park. But, lately we haven't been going as much since it's been raining so much and it's getting colder. Maybe tub time for now.

2. Plan revised intervention (what, when, how)

So how would you like to proceed with this outcome over the next week?

Well, I'll see how it goes in the bathtub with her and her doll. I think Elle will like it too. She can help Hannah.

Okay, give it a try and let's talk about it next week.

So another priority you identified was (outcome #__). How's that been going? (Intervention focus transitions to another IFSP outcome using the same intervention framework.)

OUTCOME 4: Üchild not doing it Üintervention not implemented Ü child not responding

How's it going with outcome #4?

"Hannah will participate in meal time by eating what the rest of the family eats so that she can eat a greater variety of foods without needing special food prepared for her. We'll know she can do this when she eats the dinner food that the rest of the family eats for 4 days in a week."

How's it going with Hannah eating what the rest of the family eats at meal time or at least trying the food before getting a favored food (outcome 4)?

Well I tried giving her what we were having, but she got upset when I encouraged her to try the dinner. So I gave her something I knew she would eat without her even trying the other food.

I. Child not doing it

Initiate INTERVENTION PLANNING STEPS (for new intervention planning) or conduct INTERVENTION FOLLOW-UP (for previously planned intervention) (*Intervention was previously planned so we go to intervention follow-up.*)

INTERVENTION FOLLOW UP (*The intervention is not being implemented and the next step is to figure out why. From the parent's comment, it seems that the child is not responding to the intervention. The discussion continues at that point.*)

Not being implemented

Determine why

It sounds like you've tried to give Hannah what you eat at meal times, but she does not try it, so you give her what you know she will eat. Is that accurate?

Yes, that's pretty much it. I wish she'd try the dinner. Sometimes I think she'd really like it if she just tried it. I hate to have to cook something different for her.

2. **Child not responding**

- **Get a detailed description of what's happening and/or demonstration**

If it's ok with you, let's explore this a bit more.

Sure

Would you tell me more about what you offer Hannah and how she responds?

I tell the girls about what's for dinner. Elle sometimes helps me hype it up.

Anyway, I give Hannah a helping of what's for dinner. Then she starts to fuss or cry and does not try the food. So I give her something I know she will eat.

Hmm it sounds like little Hannah is pretty strong willed about this.

Yes, that's for sure.

Are you still interested in having her eat what everyone else does?

Well yes, I don't want to have to make her special meals all the time.

Hmm lets' think about this from Hannah's perspective if we can. Remember when we talked about behaviors and how children learn things that are reinforced?

Ya, we talked about how Hannah learned that she can come out and snuggle with me when I watch TV at night. And then I had trouble having her stay in bed.

Could the idea of learning behaviors be applied to meal time and her holding out for her favorite food?

Sure – I guess so - she probably knows I'll give in. But if she gets our food only – she might not eat anything and have to go without – if I really don't give her the favorite food.

How do you feel about that?

I talked to my mom about this, and she said I was the same way. She said that she had to let me go without a full dinner a few nights. I could give it another go. I guess I know she is not starving.

a. **Persist with planned intervention**

So it sounds like you might want to persist with the plan we made earlier. That is to give Hannah what you're having and after she tries a little then she can have a bit of something else.

I think I'll ask my mom about this again too. Especially, since she says that I was that way too.

It seems that your mom is good resource for you. I recall you saying that you talk to her almost daily.

Yes, I have a free calling plan. It really nice. I don't have to always think about the cost when we have a longer chat.

OUTCOME 5: Üchild not doing it Üintervention not implemented Ü forgot

How's it going with outcome #5?

"Hannah will participate in toileting by regularly sitting on the potty so that she can learn to use the potty and become more independent. We'll know she can do this when she sits on the potty when asked three times a day each day for one week"

How's it going with Hannah sitting on the potty (outcome #4)?

I guess it's not going so good. We did get the potty chair and have it in the bathroom. Hannah played with it when we first got it. She liked to take the bucket part out and try put it back together. But we really haven't had her sit on it. I guess we sort of lost momentum with this.

I. Child not doing it

Initiate INTERVENTION PLANNING STEPS (for new intervention planning) or conduct INTERVENTION FOLLOW-UP (for previously planned intervention) (*Intervention was previously planned so we go to intervention follow-up.*)

INTERVENTION FOLLOW UP (*The intervention is not being implemented and the next step is to figure out why. From the earlier discussion, it seems that the family may have put this on the back burner for awhile (referenced as forgot in the script). The discussion continues at that point).*

Not being implemented

Determine why

So having Hannah sit on the potty was sort of put aside?

Yes, I guess so.

3. Forgot

- Determine if it is still feasible. If yes continue, if no discontinue/revise.

At this time is this something that you'd like to continue to work on?

Yes, it is. I sense that she has the understanding. That checklist we completed a while back reminded me that she is probably ready for working on this. We just need to get her to sit on it so that she can learn about it.

b. Try a matrix

So it sounds like you'd like to work on this. Can I make a suggestion?

Sure

Are you interested in figuring out some times during the day that Hannah would sit on the potty regularly? We can write these down as reminders.

Yes I think that would be helpful. My mom said that I should put Hannah on the potty before bed and nap time.

That's good. Are there other times you think she could sit on the potty?

It was so different with Elle – she just sort of trained herself.

Can I offer a suggestion?

Sure

One way to possibly help think about this is to use a chart sometimes called a matrix. We can write down the basic things that happen regularly during the day and see if there are times that would be good for Hannah to use the potty. If you like, you can use it as a reminder for yourself too – maybe even Elle could help out with this.

Yes, Elle likes to help – let's try.

Ok let's get a piece of paper and I'll show you what I mean by this matrix...

Regular times of the day	When Hannah sits on potty

OUTCOME 6: Üchild doing it Ü up the ante

How's it going with outcome #6?

When leaving the park or coming in from outside Hannah will follow directions to get in her stroller or go into the house without crying or tantruming so that outside time can be more enjoyable. We'll know she can do this when Hannah will get into her stroller to leave the park without tantruming five times in a week and go into the house from outside five times in a week.

How's it going with Hannah leaving the park (outcome #6)?

It is actually going much better. She seems to really understand the transition song and she likes the stroller toys that we give her to play with. It used to be a complete terror leaving the park. Of course it is not 100%, but now we can at least leave and even get in the house most of the time without her screaming so loud that all the neighbors look out their windows to see what I'm doing.

II. Child doing it

The outcome is met? *The intervention has worked – next mark the outcome as met and explore if there are any skills or context to build upon with regard to this outcome.*

Wow, that's great! It sure sounds like Hannah is more successful and that the park outings are more enjoyable for everyone. So, it sounds like this outcome might be met. Is she doing it five times a week like we initially talked about wanting her to do?

Yup, most of the time – once in a while she has a rough time, but it is really working much better for us.

Okay then, let's mark this outcome as met. That's exciting.

Ya, now she just needs to hold my hand in the parking lot.

Well it sounds like you've identified the next outcome around your outing activities. Is having Hannah hold your hand in the parking lot something you'd like to work on?

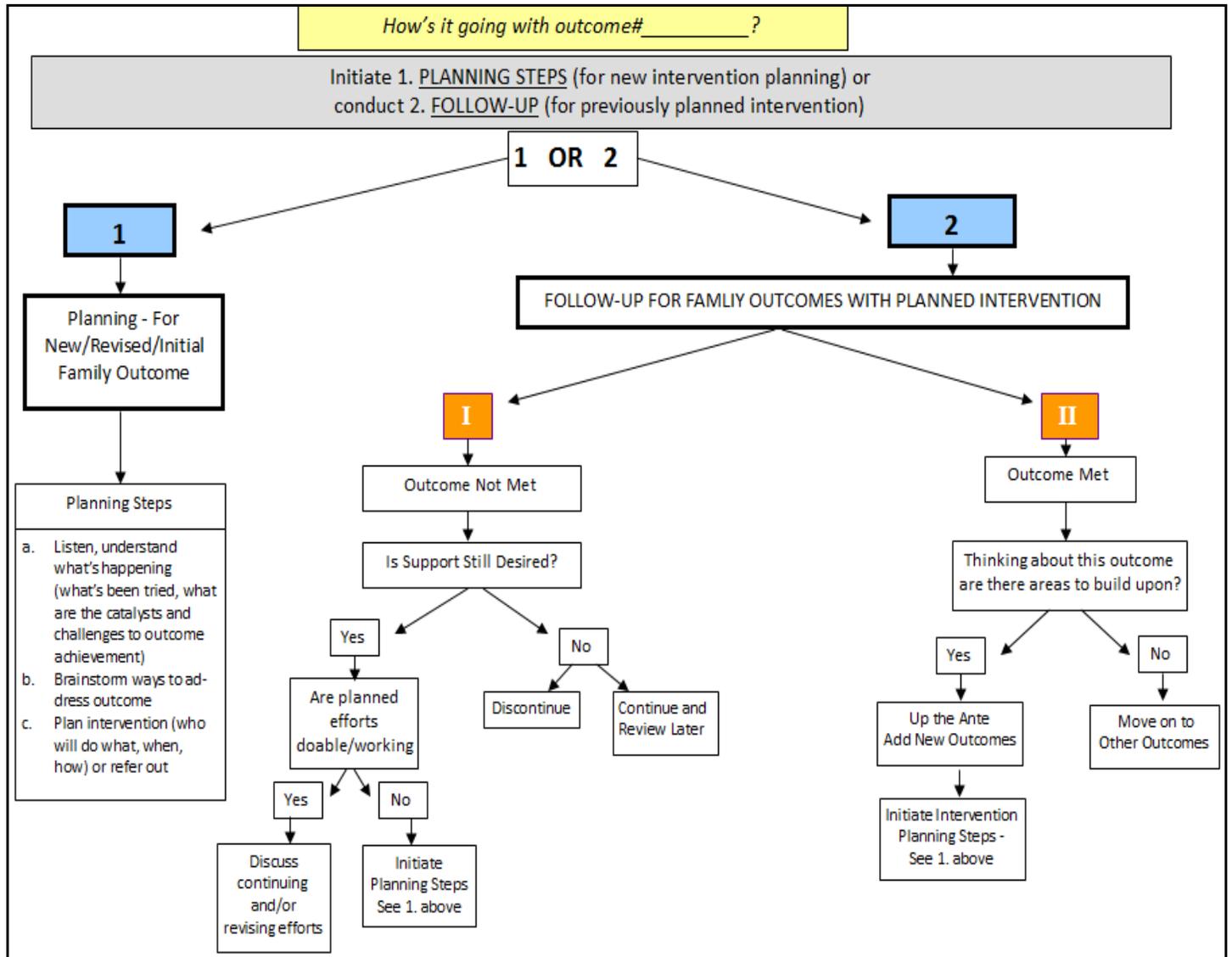
I guess it is. Giving her a toy works in the stroller, but when she has only to hold my hand it is not as exciting.

Okay then – let's "up the ante" if you will. How about adding this as a new outcome to your plan? Okay.

Up the ante

(A new outcome is identified and added to the plan. The next step is to initiate the "INTERVENTION PLANNING STEPS.")

Family Outcomes Home Visit Framework Flowchart



Family Outcomes Home Visit Framework Outline

How's it going with outcome ___?

Initiate PLANNING STEPS (for new intervention planning) or
conduct FOLLOW-UP (for previously planned intervention)

1. PLANNING STEPS

PLANNING STEPS

- a) Listen, understand what's happening (what's been tried, what are the catalysts and /or challenges to outcome achievement)
- b) Brainstorm ways to address outcome
- c) Plan intervention (who will do what, when, how) or refer out

2. FOLLOW UP

Ask how it is going (*The response will bring the interventionist to one of the following two points I., or II.*)

I. Outcome not met

Determine if support is still wanted - Does the family want to continue to address the outcome with the support of early intervention?

- a. **No**
 - i. Discontinue
 - ii. Continue and review later
- b. **Yes** – Determine with the family if planned efforts are still doable and working
 - i. Yes – Review status – Discuss continuing and/or revising efforts
 - ii. No - Initiate PLANNING STEPS see 1. above

II. Outcome Met

Review Outcome and mark as met.

Ask if there are areas to build upon regarding this outcome?

- c. **Yes**
 - iii. Up the Ante and Add a New Outcome
 - a. Initiate PLANNING STEPS see 1. above
- d. **No**
 - iv. Move on to other outcomes

Family Outcomes Home Visit Framework Implementation Examples

Please Note: The dialogs presented are only partial example conversation starters and the responses are abridged.

Framework Outline Parent Interventionist *(Commentary)*

OUTCOME 7: Üoutcome not met Ü support wanted Ü efforts not doable Ü planning steps

How's it going with outcome #7 ?

Katy will find easier ways to keep in touch with her grandmother so that Grammy can see Hannah actually doing things while they are stationed overseas. We'll know this is met when Katy finds a way that works for Grammy to both their satisfaction.

How's it going with the Grammy project (outcome #7)?

Well not so good. I was hoping that the Skype thing would work and it did a couple of times. But we've had a few glitches with getting the video working. Another time I had trouble with the audio. My Grammy is a very basic computer user. She can do email, but doesn't do much beyond that. Her system is slow too, so that's a problem. When my parents are there we can make it work, but they are not there that often anymore.

I. Outcome Not Met

Family wants to address the outcome.

Is this something you'd like to spend some time discussing – maybe see if there are other possibilities?

Yes, something other than trying to rely on the phone. Hannah doesn't want to talk when I give her the phone anyway.

Planned efforts did not work

Well it sounds like Skype is not the solution either.

Brainstorm and plan other possibilities

Are there other things you've thought of trying?

I had suggested Facebook to my mom, but she thought that it would be too complicated for Grammy. YouTube was another thought, but I don't want our stuff just out there for anyone to see – besides if Facebook is too complicated YouTube is out too.

Hmm so maybe the computer options are not the best option for your grandmother.

I like the idea that we can be interacting in real time, but maybe that's too much.

Grammy and I are real close and I love talking with her, but am worried that she can't see Hannah.

Are there other options you can think of?

Well I use the mail. I send her pictures of Hannah which I think she has papered her walls with. Hannah is her first great grandchild. I once sent her a video too. I think she still shows it to her neighbors – she watches video all the time. I could send her videos of Hannah and us doing stuff, but the camera I have is too old and cumbersome to use. My cell phone has a video camera, but I don't know how to use it or to copy movies to a DVD.

Is that something you're interested in learning about?

I can get out the manual and see if that helps. Or better yet, I can ask Ken a friend of my husband to help out – he is good with computers.

Well, this is sounding like a plan. Is this something you might want to look into? I'll see if Ken can help. That would be easier I don't understand those manuals anyway.

And if he can't help we can explore some other options next week during our visit.

OUTCOME 8: ☐ outcome met ☐ no further action

How's it going with outcome #8?

Katy and Jose (Hannah's parents) will have one 'date night' a month. We'll know this is met when they've had one date each month for three consecutive months.

How's it going with date night (outcome #8)?

It is actually going great! We just had another evening out last Saturday. Once we started doing this it got easier and we're able to go out more often. The evening out childcare on base has been a true blessing.

II. Outcome Met

The outcome is met? *(The intervention has worked. Next mark the outcome as met and explore if there are any skills or context to build upon with regard to this outcome.)*

Wow, that's great! It sounds like this outcome is met, would you agree?

Yes

Okay then, let's mark this outcome as met. That's exciting. In thinking about getting out and having date nights with your husband is there anything else you'd like add? Do we want to add another outcome to the plan?

Well, no I think we've got this covered.

Okay, let's move on to the next outcome...