

Using SS-OO-PP-RR

What is SS-OO-PP-RR?

SS-OO-PP-RR (pronounced “super”) is a flexible framework that promotes recommended and evidence-based early intervention practices that support parent-implemented intervention and the family’s competence and confidence. The four components, Setting the Stage, Observation and Opportunities to Embed, Problem Solving and Planning, and Reflection and Review, integrate the principles and practices of Family Guided Routines Based Intervention (FGRBI) and guide the early intervention provider to coach caregivers to support their child’s learning in everyday routines and activities.

Why use SS-OO-PP-RR?

It works. The flexible yet systematic approach can be adapted for children with varying delays and disabilities and diverse families and can be used effectively by interdisciplinary professionals. It incorporates an easy to use and friendly framework for caregivers that supports their ability to embed intervention for their child called the Family 5Q. Combining SS-OO-PP-RR with Family 5Q builds a partnership between the provider and the parents to support the child’s learning.

When to use SS-OO-PP-RR?

SS-OO-PP-RR is used throughout the session. Often SS occurs as the beginning with updates and session plans. However, the child and parent may be engaged in a routine as the EI arrives or initiates a tele-intervention session and is invited to join into a routine already underway for O-O. PP and RR may occur within SS and OO, or they may occur as the session draws to a close. While the sequence is flexible to follow the child and family’s preferences and interests, each component should occur as it is important to the coaching process.

How do you know SS-OO-PP-RR is working?

There are many ways to review the outcomes of the SS-OO-PP-RR approach. You might look to see if the provider is applying the principles and practices of FGRBI to support the caregiver. You could ask if SS-OO-PP-RR is guiding the coaching process in multiple routines the family identifies. Does the caregiver use the Family 5Q to decide their child and family’s priorities and review how the intervention is working for them? Is the child addressing functional outcomes in meaningful routines? The EI and caregiver can also reflect on their partnership to support the child and family.

A Quick View of SS-OO-PP-RR

			
<p>SETTING THE STAGE</p> <ul style="list-style-type: none"> Gather updates • Share information • Review family priorities • Develop a session plan 	<p>OBSERVATION & OPPORTUNITIES</p> <ul style="list-style-type: none"> Observe caregiver-child interaction in routines • Use coaching strategies matched to caregiver-child outcomes • Provide general & specific feedback 	<p>PROBLEM SOLVING & PLANNING</p> <ul style="list-style-type: none"> Problem solve and reflect on intervention strategies • Expand opportunities and contexts to practice 	<p>REFLECTION & REVIEW</p> <ul style="list-style-type: none"> Review session, summarize & synthesize • Promote caregiver’s reflection on what and how its working • Develop plan for next steps