

**Infant Development Association of California  
Northern California Regional Conference**

# **Growing and Thriving in Supportive Relationships**



**Saturday, September 9, 2017 / 1:15 pm – 3:00 pm**

## **Routines Based Intervention and Coaching in Early Intervention**

Researchers and experts in the field of early intervention repeatedly find that most graduate programs fail to provide clinicians with knowledge and experience on best practice patterns for the provision of family-centered services as mandated by Part C of IDEA. Without these learning opportunities, many practitioners working in early intervention find themselves reliant on traditional, child-centered therapy practices. California is one of many states currently undergoing a Statewide Systematic Improvement Plan (SSIP) to improve outcomes for young children with special needs. One top-down approach for improving early intervention involves pairing experts in specific fields (e.g. physical therapy, occupational therapy, speech therapy, child development), with caregivers (the experts on their own child), and integrating the best available research in order to shift from child-focused therapy to family-centered intervention. This presentation will describe the evidence, the challenges, and the practice of using everyday activities and routines as a context for family-centered early intervention. The process of coaching families will be addressed with tangible examples and resources. Attendees will leave with an understanding of where routines-based intervention falls within the larger framework of family-centered services. Several tools will be shared in order to help clinicians begin using routines-based principles and strategies immediately. Level of information: Intermediate

### **Learning Objectives:**

- Understand the relationship between routines-based intervention and both adult learning and child learning theories.
- Describe the key characteristics for identifying the best routines to use as contexts for early intervention.
- Explain the research supporting routines-based intervention and coaching approaches.
- Identify the challenges associated with using everyday activities as the context of early intervention.
- Identify 5 resources for obtaining more information for additional learning related to best practices in early intervention

**Participants:** Home visitors, speech therapists, special education teachers, physical therapists, occupational therapists, early interventionists, nurses, psychologists

**Presenter:** Stacey B. Landberg, M.S., CCC-SLP

### **Bio:**

Stacey B. Landberg, M.S, CCC-SLP is a Speech-Language Pathologist, Early Intervention Specialist, National Guest Speaker, and a Media Mentor in her 13th year of professional practice. Stacey works in Los Angeles, where she specializes in providing naturalistic early intervention services to families. Since becoming a mother in 2012 and again in 2013 Stacey's motivation and desire to better support families, specifically parents of today's "Generation Alphas" has increased significantly. At that time, she began a new chapter in her career focusing on an in-depth literature review and collaboration with researchers across the globe regarding best practices in early intervention, autism, and understanding the relationship between technology and early child-caregiver relationships. In addition to her ongoing work with families and collaboration with researchers, Stacey has been privileged to speak at conferences and conventions across the U.S. She is a supervisor at a non-profit clinic in Southern CA where she also developed TOT TALK a grant-funded peer-interaction and parent support group. Stacey earned an early intervention credential from Illinois in 2006 and an ACE award in 2017 for her dedication to (see *second page*)

lifelong learning. Stacey is a certified member of the American Speech-Language and Hearing Association and a member of the Infant Development Association of CA. She has formal training in Hanen's More Than Words program, SCERTS, PECS, and Family Guided Routines Based Intervention. Stacey received her Bachelor of Arts degree from the University of Redlands and her Master of Science degree from Florida State University.