ONE DAY AT A TIME

A resource for enhancing the partnership between families and early childhood teams

scopevic.org.au
Introduction to: One day at a time

One day at a time

› Is a resource for families and workers in the Early Childhood Intervention sector.

› Follows the Scope Approach in ensuring our service and activities are accountable to clients, meet their needs and promote their involvement in decision making.

› Promotes parental involvement and collaborative practice.

› Is informed by research and meets best practice standards.
The Scope Approach

See the Person
- We listen to understand
- We see the potential
- We recognise how you do things and what you achieve
- We take personal responsibility
- We build excellent relationships with our clients and customers

Do it Together
- We lead in line with Scope’s approach
- We work together to achieve shared goals
- We build sustainable partnerships
- We support each other
- We communicate early and honestly

Do it Right
- We use systems and processes in our work
- We deliver quality outcomes on time
- We understand risks and opportunities
- We are a financially sustainable organisation
- We take pride in the delivery of our Mission

Do it Better
- We seek creative solutions
- We review and continually improve
- We understand what’s working and what’s not
- We respond to feedback
- We build capacity in all that we do
“One day at a time” includes information for families to promote their child’s development. It has hands-on activities organised under key developmental areas. Parents can use the resource for activity ideas, as well as to monitor their child’s progress. The resource is designed for children accessing early year’s services, and for parents to use collaboratively with early childhood workers.

The resource consists of four observational developmental checklists. These checklists cover the following skilled areas.

Checklists:
1. Moving Around Skills
2. Using Hands Skills
3. Communication Skills
4. Play Skills

Within these checklists, skills are organised in a developmental sequence (the typical order in which children learn different skills).

Parents and early childhood workers together observe and identify which skills are present, which are not, and which are emerging. For emerging skills, matched activity sheets are selected. There are 160 activity sheets which correspond to the developmental areas that are the focus of this resource.

The activity sheets help parents encourage the skill by incorporating that skill into daily routines such as bathing, dressing, mealtimes, playing, and outings.

The checklist can be used to monitor progress over time. Parents can tick and date columns as they notice their child attempting to do or doing new activities.
Identify the area of development you are interested in. Select the corresponding checklist, e.g., Moving around skills.

Choose a time when the baby/child is well rested, and together with the parent observe the child. Observing together provides a great opportunity to talk to the parent about the skill and its importance. In addition to direct observation, you can use parental report. You can also check a child’s responses to prompts. Observe each skill several times to ensure it is reliably present.

Select the skill/s you wish to look at, e.g., Holding head up.

Using the checklist, identify which skills are present, which are not and which are emerging. In the example below the child is able to hold her head up while she is on her tummy. An emerging skill is holding her head AND chest up while lying on tummy. That is what can be worked on, using the corresponding activity sheet for that skill. In this instance the code for this skill is M1C which matches the code on the activity sheet.

Checklist for using Hand Skills
How to use: One day at a time

Activity sheets provide information on how to encourage the activity and suggests toys and songs that may be relevant as well as ways to engage the child’s interest in the activity. On the reverse side are suggestions for including the activity into the daily routines of bathing, dressing, mealtimes, playing, waking and outings.

Early intervention workers can discuss the choice of activity, demonstrate and help adapt the activity to the child and family’s individual situation.

A child’s progress in specific skill areas can be tracked over time using the date column on the checklists.

Through the use of activity sheets, we aim to increase parents’ knowledge and confidence in supporting their child’s development.
How to use: One day at a time

**PLAY SKILLS**

- **BATHING**
  - Find out what sensations in the bath your child enjoys, e.g., splashing, rubbing/tickling and try to provide this. Pause between interactions to allow your child to laugh/chuckle.

- **DRESSING**
  - When your child is lying down and ready to be dressed or to have their nappy changed, try different facial expressions and/or voices as you talk to your child. Notice their reactions especially laughter and chuckling.

- **MEALTIMES**
  - Use your voice in an elated tone to gain your child's attention and to encourage a laugh.

- **PLAYING**
  - Choose times when your child is alert and well rested to begin some interactions.

- **WAKING**
  - When your child is lying on the floor or in supported sitting, try some of the above suggestions and notice which activities give your child pleasure, e.g., peek-a-boo, pat-a-cake.

- **OUTINGS**
  - You may want to wake your child with a sensation that he finds pleasurable, e.g., tickling.

- **PLAY SKILLS**
  - Sing a song as you enter the room with clapping or movement.

- **MOVING AROUND SKILLS**
  - Lift your child high in air to touch something like a leaf or a tree.

**SITTING: Sitting by self for 5 – 10 minutes**

- Increased independence in sitting. Stronger trunk muscles. Improved balance reactions.

- **TOYS & ACTIVITIES**
  - Favourite toys.
  - Multi-sensory toys.
  - Activity books.
  - Mobiles that he can reach when sitting.

- **SONGS & ACTIONS**
  - Favourite nursery rhymes/songs.

- **ATTENTION & CONCENTRATION**
  - Talk to your child about his sitting and praise him for a great effort.
  - Use activities/toys that your child is interested in, e.g: musical/noisy toys.

- **TRY TO AVOID**
  - Leaving child unsupervised.
  - "W" sitting.
  - Really wide stretched legs – try to keep legs closer together to encourage trunk balance.

---

Scope | One day at a time Resource Manual  Pg. 5
During 2005 Scope undertook a comprehensive review of family centred practice and the experiences of families involved in our Early Childhood Intervention Services. (Moore & Larkin, 2006).

Key Features of a family centred approach include (US council for Exceptional children 2001; cited in Moore & Larkin, 2006):

› Families and professionals sharing responsibility and working collaboratively.
› Practices strengthening family functioning.
› Practices being individualised and flexible.
› Practices being strengths and assets based.

When discussing the effectiveness of delivery of services in a family centred way Moore and Larkin found

› Children derive most benefit and show improved functional performance when interventions are embedded in everyday environments of the family.
› For services to be effective, they need to incorporate the three elements of good clinical or technical skills delivered through a family centred approach to collaborate with and empower families.
› Parents wanted information concerning normal child development; their child’s specific needs and they wanted this information to be available and repeated at different points in time.

From Moore and Larkin’s synthesis of research literature and the experiences of parents receiving support from Early Childhood Intervention Services, a number of key themes emerged.

› While greater parental involvement is usually beneficial for the children, parents only benefit if they themselves help set the goals and determine what form the home program will take, develop new skills in meeting their child’s needs themselves and find the interventions easy to integrate into daily family routines.

Parents are accurate indicators of true developmental problems, regardless of differences in the parent’s education and child rearing experience (Dworkin, 2000; Glascoe, 2000; Squires et al., 2002).

Parents are often the first to suspect their child may have a developmental problem (Hall & Elliman, 2003). The accuracy of clinical judgement of health professionals improves if they include parental data (Glascoe & Dworkin, 1995).

On the basis of this evidence, there has been a growing move to incorporate parental reports into developmental surveillance procedures (Bricker et al., 2004; Glascoe, 2000).
Why use: One day at a time

Following from this research we were motivated to develop the One day at a time resource, to further enhance the partnership between families and their early childhood intervention workers. The primary purpose is to encourage a close working relationship with families as equal partners in all decisions regarding their child.

One day at a time comprises developmental checklists and corresponding daily routine activity sheets. The aim is to provide parents with information and to invite them to share in the evaluation process. Through this, we hope to demystify the assessment process and enable parents to be more informed and empowered about their child’s development. The activity sheets provide guidance for matching identified areas for including into the family’s routines.

This resource aims to fulfil the key themes identified by Moore and Larkin (2006) and related best practice documents (e.g., Best Practice Guidelines for Parental involvement in monitoring and assessing young children, Office for Children and Early Childhood Development, 2008).

These checklists used in the present resource are compiled from numerous established and validated developmental guides currently in use (Bricker & Squires, 1999; Squires et al., 2002; Erhardt, 1989; Stewart et al., 2006).

Users of this resource should be aware that there has been no attempt to validate or standardise One day at a time checklists. The resource is not designed to replace clinical assessment rather, it is an empowerment tool for families and a mechanism for early childhood team members to draw on ideas from beyond just their own discipline.
References: One day at a time

Copyright Statement
Scope supports and encourages the dissemination and exchange of the information in this resource. However, no part may be reproduced or reused for any commercial purposes without written permission. Enquiries regarding this publication may be directed to Southern Specialist Services, Scope, southerness@scopevic.org.au

Disclaimer
This resource has been developed based on information from available research and best practice publications as well as our experience in supporting children and their families involved in early childhood services. The material is not definitive or exhaustive. Attention has been given to ensure that the information included in this booklet is relevant to many children and families. Decisions however regarding specific services and approaches remain the responsibility of the family in consultation with early childhood workers and other relevant professionals involved in the family’s support. The information provided through this publication is not intended to provide or substitute for services or advice. In no event shall the author or the various collaborators be liable for any damages or consequences resulting from direct, indirect, correct or incorrect use of this resource.

References:


References: One day at a time


Acknowledgements

Scope Production Team:
Chris Hall (Project Leader), Patricia Baker and Vicki Douglas.

Consultant and Illustrator
Robyn Crowe

Internal and External Reviewers:
Scope Southern Specialist Services Team, Louise Dunne, Kylie Scanlon, Joyce Chan. Therapists at Malvern Special Needs Playgroup.

Funding Bodies:
CONTACT INFORMATION

Main Office
830 Whitehorse Road
Box Hill Victoria
Australia 3128

Telephone: (03) 9843 3000
Facsimile: (03) 9843 2030
Email: contact@scopevic.org.au