

Christine's Chronicles: Embedded Interventions for whom?

Are children the only ones who can benefit from embedded interventions? Maybe not! Follow along with one parent on her journey to make inclusion a reality for her son.



(photo: Christine and Luke) Christine Lindauer and Dr. Patsy Piece will be presenting on strategies to encourage literacy at this year's Inclusion Institute

Things just seem to go more slowly in the summer time. With temperatures over 90 every day, I've been taking my time not rushing around so much. Luke, his Dad and I have been spending lazy afternoons in the neighbor's pool, with an occasional evening meal on the front porch.

And I've been lazy letting Luke revert back to his old comfortable ways, of just using signs most of the day, and not forcing him to "Go get your talker", "Tell me in a sentence, Luke", or pretending not to understand his cries and points. Consequently, he's been learning his new device and Minspeak rather slowly. We still do an hour or so of shared reading everyday with the device, so he's getting some practice, but not as much as I would like.

And so with his teachers at school, it is even less. We started off the summer with a fantastic staff training session on how to use his new device and what this new language called Minspeak was. All of his teachers and therapists attended, and everyone seemed to pick it up quickly. But after the training session was over, the teachers were back in the middle of a busy preschool classroom, attempting to communicate with a new device that Luke's not yet really comfortable with or motivated to use – well it's not surprising that there hasn't been much progress there either.

And so in a few months Luke will transition into a new classroom. Luckily, most of the staff will remain the same, but he'll be getting a new lead teacher and speech therapist. So more training on the device is definitely in order. But I think that we need to step back and rethink this. One of the tenants of Luke's program is using embedded interventions – teach Luke the skills he needs in the

context of his daily routines, not in a pull-out therapy session. And so we should do the same with his teachers. Perhaps another staff training session would be useful, but we need to figure out some embedded interventions the teachers can use to learn the device themselves. Worksheets or homemade books with Minspeak they can practice with and read to Luke on a daily basis. Children with disabilities aren't the only ones who can benefit from embedded interventions.

See examples of Luke and his teacher, Jackie using embedded interventions in the first CONNECT Module on Embedded Interventions.

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great

Thanks for the info

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