MOVING TO FAMILY/CHILD-CENTERED INTERVENTION: FACILITATING LANGUAGE DEVELOPMENT IN THE CONTEXT OF EVERYDAY ROUTINES, INTERACTIONS, & PLAY

(3 CE HOURS)

FINAL EXAM

1. Early Intervention (EI) service delivery models vary between states, but all programs must adhere to federal regulations and mandates such as _____.
   a. Complete the Individualized Family Service Plan (IFSP) within 90 days of referral
   b. Provide payment plans for evaluations and assessments
   c. Provide services in the natural environment
   d. All of the above

2. Which of the following is NOT one of the seven key principles at the core of Early Intervention (EI)?
   a. All families, with the necessary supports and resources, can enhance their children's learning and development.
   b. IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.
   c. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
   d. The primary role of a service provider in early intervention is to dictate the choices made by family members and caregivers in children's lives.

3. Per the seven key principles at the core of Early Intervention (EI), infants and toddlers learn best _____.
   a. Through everyday experiences and interactions with familiar people in familiar contexts
   b. Through new experiences and interactions with strangers in novel contexts
   c. Through structured experiences and interactions with professionals in clinical contexts
   d. None of the above

4. Situations in which the clinician educates, coaches, and supports caregivers as per the tenets of EI _____.
   a. Are not as effective in obtaining communication outcomes as a clinician-implemented intervention
   b. Have created an increase in clinician stress over the need to provide support and scaffolding
   c. Have created an increase in parental stress over the need to find extra time in which to conduct treatment
   d. Have resulted in overall positive effects on a child's language and communication outcomes

5. The National Resource Center for Family Centered Practice (n.d.) identified four key components critical for family-centered programs. Which of the following is NOT one of them?
   a. Emphasize the clinician's ability to promote the child's development
   b. Identify and build on a family's existing strengths
   c. Recognize that the family's informal social support network is a primary resource for meeting the family's needs
   d. Target family-centered goals through supports and services

6. In family/child-centered interventions, the professional's role is _____.
   a. To assume a leadership role in child-oriented interactions
   b. To provide strategies that guide, support, and scaffold caregiver learning across contexts that have meaning to the family
   c. To reorganize family routines, giving them clinical relevance
   d. All of the above

7. **A critical component to relationship-based interactions is the partnership between the family and professional. EI requires _____.**
   a. A collaborative and working relationship between providers and families – all are equal partners on the team, and involved in the entire process
   b. A formal relationship between providers and families – in general, families should defer to the provider's point of view
   c. A minimal relationship between providers and families - providers should spend most of their time working directly with the child
   d. None of the above

8. **The term "natural environment" _____.**
   a. Implies a physical locale or event
   b. Includes the opportunities a child has for engagement in communication, social routines, and activities
   c. Involves the people with whom the child interacts daily
   d. All of the above

9. **Per Sheldon& Rush (2001), "Interventions within _____ allows for generalization of skills, learning opportunities with natural consequences, task specificity, and functional outcomes."**
   a. Clinical environments
   b. Natural environments with caregivers, providers, and familiar toys and materials
   c. Natural environments with providers and unfamiliar toys and materials
   d. None of the above

10. **Per the Workgroup on Principles and Practices in Natural Environments, when implemented in the natural environment, EI's first key principle (Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts) supports _____.**
    a. Conducting sessions or activities that isolate the child from his/her peers, family members or naturally occurring activities
    b. Designing activities for a child that focus on skill deficits or are not functional or enjoyable
    c. Identifying activities the child and family like to do which build on their strengths and interests
    d. Using only standardized measurements to understand the child's strengths, needs and developmental levels

11. **In the context of EI, coaching _____.**
    a. Builds parents'/caregivers' reliance on the professional to enact change
    b. Gives parents/caregivers the chance to examine what they are currently doing and how their actions support their child's learning and development
    c. Gives the professional a context in which he/she can tell a parent/caregiver what to do
    d. None of the above

12. **Multiple studies provide evidence in support of using a coaching model in EI, including _____.**
    a. Dunst, et al. (2007) found a correlation between the number of EI provider visits (i.e., frequency of EI services) and the direct negative effect on self-efficacy beliefs and parent and family well-being
    b. Garcia-Grau (2016) found that the number of professionals working with a family was related to the family's quality of life: the more disciplines involved and the more frequent provider visits were, the more confident parents felt in their ability to support their child's learning
    c. Moh & Magiati (2012) found lower parental stress associated with more professionals being consulted and less collaboration between parents and professionals
    d. All of the above

13. **In order to coach effectively, providers need to have an awareness of a parent's communication style. Characteristics of _____ include "They receive information best when they can experience it and understand how it works," and "Parents may want to be actively engaged in implementing a strategy or skill as the provider is explaining it or demonstrating it."**
    a. Auditory learners
    b. Kinesthetic learners
    c. Standard learners
    d. Visual learners

14. **Rush & Sheldon (2005) identified five characteristics of coaching that promote the use of newly learned practices or improvement of existing skills. Among them is _____, which refers to the appraisal of another person's actions or practices to be used to develop new skills, strategies, or ideas.**
    a. Action
    b. Feedback
    c. Joint planning
    d. Observation

15. **Given that the parent-child relationship is the context in which development takes place, parent education activities are key components of EI programs. According to Dinnebeil (1999), parent education must address three essential elements: _____.**
    a. (1) child development; (2) behavior management; (3) effective discipline practices
    b. (1) intended outcomes; (2) instructional or educational activities designed to facilitate learning; (3) matching instructional strategies to intended outcomes
    c. (1) resource assistance; (2) staffing assistance; (3) fiscal assistance
    d. None of the above

16. **A goal of parent education is to strengthen the parent-child relationship, which can often be achieved through play activities. Which of the following is NOT among McCullom & Yates' list of abilities in parents enhanced by play?**
    a. Comfortable with directing and controlling their children's play activities
    b. Expand their understanding of the influence that the environment has on children's development
    c. Feel confident in their role as a parent in supporting their child's learning and development
    d. Observe and interpret their children's developmental levels

17. **During the Individualized Family Service Plan (IFSP) process the team makes decisions collaboratively; however, it is the role of the _____ to prioritize their needs and concerns in order of importance.**
    a. Clinic
    b. Coach
    c. EI practitioner
    d. Family

18. **The National Center on Parent, Family, and Community Engagement defines strong _____ as "…building relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children alike."**
    a. Early Intervention
    b. Family and community engagement
    c. Individualized Family Service Plan (IFSP) processes
    d. Parent-professional collaboration

19. **When using evaluations to determine a child's eligibility for EI program services, caution should be taken. Results delivered from standardized testing may not be definitive, because _____.**
    a. Application of the skills being tested takes into account how a child might apply those same skills in their everyday environment
    b. Standardized tests are normed on typically developing children and therefore do not take into account a child's individual differences
    c. Standardized tests include sufficient testing items in an age range to accurately gauge a child's performance at that specific age level
    d. The testing encompasses both contrived situations and naturalistic routines

20. **The _____ is an informal, semi-structured interview process which assesses the child's engagement, independence, and social relationships within everyday routines as well as and families' satisfaction with those routines.**
    a. Mac Arthur-Bates Communicative Development Inventories
    b. Receptive-Expressive Emergent Language Scale III (REEL III)
    c. Routines-Based Interview™ (RBI)
    d. Wisconsin Assistive Technology Initiative Assessment (WATI)

21. **Which of the following statements regarding routines-based intervention is INCORRECT?**
    a. Familiar routines are predictable, functional, and occur a number of times through the day, providing meaningful contexts for children to learn new skills
    b. Ideally, children should learn and practice the targeted skills identified from IFSP outcomes as they engage in activities in their natural environment that have intervention integrated into them
    c. The most effective framework to support and sustain early intervention activities for children is made up of routines that occur in the natural environment
    d. When developmental interventions are embedded in children's regular routines and activities, skills learned are irrelevant to children and their caregivers

22. **_____ developed a series of questions to help families and providers identify specific activities, environments, and routines that could be used to embed intervention strategies.**
    a. Flores & Schwabe (2000)
    b. Jennings et al., 2012
    c. Kashinath et al., 2006
    d. TaCTICS (2000)

23. FACETS (1999b) published a list of key components to consider when choosing activities and routines as the context for intervention. Routines and activities should be _____.
   a. Based on identified goals and outcomes
   b. Congruent with the provider's setting and schedule preferences
   c. Lengthy and detail-oriented
   d. Short, randomly-occurring, and unpredictable

24. TaCTICS (1999) developed a list of considerations when planning routines-based intervention, with key areas to address interventions within a given routine. Questions providers should address include _____.
   a. Are all locations where the routine occurs included for consideration?
   b. How will the child's participation be cued in the routine?
   c. Who will facilitate the intervention being used in the routine?
   d. All of the above

25. The first component of the routines-based intervention plan suggested by Flores & Schwabe (2000) is _____.
   a. Collect child data and review to monitor progress
   b. Develop and implement a plan with embedded intervention strategies in routines
   c. Identify natural environments where interventions will occur
   d. Identify the child's targeted developmental outcomes in the IFSP

26. When a child has a speech and language delay, specific strategies utilizing relationship-based interactions during natural learning opportunities are embedded into identified routines and activities. One such strategy, _____, uses tactics such as "providing opportunities to make choices," and "giving inadequate portions of a snack or materials needed for a craft project."
   a. Imitating a child's productions
   b. Increasing response opportunities
   c. Modeling and repetition
   d. Parallel talk and self-talk

27. Statements such as "Mommy is stirring her hot coffee," and "I'm putting on my shoes so we can go outside," discuss what the parent or caregiver is doing, and are examples of the strategy called _____.
   a. Expansions
   b. Modeling and repetition
   c. Parallel talk
   d. Self-talk

28. As a child's communication develops, additional strategies for facilitating longer utterances can be employed to enhance the child's learning. _____, for example, are used to give a child the grammatically correct form and provide additional information beyond the child's intended idea.
   a. Expansions
   b. Extensions
   c. Imitations
   d. Reciprocal vocalizations

29. Play challenges seen in children with language disorders include difficulty with _____.
   a. An extended play repertoire
   b. Incorporating new elements into familiar play schemes
   c. Lengthy, highly organized play schema
   d. All of the above

30. The Department for Children, Schools, and Families (2009) developed the following strategies for parents, caregivers, and providers when joining in on the child-initiated play. Which of the following is NOT among them?
   a. Consider whether you need to enter the play, and for what purposes
   b. Take time to observe, find out what the children are playing, and what are their roles and intentions.
   c. Try not to direct the play to your own learning objectives or assessment agenda.
   d. Use closed questioning to engage (How many? What color? What size?)