



ONE DAY AT A TIME

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

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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



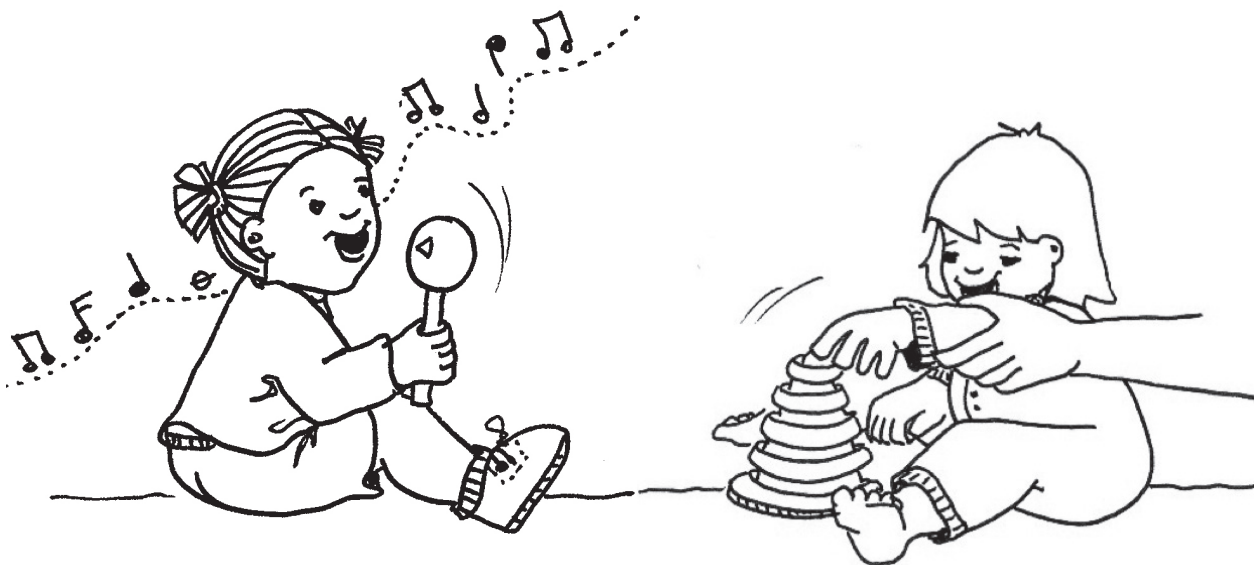
Do it Right

- › 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



What is: One day at a time

“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:

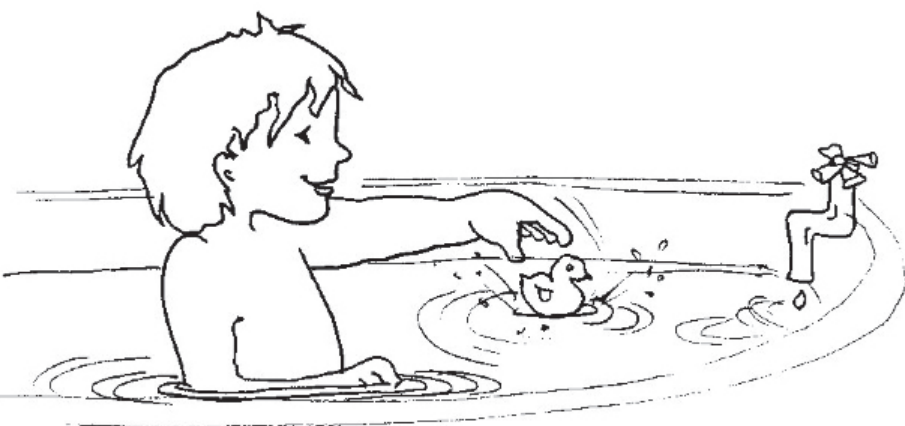
- 1 **Moving Around Skills**
- 2 **Using Hands Skills**
- 3 **Communication Skills**
- 4 **Play Skills**

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.



How to use: One day at a time

- › 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

Score






Yes = Y

Emerging = E

No = N



Using Hand Skills: Activity Sheets
for Developmental Milestones

1. Reaching							
PAGE REF	SKILL	ACTIVITY	DATE	DATE	DATE	DATE	
UIA	 Following things with eyes	<ul style="list-style-type: none"> › When my child is lying on his back, he looks at a brightly coloured object or toy for a few moments. › When my child is lying on his back or sitting in a supported seat, he watches a toy/object as I move it in front of his face (about 25 cm away): <ul style="list-style-type: none"> › From one side into the middle › From one side to the other 					
UIB	 Beginning to reach	<ul style="list-style-type: none"> › When my child is lying on his back or sitting in a supported seat, he can reach for a toy that is held in front of him, although he may not touch it. 					
UTC	 Reaching with both hands	<ul style="list-style-type: none"> › When my child is lying on his back, if I dangle a toy above him, he can move and wave arms toward the toy. 					
UID	 Reaching with one arm	<ul style="list-style-type: none"> › When my child is lying on his back, if I dangle a toy above him, he can move and wave left or right arm toward the toy. › When my child is lying on tummy he can reach forward to touch toy/mirror with one arm. › When my child is holding a small object in one hand, he can reach forward for another object/toy with the other hand. 					
UIE	 Taking things out of containers	<ul style="list-style-type: none"> › My child attempts to reach into containers to get items out e.g. block out of toy bucket <ul style="list-style-type: none"> - with my help - if I show him how first - by himself 					

How to use: One day at a time

COMMUNICATION SKILLS C2B

Responds to sounds: Imitating environmental sounds

Practising sounds in a fun way. Connecting between sounds that are heard and sounds that he makes.

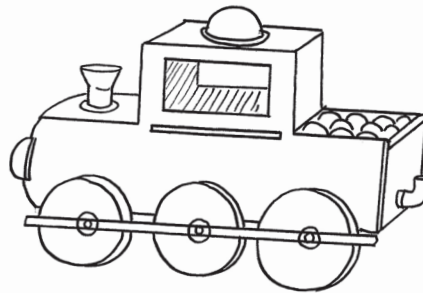
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TOYS & ACTIVITIES

- › Toys of typical things that we would hear and see during the day, e.g:
 - Truck/car/bus/train.
 - Animals.
- › Toys that make a sound, e.g.,
 - Squeaky/rattles/musical.

SONGS & ACTIONS

- › Old Macdonald.
- › The wheels of the bus...
- › 5 little ducks.
- › Der glumph went the little green frog.
- › We're going on a bear hunt.



- › Notice and talk about sounds that you hear during the day. Try to make these sounds and encourage your child to copy you, e.g., clock ticking, dog barking, phone ringing.
- › When playing, make accompanying sounds, e.g., car/train noises, animal noises for animal toys.

ATTENTION & CONCENTRATION

- › Notice what sounds that your child is aware of and talk about them.

TRY TO AVOID

- › Noisy environments where it is hard for your child to distinguish between sounds.
- › Noises that startle your child.

- › 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

MOVING
AROUND
SKILLS

M1A

Holding head up: Turning head to the side

To develop muscles on both sides of the neck.

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BATHING

- › Try to alternate the direction that the bath is facing, e.g., so that the window is on the left side one time and on the right another time, or alternate which direction your child faces in the bath.
- › Using a brightly coloured wash cloth/bath toy, encourage your child to watch the cloth/toy as you move it slowly from one side to the other.

DRESSING

- › When dressing/ changing your child, encourage him to look to one side by dangling something bright on that side or by moving your face to the side, slowly.

MEALTIMES

- › When breast/ bottle feeding, alternate sides and your position in the room to create a variety of things to see from both sides.
- › If your child is being fed, commence feeding on his preferred side and gradually introduce the spoon/food from the other side.

PLAYING

- › Position yourself and your child's favourite toys on either side of their body and encourage them to turn towards that side.
- › Use colourful and noisy toys to help attract your child's attention, e.g., brightly coloured rattles.

WAKING

- › Have interesting items, e.g., mobiles positioned on both side of the bed for your child to look at when he awakes.
- › Try changing the cot/bed position to vary things to see and look at.
- › Enter the bedroom and encourage your child to turn to your voice.

OUTINGS

- › If you have toys/ mobiles in the car, try to vary their position, e.g., one week on the left side and one week on the right.
- › Try to vary which arm you tend to use when carrying your child.

MOVING
AROUND
SKILLS

M3E

Sitting: Sitting by self for 5 - 10 minutes

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

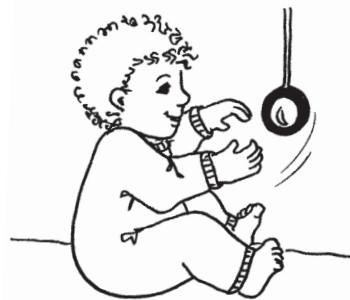
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TOYS & ACTIVITIES

- › Favourite toys.
- › Musical/noisy toys.
- › Activity books.
- › Mobiles that he can reach when sitting.

SONGS & ACTIONS

- › Favourite nursery rhymes/songs.



- › Let your child spend some time sitting without supports.
- › Try to do this on a soft surface, such as carpet, lawn, sand so that if your child does fall it is not onto hard surface.
- › Encourage your child to sit with legs in front and using arms for support, rather than 'W' sitting or on feet.
- › Gradually increase the time that your child spends sitting; if he is distressed or slumped to one side, provide him with some support.

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 widely stretched legs - try to keep legs closer together to encourage trunk balance.

Why use: One day at a time

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.

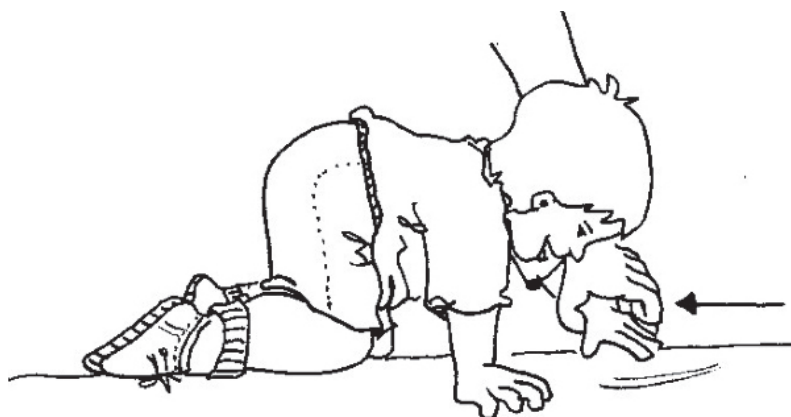
From Moore and Larkin's synthesis of research literature and the experiences of parents receiving support from Early Childhood Intervention Services, a number of key themes emerged.

- › 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.

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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.

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FOR PEOPLE WITH A DISABILITY

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