



PO Box 449
Pewaukee, WI 53072
(888)564-9098
support@pdhacademy.com

**Moving to Family/Child-Centered Intervention:
Facilitating Language Development in the Context of Everyday Routines, Interactions, & Play**
(3 CE HOURS)

PDH Academy Course #1802

Course Abstract

This course offers a framework for providing Early Intervention (EI) services in speech-language pathology. Applicable to practitioners at all levels of familiarity with EI, it emphasizes a family/child-centered approach to service delivery over the clinical model, discussing ways to empower parents/caregivers throughout the processes of evaluation, assessment, and implementation. Case studies are presented.

NOTE: Links provided within the course material are for informational purposes only. No endorsement of processes or products is intended or implied.



PDH Academy is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for .3 ASHA CEUs (Introductory level, Professional area).

Learning Objectives

By the end of this course, learners will be able to:

- Identify key principles, goals, and practices of Early Intervention (EI)
- Recall characteristics of coaching
- Recognize methods used to build parent/caregiver competency and capacities
- Recall elements of evaluation and assessment
- Differentiate between routine-based intervention tactics
- Recognize relation-based strategies to facilitate language development

Timed Topic Outline

- I. Introduction; Key Principles of Early Intervention (45 minutes)
What Are Family/Child-Centered Programs?; What Is Family/Child-Centered Intervention?; What Are Relationship-Based Interactions?; The Natural Environment
- II. From the Therapy Room Table to the Family Room Floor and Beyond (5 minutes)
- III. Empowering Parents/Caregivers through Coaching (50 minutes)
Characteristics of Coaching; Building Parent/Caregiver Competency and Capacities
- IV. Identifying Priorities and Routines (30 minutes)
Evaluation and Assessment; Implementation
- V. Facilitating Language (30 minutes)
Strategies for Parents; Language Learning and Play
- VI. Conclusion, References, and Exam (20 minutes)

Delivery Method

Correspondence/internet self-study with interactivity, including a provider-graded final exam. *To earn continuing education credit for this course, you must achieve a passing score of 80% on the final exam.*

Accessibility and/or Special Needs Concerns?

Contact customer service by phone at (888)564-9098 or email at support@pdhacademy.com.

Course Author Bio and Disclosure

Kathryn K. Basco, MA, CCC-SLP, holds a BA in Communicative Disorders from the University of Wisconsin-Madison and an MA in Speech Language Pathology from Northern Illinois University.

Kathryn has worked in a variety of medical and educational settings including the Rehabilitation Institute of Chicago, Northwestern University, Elmhurst Hospital Pediatric Outpatient Clinic and has been in private practice since 2001. Kathryn is a credentialed evaluator and provider for the Illinois Early Intervention Program and has been an EI practitioner since 1989. She also mentors new providers in the program. Kathryn is experienced in evaluating and providing intervention and support to families of infants, children and adolescents with receptive and expressive language delay, autism spectrum disorders, developmental delay, articulation and phonological disorders, fluency disorders, traumatic brain injury, motor speech disorders, childhood apraxia of speech, oral-motor and sensory based feeding disorders (including transitioning infants discharged from the NICU from tube feedings to oral feeds), and specializes in medically complex/medical fragile children.

Kathryn has been an Adjunct Faculty member of Elmhurst College since 2005 and held a two-year appointment as Visiting Assistant Professor from 2014 -2016. She is a Clinical Educator and teaches clinical practicum courses, as well as presenting to students, teachers, and other professionals on a variety of topics.

DISCLOSURES: Financial – Kathryn K. Basco received a stipend as the author of this course. Nonfinancial – No relevant nonfinancial relationship exists.