

**GOT ROUTINES OTS?**

**Effective Coaching for Early Intervention Success**

OTAC 2024: Pasadena Convention Center  
November 9, 2024

**Shari Curtis, MHS, OTR/L, Renee Martinez, OTR/L, Stacey Landberg, MS, CCC-SLP**

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**Shari Curtis, MHS, OTR/L** is a pediatric occupational therapist with more than 45 years' experience in a variety of settings. She established her private practice "Therapy in Motion" in 1987 in Northern California. Her company has contracted with many school districts and agencies over the last thirty-seven years. She enjoys mentoring therapists and presenting for professional organizations. She is currently semi-retired in the foothills of Northern California. She provides early intervention services through Valley Mountain Regional Center with a strong emphasis on routines-based coaching strategies.

**Renee Martinez Smith, OTR/L, MS**, brings nearly a decade of experience as a dedicated occupational therapist, sharing her expertise with heartfelt passion for helping families thrive. She is currently serving as the lead occupational therapist for RL Therapy Group, a clinician-owned teletherapy practice. Renee carries experience in a variety of pediatric settings, with speciality in early intervention. Her approach is rooted in routines-based intervention and parent coaching, where she finds joy in empowering caregivers to support their children's growth.

**Stacey Landberg, MS, CCC-SLP** Stacey is a thought-leader, an early interventionist, a speech-language pathologist, and an international guest speaker. Stacey has spent 18+ years working with families through early intervention home-visiting across Los Angeles. She collaborates with researchers in order to disseminate evidence related to family-centered practice. Stacey has trained EI providers, agencies, regional centers, and COEs on early intervention topics since 2015. She is a lecturer for SLP graduate students at CSUEB.

**DISCLOSURES:**

Creator of Coach2Coach and receives compensation from course sales, memberships, and subscriptions

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# Learning Objectives

1. Upon completion of this course, the learner will identify key qualities of routines-based intervention which align with adult-learning principles for successful caregiver coaching.
  
2. Upon completion of this course, the learner will understand coaching frameworks to inform their daily practices during each home visit.
  
3. Upon completion of this course, the learner will describe the key elements to include in joint plans for carryover home practice.

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## Human Behavior - 2 Thinking Systems

-Daniel Kahneman, psychologist, economist, author



<b>System 1 Thinking</b>	<b>System 2 Thinking</b>
Fast, intuitive, <b>unreflective</b> , automatic, procedural	Slow, deliberative, thoughtful, focused
Walking, reacting, 2+2	17x24, difficult decisions, self-control

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System 1 Thinking

System 2 Thinking

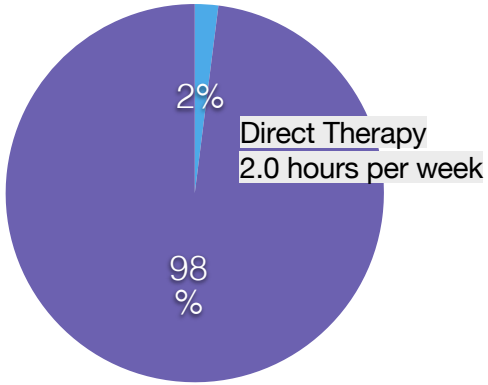



*THESE magic moments*

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20 daily activities affords some 40,000 learning opportunities by the 1st birthday (Dunst, Raab, & Hamby, 2016)

1. Breakfast
2. Dressing
3. Diaper changing
4. Making the bed
5. Packing Lunch
6. Bathing
7. Teeth brushing
8. Getting in/out of a car seat
9. Clipping nails
10. Sweeping
11. Brushing hair
12. Folding laundry
13. Snack
14. Feeding a pet
15. Goodbye/Hello to family members
16. Listening to music
17. Watering plants
18. Family prayers
19. Washing dishes
20. Putting on sunscreen



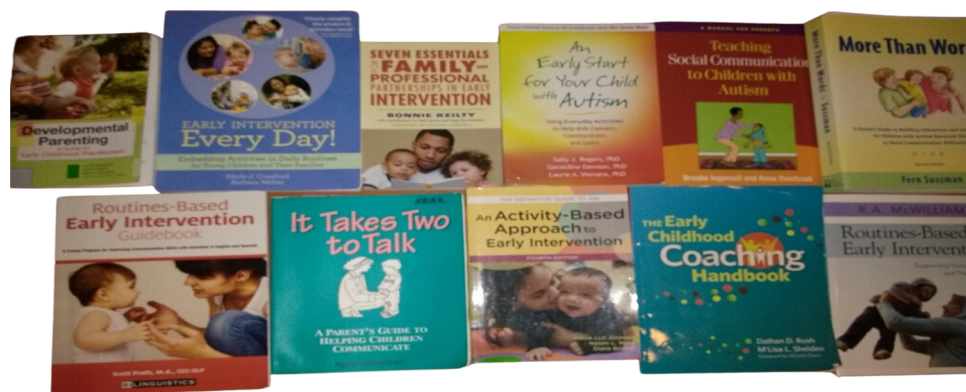
2%  
Direct Therapy  
2.0 hours per week

98%  
%

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## Coaching Frameworks / Approaches



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## What do all these coaching approaches have in common?

They are ALL based on adult-learning principles

- Repetition (routine)
- Functional (contexts)
- Problem solving
- Reflection
- Active Practice
- Simple (learn in small doses over time)

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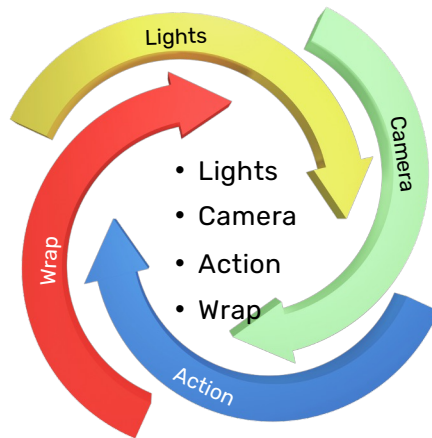
Adult Learning Principles -  
AND Key Components to our work in EI

**Seed → Flowerbed**

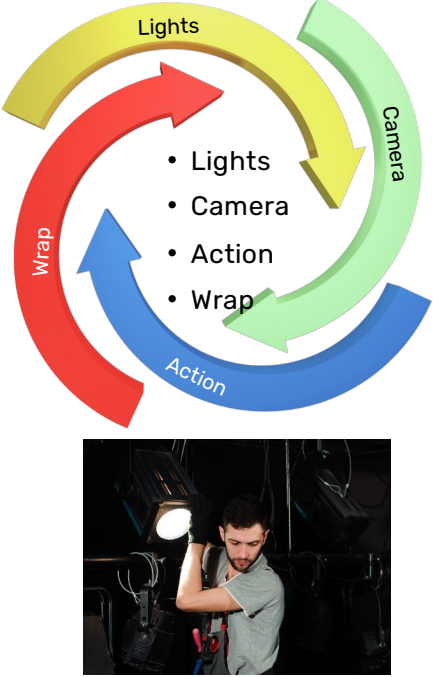


(Brandsford et al., 2000 & Trivette et al., 2009)

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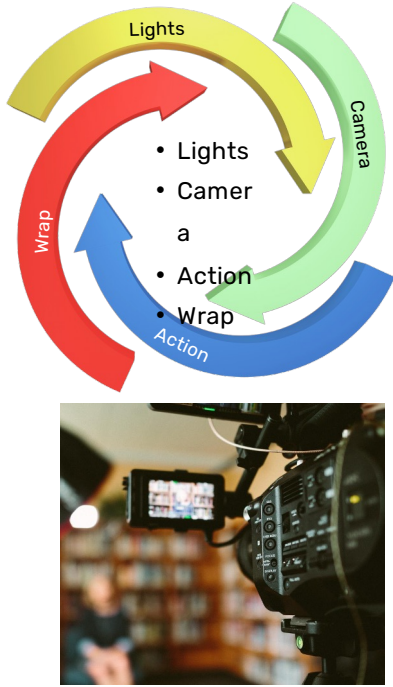


## Lights

**setting the stage & joint planning**

- Family updates / Check-in / Priorities
- Intervention updates
- Share information
- Planning for session
- Coaching strategies: information sharing, direct teaching, reflection

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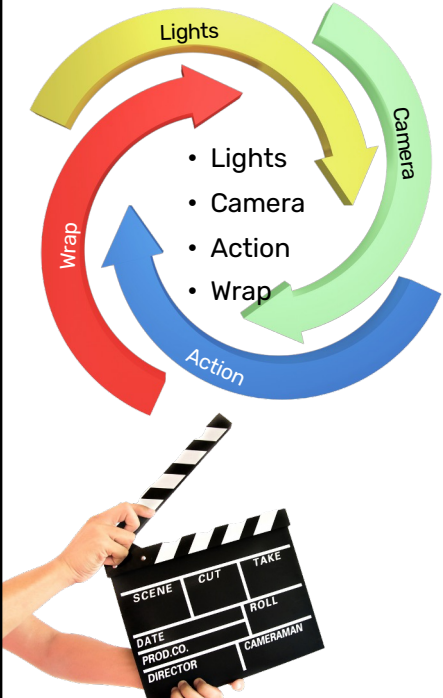


## Camera (observation)

- Observe
- Identify Strengths
  - routine
  - child
  - caregiver
  - dyad
- Identify Opportunities for practice
- Coaching strategies: Observation & Feedback

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The diagram features a circular flow of four colored arrows: a yellow arrow at the top labeled 'Lights', a green arrow on the right labeled 'Camera', a blue arrow at the bottom labeled 'Action', and a red arrow on the left labeled 'Wrap'. In the center of this cycle is a list of four items: 'Lights', 'Camera', 'Action', and 'Wrap'. Below the cycle, a hand is shown holding a clapperboard with fields for 'SCENE', 'CUT', 'TAKE', 'DATE', 'PROD. CO.', 'DIRECTOR', 'ROLL', and 'CAMERAMAN'.

## Action! (practice)

- In-action coaching
  - during routines
  - during play
- Coaching strategies
  - Guided Practice, caregiver practice, direct teaching, demonstration with narration, feedback, problem solving

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The diagram features a circular flow of four colored arrows: a yellow arrow at the top labeled 'Lights', a green arrow on the right labeled 'Camera', a blue arrow at the bottom labeled 'Action', and a red arrow on the left labeled 'Wrap'. In the center of this cycle is a list of four items: 'Lights', 'Camera', 'Action', and 'Wrap'. Below the cycle, a photograph shows three people sitting on a couch, watching a large screen displaying a colorful scene with many people.

## Wrap (Reflection)

- Reflect on:
  - session
  - targets
  - strategies
  - learning contexts (e.g. specific play & routines)
- Solidify a plan

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# Coaching Strategies (Friedman & Woods, 2012)

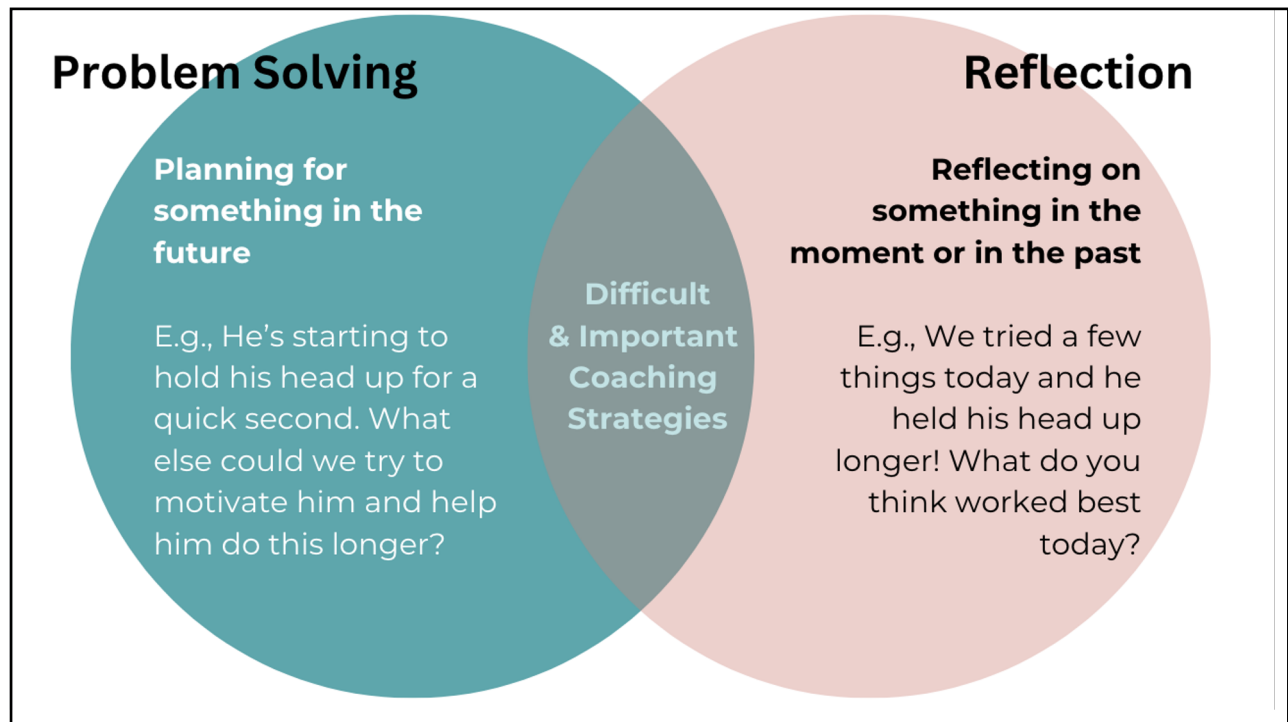
- Information Sharing
- Observation
- Direct Teaching
- Demonstration with Narration
- Guided Practice
- Caregiver Practice
- Feedback
- Problem Solving
- Reflection
- Review & Plan

*\*must occur within routines*

**Please visit [FGRBI.com](https://fgrbi.com) for additional information on coaching strategies**

[https://fgrbi.com/wp-content/uploads/2023/06/CoachingStrategies\\_2023.pdf](https://fgrbi.com/wp-content/uploads/2023/06/CoachingStrategies_2023.pdf)

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### Self Reflection:

What is/isn't occurring in your home visits? How is the quality?  
How does this vary with each family?

Component / Step	Is it happening?	How is the quality?
<i>Lights</i> <b>Set the Stage</b>		
<i>Camera</i> <b>Observe</b>		
<i>Action</i> <b>In-Action Coaching</b>		
<i>Wrap</i> <b>Reflect &amp; Plan</b>	↓	

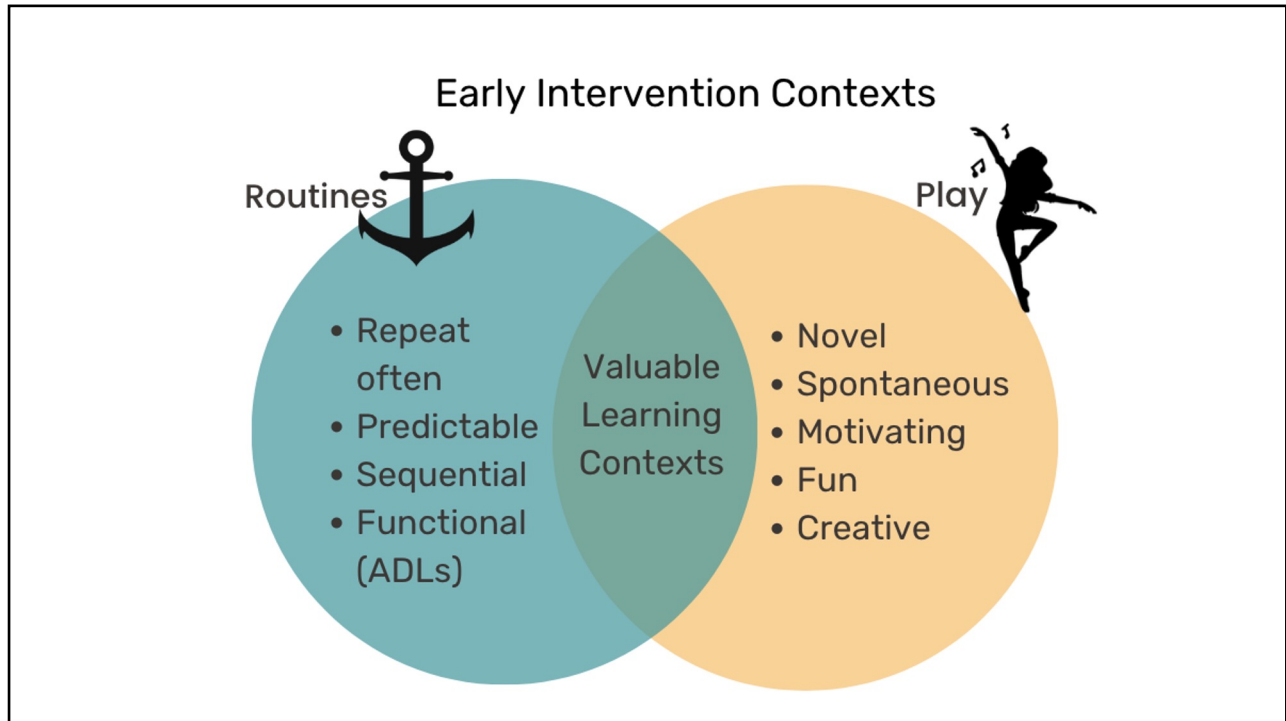
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### Which of these are *Routines*?

- Getting dressed
- Brushing teeth
- Checking the mail
- Packing a lunch
- Reading books at bedtime
- Opening a can of dog food
- Throwing away a diaper
- Going to the zoo

- Tossing clothes in the hamper
- Making the bed
- Buckling the car seat
- Building a snowman
- Sorting laundry
- Going to the doctor
- Saying a prayer before dinner
- Taking shoes off when coming inside

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### Practice Contexts

**FG RBI** Family Guided Routines Based Intervention

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Family Routine Categories			
<b>Play Routines</b>		<b>Caregiver Routines</b>	
Play with Objects/ Constructive Play	Pretend Play	Transition, Care, and Safety	Dressing Related
Physical Play	Social Games	Hygiene Related	Food Related
<b>Education Activities</b>		<b>Community and Family Routines</b>	
Literacy and Books	Music, Songs, and Rhymes	Family Chores	Community and Family Errands
Technology	Writing and Drawing	Socialization Activities	Family Recreation

[https://fgربي.com/wp-content/uploads/2021/10/Routine-Categories\\_2021.pdf](https://fgربي.com/wp-content/uploads/2021/10/Routine-Categories_2021.pdf)

© 2004  
Updated 2021  
Family Guided Routines Based Intervention (FG RBI) and Caregiver Coaching  
<http://fgربي.com>

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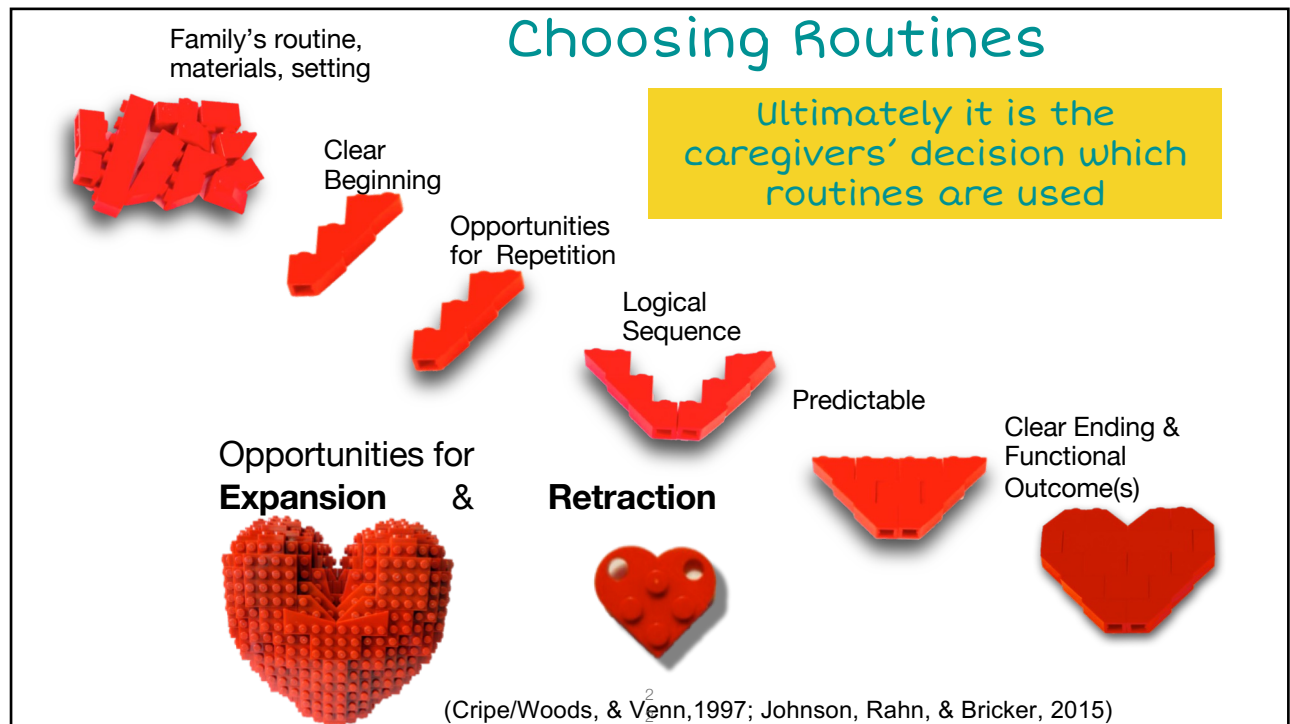
**Can you describe the sequential steps for hand-washing?**

**Can you describe the sequential steps for playing with dinosaurs?**

Can you easily anchor an intervention strategy (e.g. “pausing”) into hand-washing?  
Playing with dinosaurs?



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Context	Play	Routines
in-home visit or therapy	<b>Usually occurs</b>	<b>Might Occur</b>
the rest of a family's time	<b>Might happen</b>	<b>Always happen</b>

Caregivers are quite good at adding PLAY & PLAYFULNESS to their everyday routines!

- Airplane flying a bite of food into your mouth
- Peek-a-boo while folding towels
- Making up songs

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**Self Reflection:**

What is/isn't occurring in your home visits? How is the quality?  
How does this vary with each family?

Learning Context	Is it happening?	How is the quality?
<b>Play</b>		
<b>Activities of Daily Living</b>		

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The only coaching strategies linked to parents' increased use of intervention techniques were **practice** combined with immediate **feedback** (Sone et al., 2023).



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## Feedback Loop



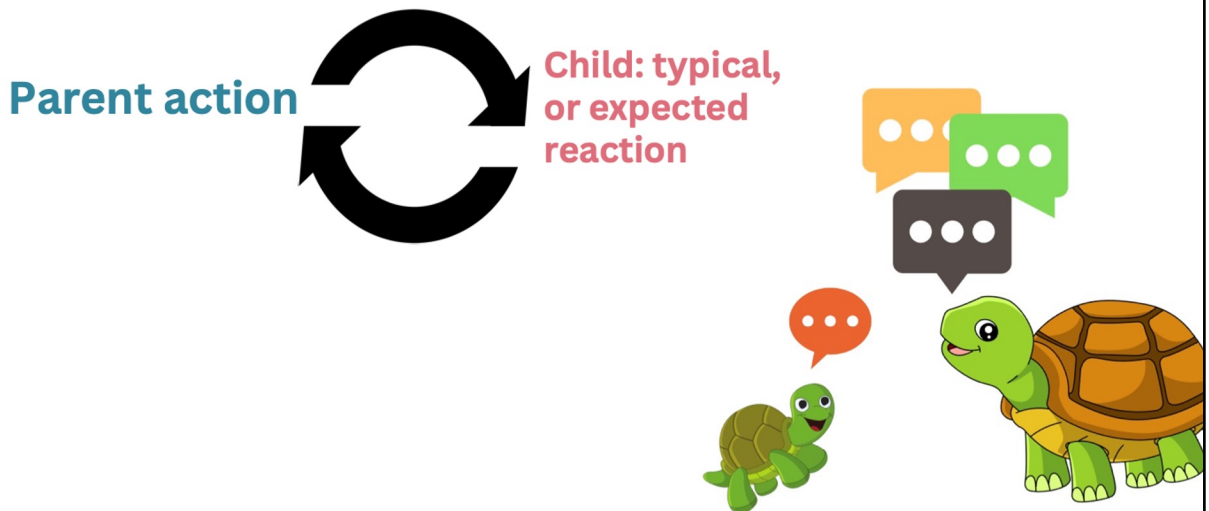
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We (EIs) can help facilitate feedback loops for families



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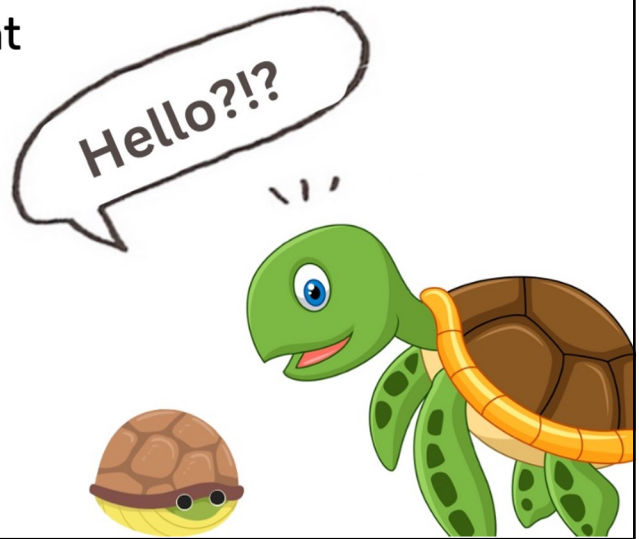
Feedback Loop  
Typical Development



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## Delayed, Impaired and/or Neurodivergent Development



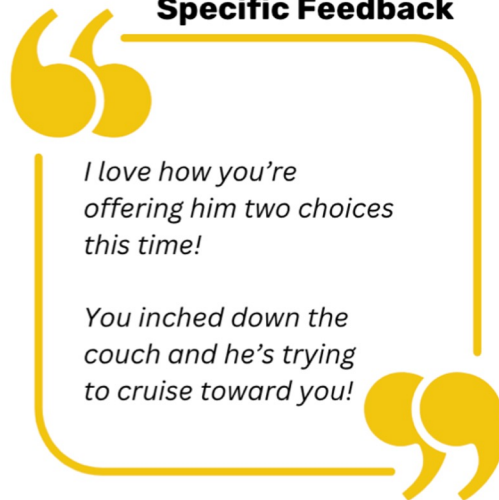
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## General & Specific Feedback

### General Feedback



### Specific Feedback



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Use **Specific feedback** When:  
teaching a new skill

Use **General feedback** When:  
Caregivers are gaining skill mastery


*HOME-VISITORS MIGHT USE GENERAL FEEDBACK (IN-CONTEXT)  
TO AVOID INTERRUPTING A ROUTINE OR PARENT-CHILD  
INTERACTION & THEN FOLLOW-UP WITH SPECIFIC FEEDBACK  
(OUT-OF-CONTEXT) LATER.*

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# Feedback

**When:**  
“The most effective feedback occurs **during or immediately following** the caregiver and child’s actions.”

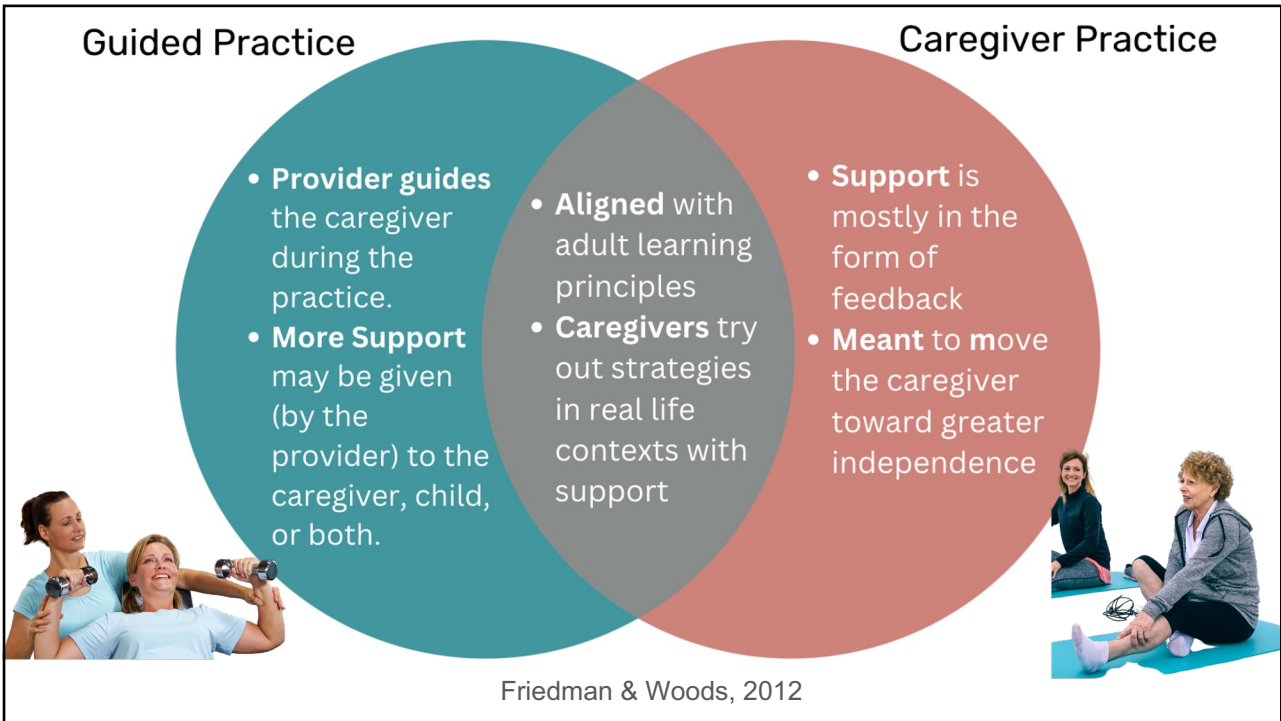
Woods, J. (2020). *General and Specific Feedback Examples* [Handout]. Retrieved from: [https://fgrbi.com/wp-content/uploads/2020/07/FGRBI-Gen-and-Spec-Feedback-Examples\\_2020.pdf](https://fgrbi.com/wp-content/uploads/2020/07/FGRBI-Gen-and-Spec-Feedback-Examples_2020.pdf)



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# Practice makes Progress

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**Why does caregiver/parent practice matter?**

- Leads to caregivers' skill mastery and generalization of intervention strategies
  - Increased caregiver confidence & competence.
- Impacts child and caregiver progress
- Keeps our work sustainable



The photograph shows a small, vibrant green seedling with several leaves growing out of a crack in a grey concrete surface. The background is a soft, out-of-focus light color, suggesting an outdoor setting with natural light.

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Targets	Contexts	Strategies	Opportunities
Sitting unsupported for 1 minute	While brother plays dinosaurs nearby (after school)	Positioning and arrangement like practiced together.	1x/day
Sitting unsupported for 1 minute	During Goodnight Moon book, on the floor with mom (after dinner)	Mom will face Joey and hold the book near him, so he can sit upright and see without needing support.	1x/day
Sitting unsupported for 1 minute	During Row Row Row Your Boat, with Dad before bed, on the floor.	Dad will first hold Joey's hands and then keep singing, but letting Joey sit independently.	1x/day

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