



FAQ

Routines-Based Model of Early Intervention

For Families with Children from birth to school age transition

Q. What is routines-based early intervention?

A. This is a unique team approach to early intervention that supports the whole family, and not just the child with special needs, throughout their daily routines. Routines are natural activities that happen regularly (such as getting dressed and mealtimes) and provide the best learning for young children to gain and improve skills. This is because routines are repetitive, predictable, functional and meaningful. Children with special needs learn best in their natural environments such as at home or in the community.

Early intervention professionals, known as Early Interventionists (EIs), spend little time with the child. EIs work directly with parents and caregivers since they have the greatest opportunity to enhance their child's development. The actual intervention happens between, and not during, the appointments with EIs.

EIs use coaching techniques to develop the skills, knowledge, competencies and confidence of parents and caregivers so that they are able to provide learning opportunities that will improve their child's development. The role of the family is to promote their child's development by providing learning opportunities in daily activities.

Q. How does the routines-based model work?

A. This model embeds or includes learning opportunities in the family's daily routines. This encourages the child to use and maintain skills in other activities and other environments such as at school or in the community. With the support of EIs, parents and caregivers develop outcomes that relate to the child's participation, independence, social relationships and the family's satisfaction with the routine.

This routines-based model is made up of three parts, each aimed at improving the quality of life of the child and family and the way they function: 1. Routines-based interview 2. Outcomes 3. Home visits

Q. What is the routines-based interview (RBI)?

A. The main purpose of the interview is to learn about the child and family's daily routines in order to:

- Develop functional child and family outcomes
- Assess how the child and family functions
- Build a positive relationship with the family

The interview offers a chance to learn about everything a child can already do, what they are interested in and enjoy and where they require support. It replaces a discussion of strengths and needs from developmental assessments as the foundation for deciding intervention priorities.

For each typical daily routine, the family is asked questions about:

- What each family member does during the routine
- What the child does in the routine in terms of their participation, social relationships and independence
- The family's satisfaction with the routines
- The family's major concerns and priorities



Q. What are participation-based outcomes?

A. The participation-based outcomes that are listed on the Individual Family Service Plan (IFSP) are the families priorities. These priorities are identified and discussed at the routines-based interview and are used to create the IFSP.

Outcomes are important for informing families and professionals when, where and how intervention is to take place. They also help monitor progress and evaluate how effective an intervention or strategy is. Outcomes reflect the family's priorities and values and address functional skills that enable the child's and family's participation in their natural environments (such as at home and in the community). They are written in such a way that they are understandable to the family and are measurable and general so that the achievement of a specific skill is recognized.

Although outcomes mostly focus on the child, they also address the whole family. The family also identifies informal family members and friends as well as professionals and agencies who can support the outcomes.

Q. How do home visits work?

A. An EI helps the family to use activities in daily routines to reach their goals during home visits. One of the benefits of home visits is that the EI can make the most of the natural learning opportunities in the home and new intervention strategies learned by the family can easily be implemented into the home routines.

EIs regularly meet with the child's family to boost their competence and confidence by implementing effective practices that support the child's development within routines and activities that happen naturally.

During home visits, EIs use coaching strategies such as observing, listening, modelling, reflection, feedback and problem-solving, to enhance positive family and child interactions and learning opportunities.

Q. I need more information about the routines-based model and early intervention. Who do I contact?

A. Parents and caregivers are encouraged to share any questions or thoughts with your EI. Your EI is your main point of contact for any questions regarding the routines-based model and how it works. You can also read more about York Region Early Intervention Services on york.ca/specialneeds