



Pacific Northwest AER 2008



"But I don't know how to work with babies. . ."



The Answer. . .

Baby Steps, Using. . .





Evidence-based Practices

- Family involvement
- Functional outcomes
- Intervention vs. service
- Natural environment
- Transdisciplinary approach
- Routine-Based intervention strategies



The Question of Frequency

- Two hours/week (of direct therapy, for example) = 2% of the total waking hours of a one year old child.
- Diapering, feeding, playing each happen at least 2000 times by the time the child is one year of age.
- Just 20 everyday activities would equal 40,000 learning opportunities by age one.

(Dunst, 2001)



You do the math. . .

- 1 hour of early intervention each week = 1 hour of early intervention
(but)
- 1 hour of early intervention x caregivers' follow through = a much greater and lasting result



Video

Family-Centered Practices

Hatton, D., McWilliam, R., & Winton, P. (2006).
North Carolina: Frank Porter Graham Institute



Direct Service:

- We have hands-on involvement with a child.
- We use our knowledge to help a child build a skill.
- Our direct service is offered for a specific period of time.
- We continue our objective the next time we see the child.



Consultation:

- We are interacting with adults.
- We are giving our knowledge to others.
- We are helping connect what we know as teachers to what families know about their child.
- We leave a better understanding of how their child interacts rather than leaving a task.



How Adults Learn

- Adults have to want to learn.
- Adults learn by processing experience by talking, writing, doing, and reflecting.
- The content must be meaningful and relevant.
- We learn better when we are relaxed and having fun.

Hine, Constant (2002) (Horizons in Learning)

Basic Premises of Early Intervention

The goal of early intervention is to provide a systematic approach for guiding infants with visual impairment along their own developmental paths within the context of their families and communities.

Lueck, A., Chen, D., & Kekelis, L. (1997). *Developmental guidelines for infants with visual impairment*. NY, NY: APH.

Role and Function of the TVI on Family's Team

- Participate in the multidisciplinary evaluation and assessment
- Participate in the development of the Individualized Family Service Plan
- Address the development of pre-literacy skills

Routine-based Intervention

- Promotes family interactions.
- Reflects critical life skills.
- Provides natural environment.
- Age-appropriate skills.





Video

Routine-based Intervention



What are our supports?

- *ViSioN Program*: Vision Skills in the Natural Environment
- *PAVII*: Parents and Visually Impaired Infants
- *Project VIISA*: Vision Impaired In-Service in America
- Early Intervention Training Center for Infants and Toddlers with Visual Impairments



ViSioN Program

Vision Skills in the Natural Environment

An Intervention Guide for Use with Children Birth to Three with Blindness or Vision Impairment



Elements of the Program

- Four Scenarios
- ViSioN Skills
- Routines in the Natural Environment
- Parent Lessons
- ViSioN Transition Checklist



Four Scenarios for Programming

- Children with **no vision**
- Children with **low vision**
- Children with vision loss and **mild to moderate disabilities**
- Children with vision loss and severe **multiple disabilities**



The baby steps we take now will help a child and family enjoy a more successful school experience.

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