

An aerial photograph of a city at sunset. A bridge spans a body of water in the foreground, with a city skyline and a large stadium visible in the background. The sky is filled with colorful clouds and the sun is low on the horizon.

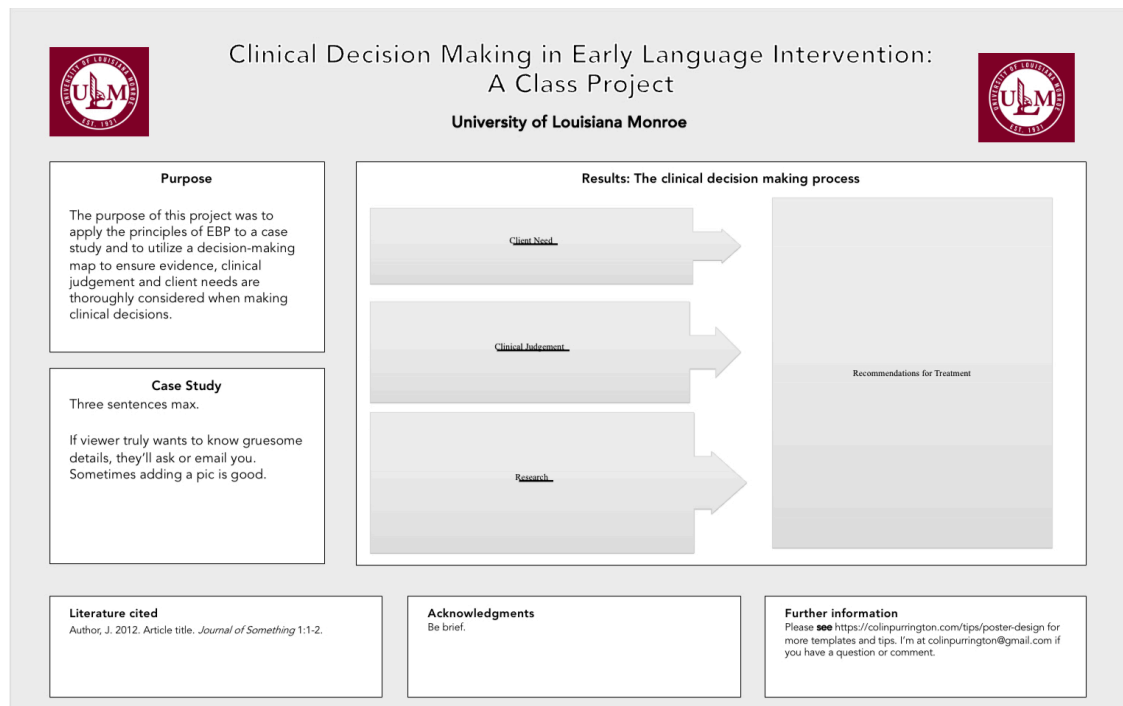
# Clinical Decision Making in Early Intervention: A Research Application Project

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# Purpose

The purpose of this project was to apply the principles of EBP to a case study and to utilize a decision-making map to ensure evidence, clinical judgement and client needs are thoroughly considered when making clinical decisions.



# Case Study

Mary Elizabeth is a 2-year, 6 month-old child that does not have consistent interaction with children her age. She was referred due to an inability to attend to others when they are speaking, a lack of engagement in reciprocal play, and decreased use of social language. Her father is requesting additional supports to be established for Mary Elizabeth.

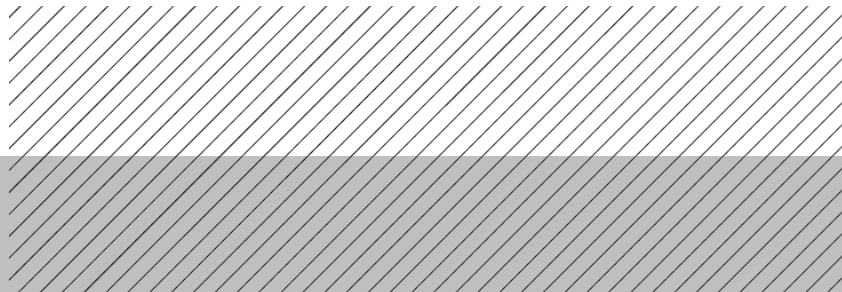
# Client Need

- ❖ Improvement of Expressive Vocabulary
- ❖ Increasing utterance types
- ❖ Promoting joint attention/engagement
- ❖ Teach reciprocal play and pretend play



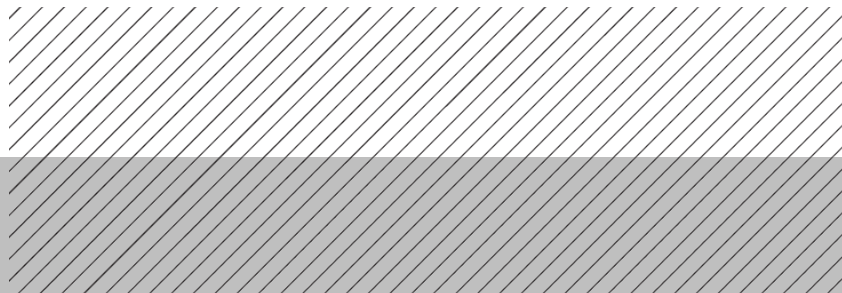
# Research - Framework

- Research has indicated that the implementation of **Naturalistic Developmental Behavioral Interventions (NDBIs)** can be used as an effective means for addressing delays in early intervention.
- The framework includes a variation of research-based approaches that can be implemented simultaneously during intervention sessions.
- The approaches found within the NDBI Framework are comprised of an amalgamation of principles from both developmental and behavioral research
- Commonalities shared among all NDBIs include: consideration to the well-established principles developed via the science of ABA, ongoing measurement of progress during treatment, and common instruction strategies such as modeling and environmental arrangement.



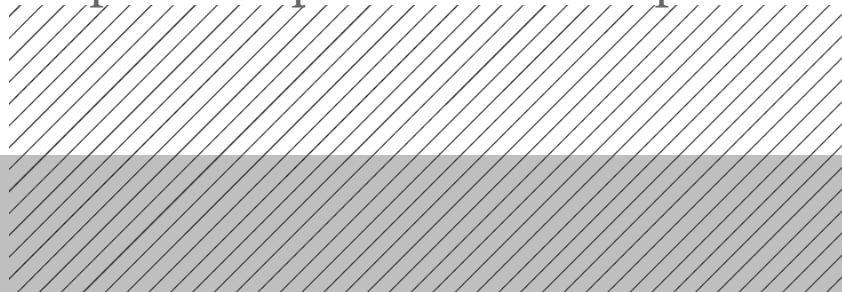
# Research - Approaches

- Examples of Naturalistic Developmental Behavioral Interventions:
  - **The Social Communication, Emotional Regulation, and Transactional Support (SCERTS) Model** (Prizant, Wetherby, Rubin, Laurent, & Rydell, 2006; Rubin, Prizant, Laurent, & Wetherby, 2013)
  - **Enhanced Milieu Teaching (EMT)**; Kasari, Kaiser, et al., 2014  
Hancock & Kaiser, 2002; Kaiser & Robert, 2013)
  - **Incidental Teaching/Walden Toddler Program**(Hart & Risley, 1968, 1975; McGee et al., 1999)
  - **JASPER**
  - **Pivotal Response Treatment (PRT)**; Koegel et al., 1999; Koegel, Shoshan, & McNerney, 1999)
  - **DIR Floortime** (Wieder & Greenspan 1997, 2005)



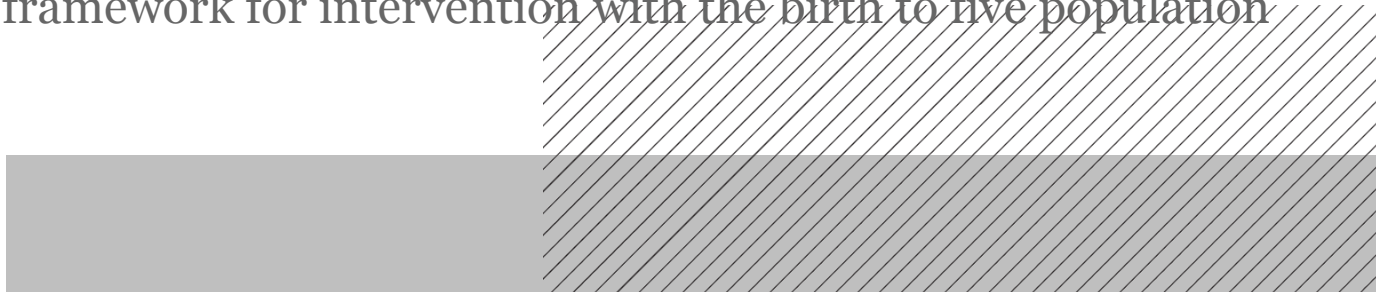
# Clinical Judgement

- Parental training and involvement is considered paramount when constructing a plan for intervention so the parents or care takers will be able to successfully support the client's language development and encourage generalization.
- Enhanced Milieu & JASPER are two evidence-based approaches that are specifically designed to elicit periods of joint attention. Both approaches have specifically defined strategies.
- Enhanced Milieu teaching, Pivotal Response Treatment(PRT), and the Social Communication, Emotional Regulation, and Transactional Support (SCERTS) Model are three evidence-based approaches that prove to increase utterance types in communication in young children
  - SCERTS would be an ideal approach because it focuses on the ability to engage as a social partner, and this approach is designed for kids with Autism Spectrum Disorder.
- DIR/Floortime can be beneficial when teaching reciprocal and pretend play. Reciprocal play is not likely to generalize for a child with autism unless direct intervention is used.
  - Reciprocal imitation is beneficial in production and development because it allows for repeated exposure and it keeps the child engaged.



# Recommendations for Treatment

- Recommendations for Mary Elizabeth include the following:
  - ❖ Referral to obtain an evaluation from a multidisciplinary team for Autism Spectrum Disorder.
- Treatment recommendations include implementing the following approaches from the NDBI framework during treatment in order to improve expressive vocabulary, increase utterance types, promote joint attention/engagement, and teach reciprocal play and pretend play.
  - PRT or SCERTS model – expressive vocabulary
  - Enhanced Mileau or JASPER - joint engagement
  - SCERTS or Mileau Teaching – increase utterance types
  - DIR Floortime– reciprocal play and pretend play
- The NDBI framework provides an array of trainings for parents to develop appropriate understanding and implementation of appropriate strategies
- The results of this literature found overwhelming evidence to support NDBIs as a framework for intervention with the birth to five population



# References and Acknowledgements

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