

## STRENGTH-BASED PLANNING EXAMPLES FOR INFANTS AND TODDLERS

### Evidence-based Practice: Pivotal Response Treatment

<i>Possible Area of Strengths</i>	<i>Assessment of Strengths</i>	<i>Intervention Plan based on Strength-based Planning</i>
<i>How does the toddler adhere to routines and sameness?</i>	Routines can be used to establish new repertoires of behavior and expectations, and can be used to establish motivation when the routines are interrupted.	When teaching the toddler first words, develop carrier phrases that result in a natural reinforcer.
<i>How can the toddler's adherence to routines be capitalized on intervention?</i>	<p>The team brainstorms how they can capitalize on this characteristic. They think of the following examples:</p> <ul style="list-style-type: none"> <li>• Develop carrier phrases (ready, set, ...go!) to teach language</li> <li>• Teach ABCs and 123s</li> <li>• Playfully stop a play routine to teach a new skill before continuing to play routine</li> <li>• Teach functional routines to increase independence</li> </ul>	<p>A common carrier phrase is “ready, set...go!” Parents pause so that the toddler is inclined to finish the carrier phrase routine. For instance, every time prior the train gets turned on, the parent says, “Choo, choo....train!” After the routine is well established, pause before saying train.</p> <p>The team plans to wait expectantly. When the toddler says an attempt at train, they will turn the train on and let it go around the track.</p>
<i>What are the toddler's restricted interests?</i>	A toddler has a strong interest in vehicles, such as garbage trucks and wood chippers.	The parents get their son a garbage truck. Wednesday mornings their toddler wakes up early to watch the garbage truck go by. His parents prepare by having the garbage truck and other toys out, such as “blocks” that can be used as houses and garbage cans.
<i>How could these interests be used to facilitate social, communicative, and play interactions?</i>	His parents would like their toddler to play more functionally with toys.	His parents plan to work on functional and pretend play with the garbage truck prior to going outside to watch the garbage truck go by.

*An infant or toddler often does not give eye contact or show enjoyment interacting with another person by socially smiling.*

*Even if rare, are there certain times when this occurs?*

*In what areas can the parents help with intervention?*

*Do the parents have ideas about activities that might be beneficial to their toddler?*

*What sounds does the toddler make?*

*Does the toddler repeat sounds or words, even if they seem echolalic?*

Parents set up a *scatter plot* in order to identify the times of day when their daughter is most likely to give eye contact, as well as the different types of activities that evoke their toddler's social engagement. They find that during story time before bed and during nursery rhymes while bouncing on their knee.

Parents prepare to use these times to develop social engagement. They prepare and plan to follow the implementation steps in order to capitalize on these times their toddler is socially engaging.

Parent educators and coaches assess the types of activities that each parent values. They assess that a toddler's father prefers engaging his son in physical activities, such as jumping on a trampoline and going to the park.

Practitioners plan to begin parent education and coaching during specified activities, such as during trampoline and at the park. With the help of his father, materials and planning are developed around, and objectives are built into, these activities.

The toddler also enjoys engaging in these activities.

An older toddler uses a lot of echolalia and functional speech less than 5% of the time. Instead of trying to immediately remove the echolalia, the practitioners and parents find that the echolalia can be shaped into functional and spontaneous speech.

The plan is to begin by providing natural reinforcers for echolalic responses, followed by rapidly increasing the use of time delays and open ended-questions that require a non-repeated response.

A procedure for teaching accurate choice making is also planned, so that the older toddler learns not to simply repeat the last choice.

*Adapted from Cosden, Koegel, Koegel, Greenwell, & Klein, 2006*