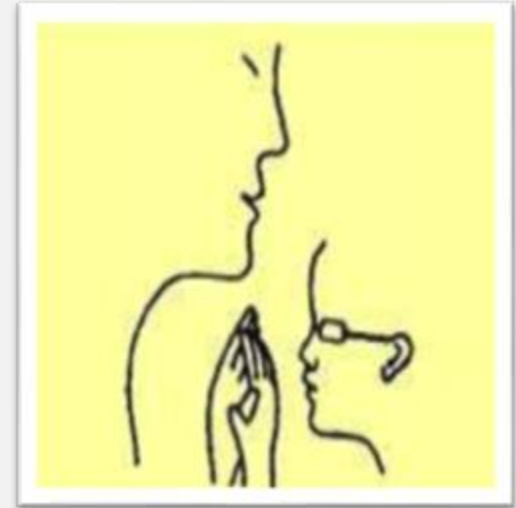


Using Home Routines to Build Skills in Concept Development, Communication, and Early Literacy



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Plan for this presentation

- The role of routines in a child's life
- Share connections of routines to
 - Concept Development
 - Communication
 - Early Literacy
- Show examples of home routines
- Feel free to post comments or questions in the Chat

Routines:

“A repeatable series of events that provides a predictable structure to one’s life.”

~Chris Montgomery, TX Deaf-Blind Project



Photo Source: Raising Children Network

The power of routines

- Teach skills
- Build Concepts
- Support language and communication development
- Build early literacy skills
- Promote independence and positive self-concept

Simplifying life for families



Finding joy and meaning within the walls of your home or yard with your child.

Removing the complexity of “extra” work or tasks.

Value of a routine

- Provides order & organization.
- Builds concepts.
- Creates predictability.
- Predictability provides security.
- Predictability builds anticipation.
- Anticipation can lead to initiating communication.



(Miles & Riggio, 1998)

Different Types of Routines

Skills based:

- Focus of routine is teach skills
- Follows a set of steps
- Example: Brushing teeth

Communication based:

- Focus of routine is bonding and connection.
- Driven by a child's interests
- More open-ended
- Example: Playing with musical toys

Considerations for Skills-based Routines

- Order is important in skills-based routines.
- Embed choices in routine, so your child has control over the routine.
- Consider the child's likes and dislikes. If they don't like to brush teeth, what else can be included that they *do* like in the morning routine?
- Embed communication whenever possible.
- Make it functional and fun for everyone involved!



~Chris Montgomery, TX Deafblind Outreach

Considerations for Communication-based Routines

- Establish a repetitive structure for conversations (turn-taking).
- Maintain clearly defined roles for initiating and responding.
- Include multiple turns and practice.
- Establish predictable steps for maintaining interaction.
- Consider your child's and your own likes and dislikes.
- Make it functional and fun for everyone involved!



~Chris Montgomery, TX Deafblind Outreach

Impact of limited distance senses

- Typically developing children gather information through all of their senses, but especially hearing and vision.
- Moment to moment, vision and hearing provide them with the information they need to continuously expand their conceptual knowledge and interact with the world around them.

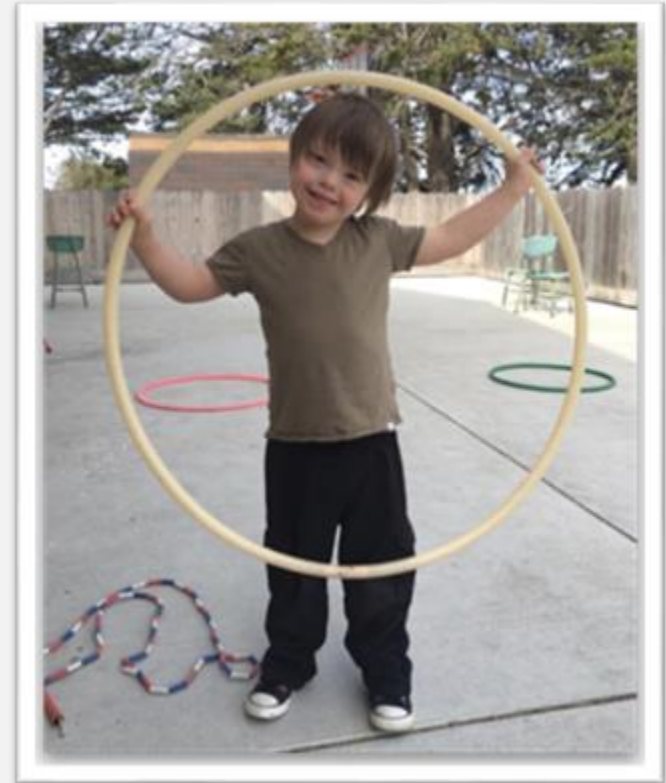


Photo Source: The Mighty

Incidental Learning

- Students with vision loss do NOT learn about the world incidentally.
- Concepts, knowledge and skills are developed through repeated, direct experiences.
- This development of skills and concepts needs to be supported by observant and supportive partners.
- Breaking down activities and tasks into steps is very effective.
- Using materials, activities, routines present in the classroom and home provide the concrete and meaningful reference point for the child.



Examples of incidental learning

- My coat hangs on the hook on the wall.
- Rain boots are different than sneakers. I need rain boots when it rains or for walking in puddles.
- Trucks are bigger than cars and trains are bigger than trucks.
- The room gets warmer (or cooler) when you adjust a plastic box (thermostat) on the wall.

These are
concepts, not
skills.

Learning through experience

“ We cannot teach concepts through discrete lessons, but we can offer children experiences to help them develop concepts.”

-Barbara Miles, Teacher of the Deafblind



The ripple effect



Growth of concepts

- Concepts aren't static.
- Concepts change as the child learns more and experiences new activities and contexts.
- Children learn that concepts are connected.

Routine: Setting the table

Skills learned

- Locate utensils and dishware and bring to table
- Place utensils, dishware, & napkins in correct place
- Counting, organizing, and arranging

Concepts learned

- The table is prepared for meals
- Difference in utensils and dishware
- Each place setting is similar
- Space for each person
- I can help my family

Elements of routines

- Time
- Steps or order of routine
- Space or place
- Materials
- People/Partners
- Beginning, middle, end
- Routines expand with skill development



Sidekick/Getty Images

Potential Home Routines (1 / 2)

Morning	Dressing, breakfast, hygiene
Preschool or therapies	Check calendar, pack bag or backpack, car ride or bus, drop off and goodbye
After school	Play with siblings, play with toys, read books, help prep snack or dinner
Evening	Dinner with family, clean up, bath time, watch video, story time, bed time

Potential Home Routines (2 / 2)

Social/ Play	IMPORTANT ROUTINES to INCLUDE
Chores	Even helping with part of chores builds skills, concepts, and independence

Swatting the good fairy



Artwork by Heather Winthrow, 2014

Do with, not for

- The practice of "**do with, not for**" empowers your child by encouraging them to be an active participant in the world around them.
- It involves providing guidance and support (***doing with***), rather than taking over (***doing for***) and deciding everything for them.
- A child with additional disabilities will do meaningful parts of the routine (e.g. turn page in a book, open mouth for spoon with food).



Activity or Routine?



Evans-Luiselli & Bruce, 2020

Within every activity / routine...

- Identify clear **beginning, middle, and end**.
- Use **key vocabulary** for each part (e.g. first, next, all done).
- Use **touch cues and object cues** (materials used in activity) to provide information.
- **Physical orientation** to space and materials and **positioning** also provides information (e.g. seated chair at mealtime, sitting next to parent on couch for story time).
- **Name/label** the activity and part of routine and use consistently.
- Use of a **finished box** or all done bin at end of routine.
- **Consistent repetition** builds skills and concepts.
- **Start simple** and move to more complex.

(Evans-Luiselli & Bruce, 2020; Rodriguez-Gil, 2009; Miles & Riggio, 1998)

Beginning



Middle



End



Building Routines at Home

Home Interview

- Child's likes/ interests
- Family priorities
- Identify skills and concepts to learn
- Manageable expectations

Identify 2-3 routines

- Decide time, space, materials
- Identify target skills
- Identify communication opportunities
- Embed choices
- Coaching from professionals

Create materials & adaptations

- Teachers & specialists provide ideas, tips, & adapted materials.
- Include communication cues
- Create family friendly forms or guides

Routine	Questions/Routine Rating
Morning Routine	Thinking about your family's morning routine, tell me about the typical parts of waking up and getting ready for the day. What's fun/enjoyable?
	What parts of this routine go well for you and your child? Don't go well?
	On a scale from 1-5 (5 being very good/positive), how would you rate this routine for you, your child, and your family?
	1 not good 2 some difficulty 3 neutral 4 somewhat good 5 very good
Weekend Routine	Thinking about your family's weekend routine, tell me how your child engages in those routines. What's most fun/enjoyable?
	What parts of virtual learning go well for you and your child? Don't go well?
	On a scale from 1-5 (5 being good/positive), how would you rate this routine for you, your child and your family?
	1 not good 2 some difficulty 3 neutral 4 somewhat good 5 very good
Play/Leisure	Thinking about your child's play routines, tell me about the typical parts of his/her play. What's most fun/enjoyable?
	What parts of this routine go well for you and your child? Don't go well?
	On a scale from 1-5 (5 being good/positive), how would you rate this routine for you, your child, and your family?
	1 not good 2 some difficulty 3 neutral 4 somewhat good 5 very good
Evening Routine	Thinking about your family's evening routine, tell me about the typical parts of getting ready for bed. What's most fun/enjoyable?
	What parts of this routine go well for you and your child? Don't go well?
	On a scale from 1-5 (5 being good/positive), how would you rate this routine for you, your child and your family?
	1 not good 2 some difficulty 3 neutral 4 somewhat good 5 very good
Additional Routines	

Adapted from *Home Routines Interview* by The New England Consortium as a handout for the Establishing Routines at Home Webinar, July 29, 2020, presented by Tracy Evans-Luiselli and Susan Bruce.

Supporting and scripting routines

Routine/Activity:

Breakfast

Materials:

- Black Tray
- Yellow Plastic bowl
- Cheerios and milk
- Blue Mylar spoon

Steps w/Considerations:

1. Adult prepares materials on tray.
2. Adult sits in front of child's chair and tray and says & signs "Time to eat Cheerios." and waits for child to look and maintain joint attention.
3. Adults scoops and load spoon and brings child's hand to the top of adult's hand and holds spoon at child's mouth.
4. Adult waits for child to open mouth and they coactively bring spoon into child's mouth.
5. Child chews and swallows.
6. Adults provides praise for child's swallowing by gently stroking side of throat.

Adapted from The New England Consortium on Deaf-Blindness (2020). Routine/Intervention Template

Supporting Communication

- Communication with a child who is blind, low vision or deafblind requires trusted, knowledgeable partners who plan interactions centered around:
 - Building trust
 - Predictability
 - Consistency (dependability)
 - Responsiveness

Consistent routines encourage communication



- Provides structure and security and decreases stress for child.
- Repetition leads to understanding and more participation.
- Predictable opportunities for child to initiate communication.
- Use of object cues, tactile cues, and auditory cues build symbolic understanding of language.
- Concepts of sequencing, order, time are learned.

Communication Foundations

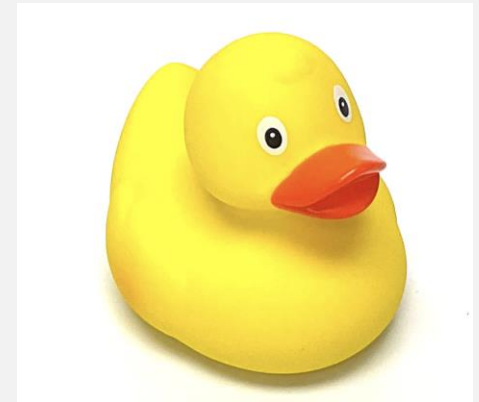
- Touch cues: Something is about to happen to my body.
- Tactile name cues: Who are you?
- Object cues: Where are we going? What will I do when I get there.

Salient vs. Standardized Object Cues



Communication within routines (1 / 2)

- Family identifies routines that are already happening in the home
- Determine Cues the family can use throughout the routine
 - Name cues/Identifiers
 - Object cues
 - Touch Cues



Communication within routines (2 / 2)

Considerations

- How will you indicate the Beginning, Middle, End?
- How will you get the child's attention before presenting cues?
- What sensory channel does the child use to access cues?
- How much processing time does the child need once cue is presented?
- Determine the expected child response to the cue.

Routines and early literacy



Shared Reading Routine (1 / 2)

- First, have fun and don't rush.
- Provide books with tactile elements or high contrast pictures and text.
- Let child choose book when possible.
- Introduce elements of the book.
- Encourage book handling, page turning.
- Follow and comment on child's interests.



Photo source: Project Salute

Shared reading Routine (2 / 2)

- Use very expressive gestures.
- Vary your reading to suit the story—soft and slow, fast, high or low and try using character voices.
- Encourage the child to join in on repeated lines.
- Make comments about the story and pictures and connect parts of the story to your child's experiences.
- Encourage questions/comments from the child.

Questions?



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