

Home Visits: Competence, Confidence, and Communication

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Objectives

- Understand foundational skills across disciplines when working with families
- Learn how to identify when communication with another provider is appropriate/needed
- Gain ways to improve relationships and learn how to access resources in the community locally or across the state

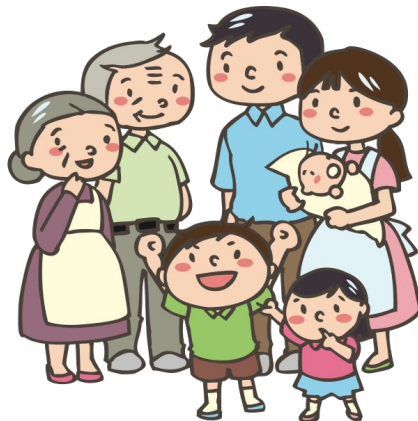
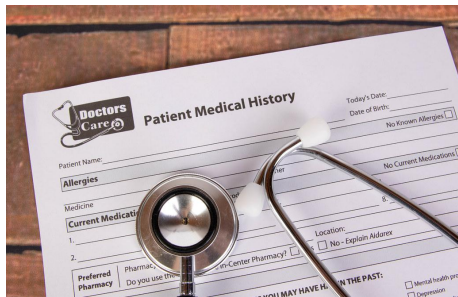


Understanding Foundational Skills

- Understand typical child development in order to recognize atypical or delayed development
 - “Typical” covers a range of ages of the child
- Tools for understanding developmental skills and milestones
 - Infant Toddler Developmental Assessment - 2
 - Easy to glance at
 - Milestone checklists
 - Speech/communication
 - teachmetotalk.com

The image shows a sample of the IDA-2 Record form. The form is titled 'Infant Toddler Developmental Assessment - Second Edition' and 'IDA-2 Record'. It includes a section for 'APR 2010' and 'MAY 2010' with checkboxes for 'Pass' and 'Fail'. The form is divided into several sections: 'APR 2010', 'MAY 2010', 'APR 2010', and 'MAY 2010'. Each section contains a grid of checkboxes for various developmental milestones. The form also includes a section for 'APR 2010' and 'MAY 2010' with checkboxes for 'Pass' and 'Fail'. The form is a standard assessment tool used by healthcare providers to evaluate the developmental progress of young children.

Things to take note of and share!



- **Environment and family dynamic**
 - Main caregiver for child? Daytime caregiver?
 - Family stressors?
 - Availability of experiences for the child?
 - Exposure to peer-aged children?
 - Culture

- **Medical history**
 - Gestational age
 - Oxygen requirements? How long?
 - Time in NICU?
 - History of acid reflux?
 - Diagnostic testing?
 - Medical specialists? Neurologist, endocrinologist, ENT, ophthalmologist?
 - Any issues with feeding? (latching, suck swallow breathe, weight gain, frequent vomiting)
 - Medication
 - Vision concerns or follow ups?
 - Hearing concerns or follow ups?

Motor Skills

- Head control (3-4 months)
- Hold a rattle or toy (2-4 months)
- Hands to midline (4 months)
- Rolling (4-6 months)
- Sitting (6-8 months)
- Crawling (8-9 months)
- Pincer grasp (10 months)
- Walking (12-16 months)
- Stacking cubes (13-18 months)

Consider:

- When is skill obtained? (child's age)
- Corrected age for prematurity?
- How often is child engaging in skill?
- What is the **quality** of the skill? What does it look like?
- Regression of skills?

If the child is not meeting a milestone-

- What experiences/opportunities does the child have to practice?
- Muscle tone? Strength? Flexibility?
- Vision or Hearing considerations?

Quality of Movement Considerations

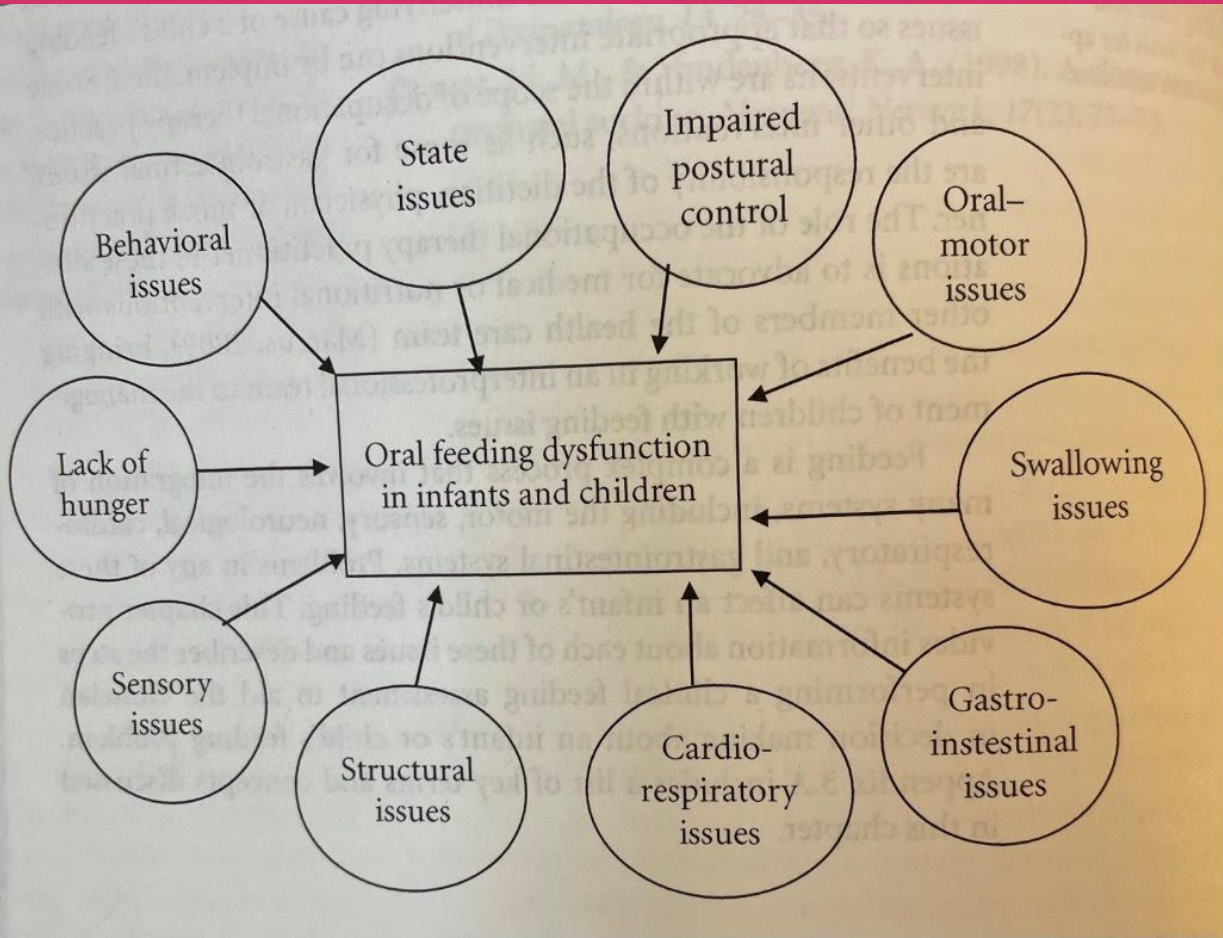
- Preference to turn head 1 way
- Clumsy reach/grasp for toys
- Tiring easily
- Preferring to move 1 way
- Hating tummy time
- W sitting
- 'Slump' sitting
- 'Frog legs'
- Stiff
- Difficulty releasing objects
- Bottom scooting/half hitch
- Feet rolling in standing
- Indwelling thumbs
- Frequent falling
- Toe walking

Feeding

- Nurse/Bottle feed only(0-12 months)
- Begins to take spoon/baby food purees (4-6 months)
- Holds & drinks bottle/cup(6-8 months)
- Solid, meltable foods (9-12 months)
- Finger feeds (6-12 months)
- Hard crunchy foods (15-18 months)
- Spoon feeding & cup/straw drinking(12-24 months)
- Begins to use a fork; uses rotary chew(24-36 months)

Things to consider:

- Poor nutrition; FTT, Low birth weight, tube feeds?
- How are they getting their primary nutritional needs met?
- Are there differing cultural expectations?
- Signs of excess coughing, gagging, choking
- Amount of time to take bottle/eat meal?
- Limited food consumption (grazer/limited diet/variety)
- Does motor development/positioning impact?
- History of respiratory issues or reflux? Intubated in NICU?
- Does environment impact?
- Do they/did they take a pacifier? Orally explore fingers/toys?
- Behavior around meals/feeding?



Considerations for Feeding

Communication/Language

- Language Development
 - Prelinguistic Skills
 - Social skills(begins @ birth)
 - Play skills(9-16 months)
 - Gestures(9-16 months)
 - Sounds
 - Cooing(3 months)
 - Babble(4-6 months)
 - Words
 - (1-2 @ 12 months)
 - (50 @ 18 months)
 - Phrases/Sentences
 - 2 words(2 years)
 - 3 words(3 years)
- Has hearing been formally checked? History of ear infections?
- Is child overly/increasingly frustrated?
- Is the child communicating with gestures such as pulling caregiver to something? Pointing?
- Has there been progress in the last two months?
- Is child gaining new gestures, signs, words?
- Is there **regression** from using words to not using words?
- Are there siblings? Where is the child in birth order?
- Does the environment encourage communication?
- Are you working on goals that are too difficult?
- Are there oral motor concerns contributing? (problems with tongue, lips, jaw, tongue tie, weakness)
- Pacifier?

Communication

Important Skills to Master Before Words Emerge

1. Reacts to events in the environment
2. Responds to people when they talk to or play with them
3. Takes turns with others during interactions
4. Developing a longer attention span
5. Shifts and shares joint attention with others
6. Plays with a variety of toys *appropriately*
7. Understands words and follows simple directions
8. Vocalizes or makes sounds purposefully
9. Imitates actions, gestures, sounds, words
10. Uses early gestures (waving, pointing)
11. Initiates interaction to get needs met or to play

(from Laura Mize, MS, CCC-SLP, "Let's Talk About It", at www.teachmetotalk.com)

Social & Play Skills

- Social smile (2 months)
- Participate in Peek-a-boo games (4 months)
- React to strangers (8-10 months)
- Respond to “no” (4-6 months)
- Imitating actions (10 months)
- Imitating adult/household activities (16 months)
- Understand taking turns (36 months)

If the child is not meeting the milestone-

- Regression in skills/play?
- Has the child seen these skills demonstrated by a parent or peer?
- Does the child have opportunities for interaction with peer-aged children?



What's Next?

Provider, start here

- Review medical history
- Developmental progress
- Take inventory of your own professional experiences
 - Early intervention?
 - Interdisciplinary experiences?
- Can additional knowledge be obtained by reaching out to another provider in the field?

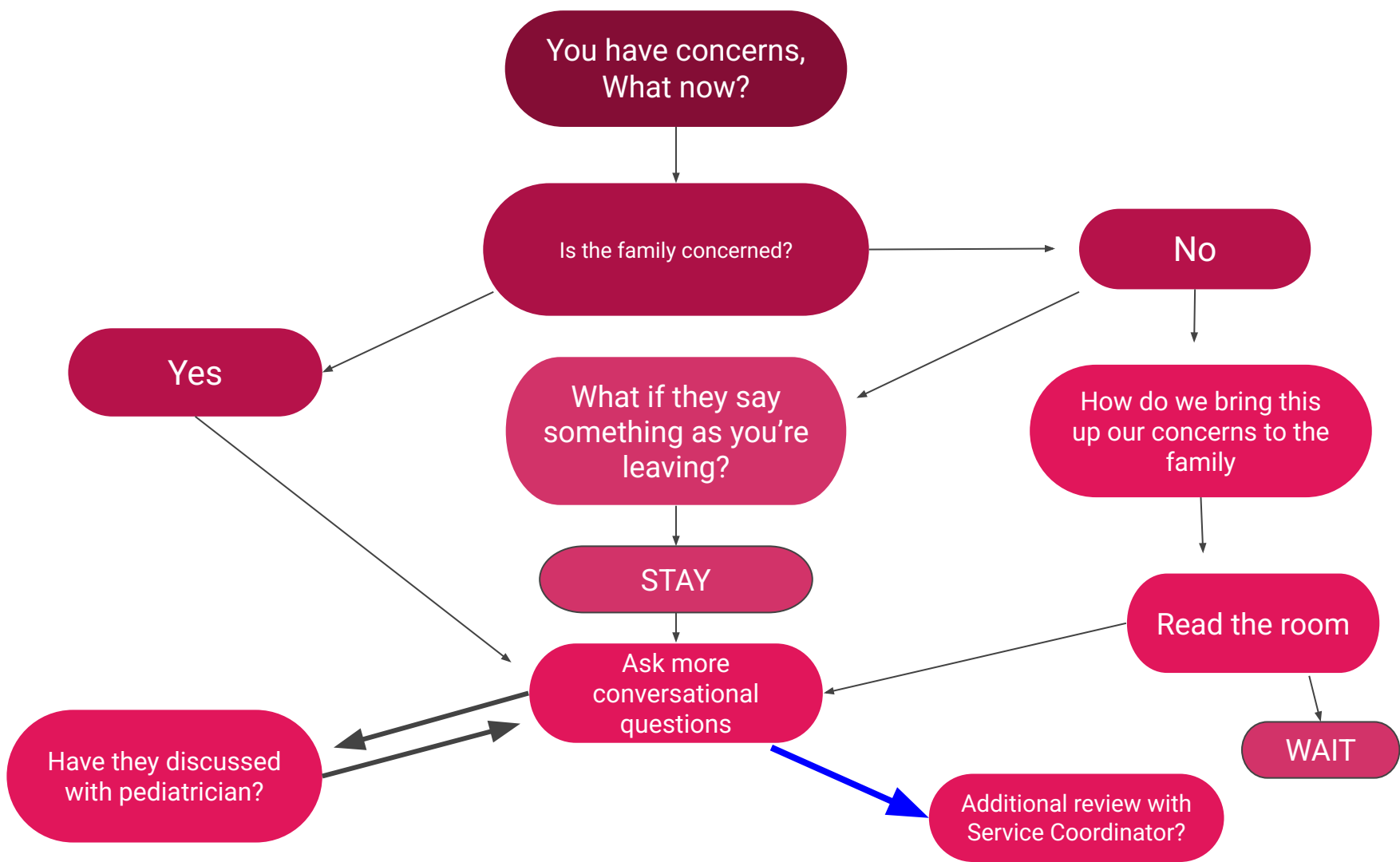


Initial thoughts when you read this...?

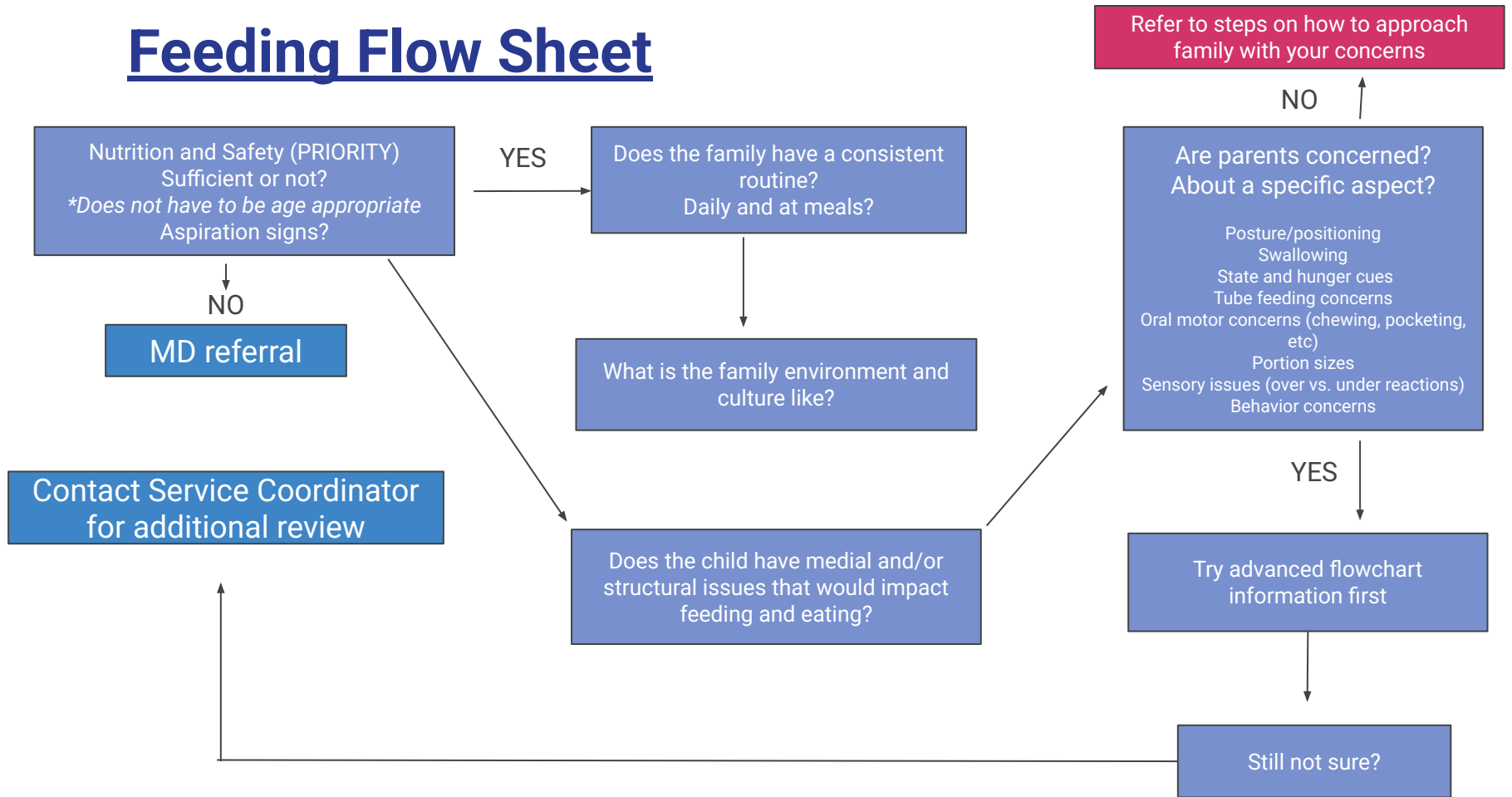
The **CDC's developmental milestones** include self-help skills that children typically develop as they grow. Here are some key milestones:

- **5 1/2 months:** Child can independently hold a bottle.
- **6 months:** Child can grasp small items with thumb against side of pointed index finger.
- **7 months:** Child can take off pants, coat, socks, and shoes without fasteners.
- **8 months:** Child can dress self, may need help with fasteners.
- **9 months:** Child can independently dress self, including shoe tying.
- **12 months:** Child can independently dress all clothing, including shoe tying.
- **24 months:** Child can independently dress all clothing, including shoe tying. ↻ 1

These milestones are part of a broader set of developmental skills that children should reach by various ages, as outlined by the CDC. ↻ 2



Feeding Flow Sheet



Contact the service coordinator!

- Service coordinator should be a gatekeeper
 - Express concern to SC
 - Communication with IFSP team (other providers?) to determine next steps
 - Service change
 - Service addition
 - Outside referrals

**Recognize when EI case can be transferred to another program for appropriate services

What other solutions are there?

- Virtual consultations if outside of geographic area
- Refer to other programs for additional services
 - Outpatient
 - Physicians and specialists
 - CRS
 - Medicaid Waiver

Providers on staff?

Regularly scheduled staffing with all service providers present

- Presentations from different providers/disciplines each time
- Presentations from community resources


Contracted providers?

- Share contact information of all service providers with each other
- Finding a way to communicate with **all** of the child's services (outpatient, CRS, pediatrician, specialists/clinics)

*Considering best way to approach the family regarding further assessment or services

- Key is build a relationship first
- Build from previous testing or conversations with medical specialists

Know Your Community Resources & Establish Relationships

- CRS- Children's Rehabilitation Services
 - Child Care Resources
 - Parents As Teachers/First Teacher Home Visiting
 - Head Starts & Early Head Starts
 - Community Therapist Meetings
 - AEIS District Councils
 - Help Me Grow
 - Local School Systems and Transition
 - Local College Programs
 - Rise in resources on Social Media
 - Newborn Follow Up Clinic
 - Autism Testing Clinics
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Thank you for participating!

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