

Transcript for Conrad's Point-to-Point Final

Because Conrad will be moving to a preschool classroom, where he will trial an AAC device, the team has completed the Point-to-Point. This will support the preschool team to support Conrad in his new classroom. Take a look at his Point-to-Point before moving on.

Benefits:

- Generalization of physical environment features/assistive tools used by the child.
- Preparation by new team to ensure current solutions are in place for child's first day.
- Documentation of Physical Environment features and Assistive Tools currently used.

The PEAT's Suite Point-to-Point is a collection of the most current information about a child's PEAT journey. It assists with generalizing the physical environment features and assistive tool solutions to other settings and/or programs.

PEAT's Suite Point-to-Point also supports individuals in the receiving setting in preparing for and providing access to an individual child's participation in new routines and activities.

Conrad's Point-to-Point begins with a picture of him followed by where he is transitioning from and where he is transitioning to. The contributors to this Point-to-Point are Wendy (mom), Annie (Early Intervention Special Instructor), Hannah (Early Intervention OT) and Stella (Early Childhood teacher). This was completed on September 4th.

The first section is PEAT's log for Environmental that was completed by his Mom, Wendy.

Environmental log:

Baseline data: June 7th; Follow-up 1: June 14th; Follow-up 2: June, 21st; Final data: June 28th

This is a flowchart used for each routine/activity listed in Step 2 of worksheet 1. The data on this flowchart is for car play. The first box asks to detail what is happening now during the routine or activity. It reads that Conrad "Conrad loves to play with his cars. He will dump the large container over in whichever room he is in causing the cars to land everywhere. Conrad lays on his tummy and moves the car back and forth, watching the wheels; he lines up the cars. Conrad is not actively engaged with Mom or sibling during car play (does not use communication with other or interactively play with others). When it is time to transition, Conrad does not participate in a clean-up routine if it occurs." From here, the flowchart branches to detail plans to change the physical environment if appropriate. This box reads, "Strategically place cars throughout the house so Conrad can easily find and use it to indicate his desire to play cars. Position a floormat to help Conrad know where it is okay to dump the cars. " The next box asks to detail what you want it to look and sound like when this

routine or activity is working well. It reads that Conrad will “Conrad will initiate his request for cars. He will follow a routine to access the cars, play with cars, and help to clean-up cars. During car play, Conrad will slowly increase his engagement with Mom or siblings, as well as play with cars in a variety of ways (on road map: with road signs; up/down ramps). When it is time to transition from cars, Conrad will calmly and confidently do so without engaging in meltdown behavior.” From there the flowchart asks once the physical environment feature and/or assistive tool solutions are tried, detail what is happening now. It reads “Conrad is able to independently carry the container of cars to one of his areas (defined by playmat or carpet square). He has learned to place road signs around the playmat and will make sounds (beep, vroom) as he pushes the cars.”

This is a flowchart used for each routine/activity listed in Step 2 of worksheet 1. The data on this flowchart is for hand washing routine. The first box asks to detail what is happening now during the routine or activity. It reads that Conrad “Currently, Mom tells Conrad it is time to wash hands, and usually Conrad will cry or fall on the ground. The sink in both the bathroom and the kitchen are too high for Conrad to reach. Mom lifts Conrad to the sink to wash hands. Mom turns on the faucet, pumps the soap, and holds Conrad’s hands under the water. When finished, Mom turns off the faucet and Conrad rubs his hands on Mom's pants to dry them after she puts him down. Conrad typically will then run to his cars or to push on the television to request a show to watch.” From here, the flowchart branches to detail plans to change the physical environment if appropriate. This box reads, “Stepstool housed in one location. Easy pump soap dispenser placed closer to edge. Towel placed within Conrad's reach.” The next box asks to detail what you want it to look and sound like when this routine or activity is working well. It reads that Conrad will “Mom would really like Conrad to calmly and confidently transition to the handwashing routine without engaging in behaviors. She would like him to be an active participant in the hand washing routine (putting hands under faucet, turning on water, getting soap, drying hands, turning off water.)” From there the flowchart asks once the physical environment feature and/or assistive tool solutions are tried, detail what is happening now. It reads “Still experiencing difficulty. Conrad attends to me by looking or smiling when I tell him it is time to wash his hands. He stands up (usually from car play) and I hold his hand and walk with Conrad to the sink. Conrad uses the stool, retrieving himself. He is not turning on the water, nor does he seem to enjoy putting his hands in the water (cries or falls to the floor). He pumps the soap, or holds out his hands for soap, and successfully dries his hands with the towel placed beside him.”

The next section is PEAT’s log for Universal completed by Wendy and Stella

Universal log:

Baseline data: July 1st; Follow-up 1: July 8th; Follow-up 2: July 15th; Final data: July 21st

This is a flowchart used for each routine/activity listed in Step 2 of worksheet 1. The data on this flowchart is for circle time. The first box asks to detail what is happening now during the routine or activity. It reads that Conrad “sits for 2 minutes and watches peers.” The next box asks to detail what you want it to look and sound like when this routine or activity is working well. It reads that Conrad will “sit for one book and answer one question.” From here, the flowchart branches to detail plans for a trial of universal assistive tools if appropriate. This box reads, “puppets to engage and a visual timer for duration.” From there the flowchart asks once the physical environment feature and/or assistive tool solutions are tried, detail what is happening now. It reads “sits for durations of book and points to book with puppets.”

This is a flowchart used for each routine/activity listed in Step 2 of worksheet 1. The data on this flowchart is for free-choice. The first box asks to detail what is happening now during the routine or activity. It reads that Conrad “plays at sensory table but leaves if other peers come.” The next box asks to detail what you want it to look and sound like when this routine or activity is working well. It reads that Conrad will “increase time at centers and exchange peers.” From here, the flowchart branches to detail plans for a trial of universal assistive tools if appropriate. This box reads, “visual prompts with play ideas and visual timer.” From there the flowchart asks once the physical environment feature and/or assistive tool solutions are tried, detail what is happening now. It reads “plays in car area or sensory area with timer and uses visual play ideas independently.”

This is a flowchart used for each routine/activity listed in Step 2 of worksheet 1. The data on this flowchart is for art. The first box asks to detail what is happening now during the routine or activity. It reads that Conrad “stands at an easel with adult support and drops the materials when he is finished.” The next box asks to detail what you want it to look and sound like when this routine or activity is working well. It reads that Conrad will “select where he wants to work and choose a tool to use then complete the activity.” From here, the flowchart branches to detail plans for a trial of universal assistive tools if appropriate. This box reads, “models of completed projects and give choices upon arrival.” From there the flowchart asks once the physical environment feature and/or assistive tool solutions are tried, detail what is happening now. It reads “his teacher is now satisfied with how much of an art project Conrad completes in one sitting and she observed that he needs less adult assistance.”

PEAT’s Universal Hub-n-Spokes September 3rd :

This worksheet is completed to illustrate which of the successful physical environment features and/or assistive tools may be general-ized across activities/routines and/or settings. In the center circle, list the child's physical and/or assistive tools currently in use. In the outer layer of

circles describe up to five routines and activities and how the PEAT solution(s) is/are used (e.g., duration, position, frequency, delay response, etc.). On Conrad's Hub-n-Spokes for Universal, the center circle has "Visual Timer. Set a visual timer so Conrad can predict how long he is expected to sit or participate in an activity." The circles on the outside are: "Circle and Storytime" which leads to a note that says "Conrad has a clear view of the times and remains with the group until the timer signals. Adults allow Conrad to leave the group and return when he is ready." The next circle is "Free-choice play" with a note that says "Conrad stays in one play center until the timer signals then with adult assistance he makes his choice about where to play next; the timer moves with him." The next circle is "Art" with a note that says "Conrad works on an art activity until the timer signals; he is given the option to finish his artwork at another time (as needed) or indicate his art activity is done." The next circle is "Hand Washing (not introduced yet)" with a note that says "Conrad will rub his soapy hands until the timer signals to indicate time to rinse and dry his hands. The team has not embedded this tool into this routine yet." The last circle says "Meals (timer currently places randomly at table, will begin placing across from Conrad)" with a note that states "Conrad is able to finish the meal items of his choice and stay seated until the timer signals (dings). The timer is placed across from him in clear eye site."

The next section is PEAT's log for Modified that was completed by Wendy, Anne and Stella.

Modified log:

Baseline data: July 28th; Follow-up 1: August 3rd; Follow-up 2: August 10th; Final data: August 17th

This is a flowchart used for each routine/activity listed in Step 2 of worksheet 1. The data on this flowchart is for circle time. The first box asks to detail what is happening now during the routine or activity. It reads that Conrad "sits for duration of book; points with puppet to answer a question." The next box asks to detail what you want it to look and sound like when this routine or activity is working well. It reads that Conrad will "sit for all of circle time and use approximations to answer questions." From here, the flowchart branches to detail plans for a trial of modified assistive tools if appropriate. This box reads, "communication bracelet, photocopies of items in circle, and hot glue on pages of books." From there the flowchart asks once the physical environment feature and/or assistive tool solutions are tried, detail what is happening now. This box reads that Conrad, "attempts to say words but gets frustrated easily, sits for circle time."

This is a flowchart used for each routine/activity listed in Step 2 of worksheet 1. The data on this flowchart is for free-choice. The first box asks to detail what is happening now during the

routine or activity. It reads that Conrad “plays in the sensory and car areas independently until the timer goes off.” The next box asks to detail what you want it to look and sound like when this routine or activity is working well. It reads that Conrad will “verbally interact with peers to expand play.” From here, the flowchart branches to detail plans for a trial of modified assistive tools if appropriate. This box reads, “social story for each center that can be read at circle time and follow to centers.” From there the flowchart asks once the physical environment feature and/or assistive tool solutions are tried, detail what is happening now. This box reads that Conrad, “plays next to peers, watches them play, but leaves if they do not respond to him.”

The next section is PEAT’s log for Specialized that was completed by Wendy, Anne and Stella.

Specialized log:

Baseline data: August 18th; Follow-up 1: August 24th; Follow-up 2: August 31st; Final data: September 3rd

This is a flowchart used for each routine/activity listed in Step 2 of worksheet 1. The data on this flowchart is for circle time. The first box asks to detail what is happening now during the routine or activity. It reads that Conrad “sits for all of circle. Attempts to say words but is easily frustrated.” The next box asks to detail what you want it to look and sound like when this routine or activity is working well. It reads that Conrad will “communicate and play with peers to form relationships.” From here, the flowchart branches to detail plans for a trial of specialized assistive tools if appropriate. This box reads, “The team will try a variety of specialized communication tools for Conrad to be able to talk and play with his friends.” From there the flowchart asks once the physical environment feature and/or assistive tool solutions are tried, detail what is happening now. This box is empty.

This is a flowchart used for each routine/activity listed in Step 2 of worksheet 1. The data on this flowchart is for free-choice. The first box asks to detail what is happening now during the routine or activity. It reads that Conrad “plays next to peers and tries to talk to them.” The next box asks to detail what you want it to look and sound like when this routine or activity is working well. It reads that Conrad will “communicate and play with peers to form relationships.” From here, the flowchart branches to detail plans for a trial of specialized assistive tools if appropriate. This box reads, “The team will try a variety of specialized communication tools for Conrad to be able to talk and play with his friends.” From there the flowchart asks once the physical environment feature and/or assistive tool solutions are tried, detail what is happening now. The box is empty.

PEAT’s Specialized Hub-n-Spokes September 3rd :

This worksheet is completed to illustrate which of the successful physical environment features and/or assistive tools may be general-ized across activities/routines and/or settings. In the center circle, list the child's physical and/or assistive tools currently in use. In the outer layer of circles describe up to five routines and activities and how the PEAT solution(s) is/are used (e.g.,

duration, position, frequency, delay response, etc.). On Conrad's Hun-n-Spokes for Specialized, the center circle has "AAC device: with him at all times." The circles on the outside are: "Circle time" which leads to a note that says "Five responses or comments," the next circle is "Free-choice" with a note that says "Ten successful initiations or responses to peers," the next circle is "Art" with a note that says "Idea expressed two choices and completion of sharing of project," the next circle is "transitions" with a note that says "Two independent uses of transition countdown on device," and the last circle says "Self-care" with a note that states "At least 3 initiations or response for using the bathroom or washing hands."