

## Routine Based Intervention in the Community: Utilizing Deaf Mentors and Interpreters to support family outcomes for Deaf and Hard of Hearing bilingual children.

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## Routines-Based Early Intervention

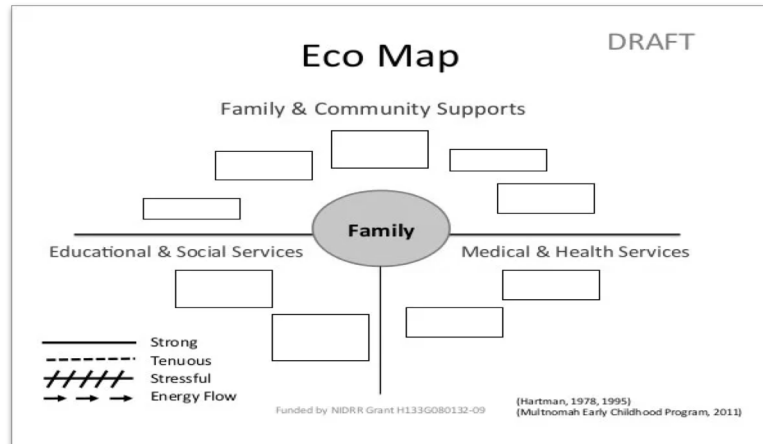
The RBEI model includes the following practices:

- Ecomap
- Routines-Based Interview (RBI)
- Family Concerns
- Family & Child Outcomes
- Primary Service Provider (PSP)
- Collaborative Consultation
- Support-Based Home Visits/Natural Environments



## Family Ecomap

- Help families use their informal supports before relying on formal supports
- Families build and sustain their informal supports (extended family, friends, neighbors, church communities, etc.)



## Routines Based Interview

- Discuss each “routine” (i.e. time of day or activity)
- Learn about the family’s and child’s functioning (MEISR)
- Document significant information
- Star concerns
- Recap concerns with the family
- Ask what the family would like to concentrate on
- Write down their wished outcomes
- Ask the family to identify order of priority



## Functional Outcomes/Goals

### Types of outcomes:

- Outcomes can be participation-based or routine/activity-based

### Child outcomes should:

- Enhance learning through functional participation in everyday activities (child is learner/actor)
- Be important and meaningful to the family/caregiver (priorities)
- Expand activity settings so child can be competent
- Are based on child's interests

## Family Outcomes



- Family outcomes can be child related or family based.
- Child-related family outcomes are those things the family wants to happen for their child's interventions
- They might be about information, obtaining equipment, looking for resources (even services), learning a skill that will help the child (e.g., sign language or cued speech), etc.
- Family-level outcomes can be focused on extended family members.

## The Smith Family

- Molly is a 2.8-year-old Deaf toddler
- Mom and Dad are hearing.
- The family has chosen bilingualism for Molly: ASL and Listening/Spoken Language.



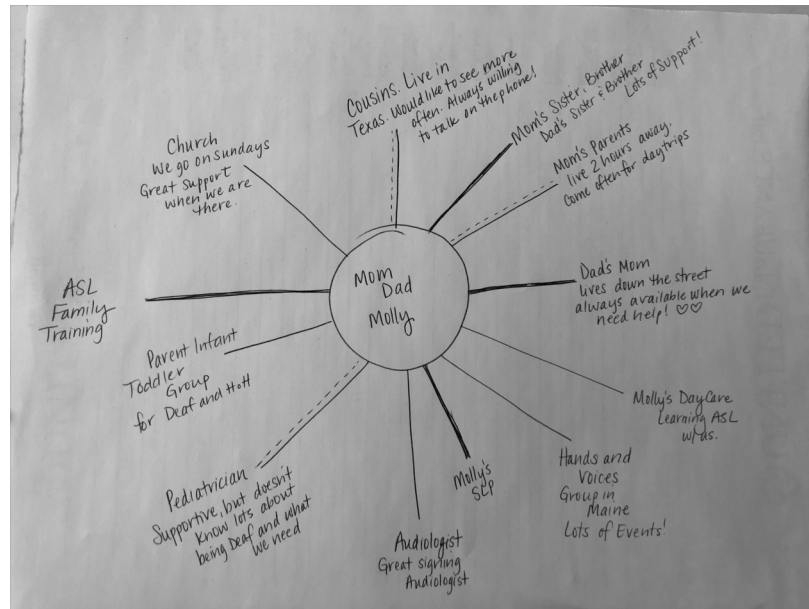
- Molly has been receiving Part C services: ASL Family Training, PSP is a Speech Language Pathologist, and the family attends a weekly Parent Infant Toddler (PIT) program where families of all modalities are welcome

## The Family's Outcomes

- At her second birthday, her IFSP highlighted specific outcomes including:
  - Reduce behaviors during storytime at the local library and at home
  - Discover ways to communicate and provide access for Molly in large family gatherings
  - Attend to a speaker when they are communicating (joint attention)



## Family Ecomap



### Reduce behaviors at Story Time at the local library and at home

- Integrating ASL Family Training and an ASL Interpreter to library time
- Pre-meeting with the Librarian
  - Reviewing book selected
  - Identifying ways to incorporate ASL signs into the session
  - Creating logistical awareness for access
    - Librarian eye gaze/contact
    - Sharing pictures first, reading text second
    - Pacing to allow for interpretation
- Pre-teaching with the family
  - ASL signs
  - Unfamiliar English words
  - Book reading techniques



## The Jones Family

- Bella is 20 months old Deaf toddler
- Mom and Dad are hearing and Mom speaks Spanish/English in the home.
- The family has chosen ASL for Bella

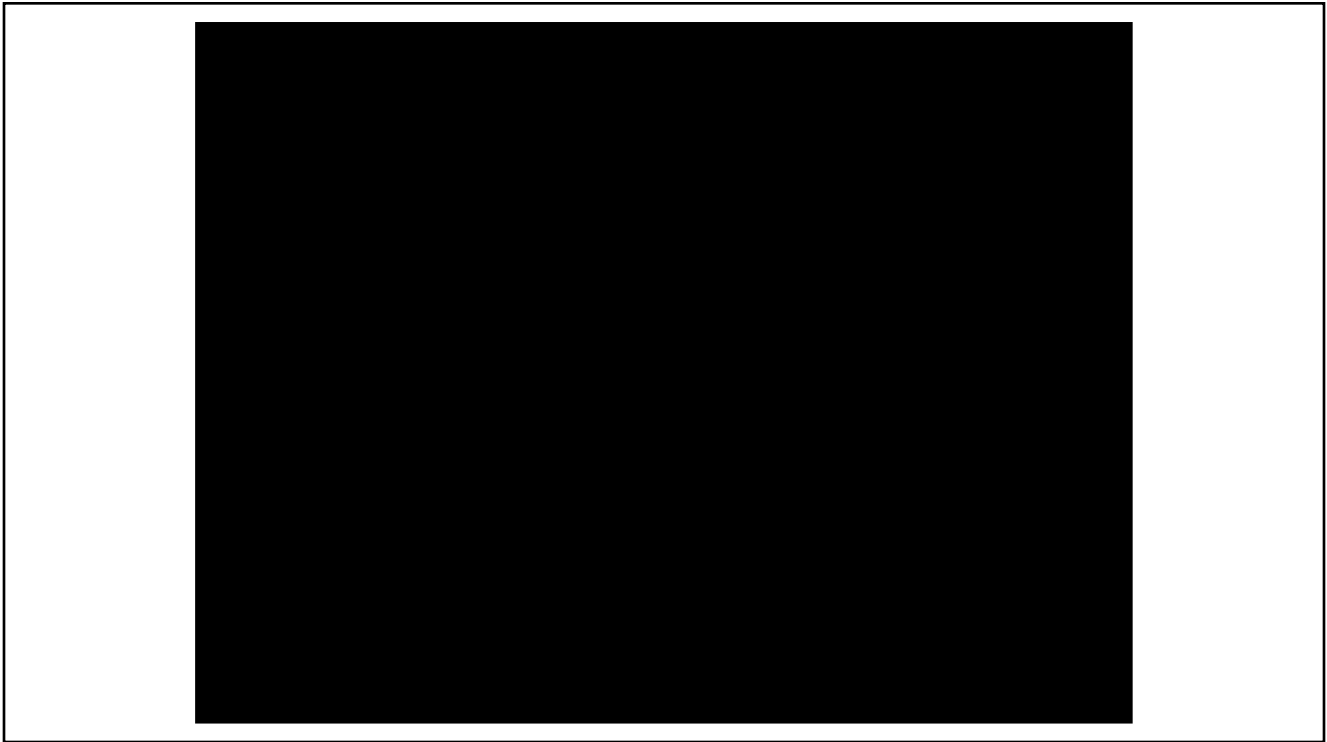


- Bella has been receiving Part C services: ASL Family Training, PSP is a Speech Language Pathologist, and the family attends a weekly Parent Infant Toddler (PIT) program where families of all modalities are welcome

## The Family's Outcomes

- At her second birthday, her IFSP highlighted specific outcomes including:
  - Meet Deaf adults and peers
  - Plan for Bella's future
  - Family and extended family will become fluent in ASL to communicate with Bella to help her feel included.





QUESTIONS???