

Early Childhood Intervention

AUCD SIG Webinar

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Mary Beth Bruder and Corry Robinson

Early Childhood Intervention

What Do We Know:

A history of over 50 years;

Legislation for 40 years;

Evolved from multiple disciplines;

Derived from needs of children;

Numbers of children needing intervention is growing, as are the complexity of their needs;

Research is available to guide practice;

Current practice does not reflect research.

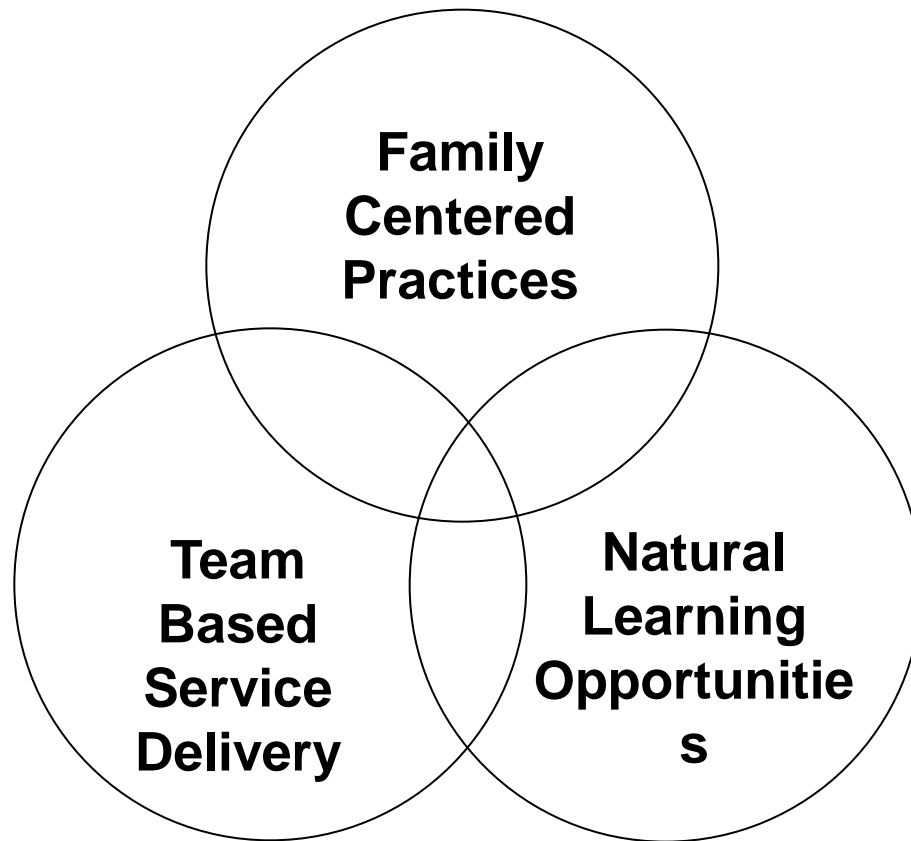
Early Intervention Systems

- State Administered and Defined
- Infrastructure is State Determined
- Must Meet Federal Requirements under IDEA
- Not Necessarily Aligned with Other Early Childhood Initiatives
- Growing in Complexity and management issues

Services in Early Intervention

- Family training, counseling, and home visits
 - Special instruction
 - Speech pathology and audiology
 - Occupational therapy
 - Physical therapy
 - Psychological services
 - Case management services
 - Medical services only for diagnostic or evaluation purposes
 - Early intervention, screening, and assessment services
 - Health services necessary to enable the infant or toddler to benefit from the other early intervention services
 - Social work services
 - Vision services
 - Assistive technology devices and assistive technology services
 - Transportation and related costs that are necessary to enable an infant or toddler or the infant's or toddler's family to receive early intervention services
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Early Childhood Intervention: Foundations

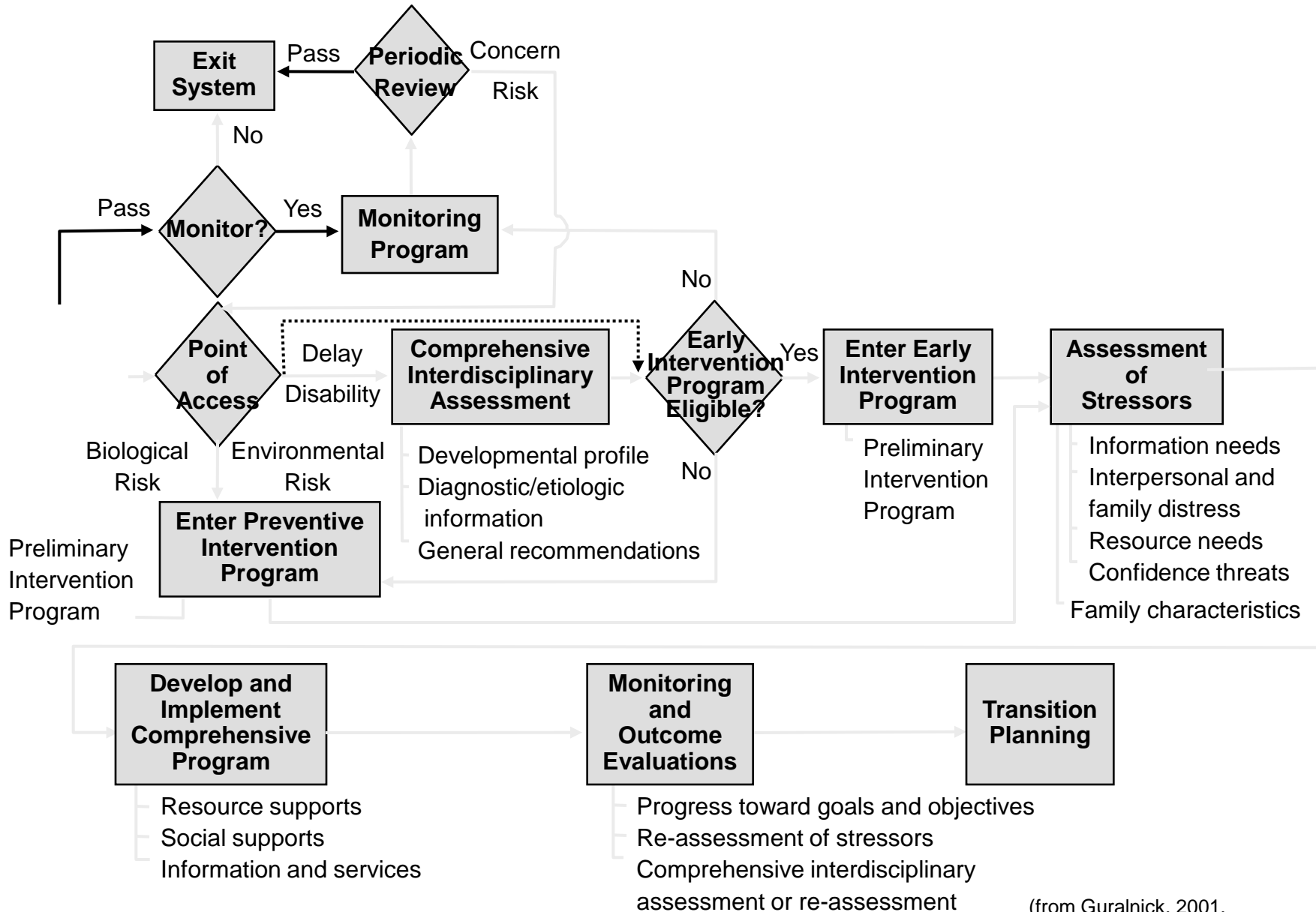


Early Childhood Intervention

Adopting a systems perspective

where to begin.....

Developmental Systems Model



(from Guralnick, 2001, *Infants and Young Children*)

Screening and Referral

Who Screens for What, When, and How?

Recommended Practice?

Reality?

Interdisciplinary Assessment

How is it done with what personnel, what tools and to what end?

Recommended Practice?

Reality?

Assessing Family Status

Who Does What and Why?

Recommended Practice?

Reality?

Designing the IFSP and IEP

Who Does It in What Form?

Recommended Practice?

Reality?

Implementing the Program: Personnel

Who With What Competencies, Discipline, and
Training Background?

Recommended Practice?

Reality?

Implementing the Program: Intervention Practices

What Interventions For What Children and
Families, at What Dosage, Intensity and Fidelity

Recommended Practice?

Reality?

Monitoring and Evaluation

Ongoing, Systematic, Useful and Valid

Recommended Practice?

Reality?

Transition

Vertical, Horizontal and Constant

Recommended Practice?

Reality?

Critical Issue

Special Populations

ASD

Complex Medical Needs

Multiple and Severe Disabilities

Capta Kids

Critical Issue

Evidenced Based Practice

Definition of Evidenced Based Practice

Practices that are informed by research, in which the characteristics and consequences of environmental variables are empirically established and the relationship directly informs what a practitioner can do to produce a desired outcome.

- Evidence is not value-free.
- There are no universal solutions or quick fixes.
- Evidence is often incomplete or equivocal.
- Evidence can be quite complex.

Critical Issue

Early Childhood Outcomes and
Accountability

Child Outcome Indicators

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication [and early literacy for preschool])
- C. Use of appropriate behavior to meet needs

Family Outcome Indicators

Infants and Toddlers

Percent of families participating in Part C who report that early intervention services have helped the family

- know their rights
- effectively communicate their children's needs
- help their children develop and learn

Preschool Children

Percent of parents with a child received special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

Critical Issue

Personnel

General Role of Service Providers

To the extent appropriate, service providers in each area of early intervention services included in paragraph (d) of this section are responsible for:

- Consulting with parents, other service providers, and representatives of appropriate community agencies to ensure the effective provision of services in that area;
- Training parents and others regarding the provision of those services; and
- Participating in the multidisciplinary team's assessment of a child and the child's family, and in the development of integrated goals and outcomes for the individualized family service plan.

DEC Recommended Practices: Interdisciplinary Models

- Teams including family members make decisions and work together.
- Professionals cross disciplinary boundaries.
- Intervention is focused on function, not services.
- Regular caregivers and regular routines provide the most appropriate opportunities for children's learning and receiving most other interventions.

Critical Issue

Early Childhood Collaborative
Models

Examples

- State Early Childhood Cabinets
- NGA
- Federal Inclusion Initiative
- PreK Now
- Developing Child

The Early Learning Challenge Fund

Results-Oriented, Standards Reform of
State Early Learning Programs

Model Systems of Early Learning

- **Drive results-oriented, standards reform across programs.**
- **Fund and implement pathways to improve existing early learning programs.**
- **Ensure that more children enter kindergarten ready.**

Epilogue

Do we know where we are going?

Goal Setting

“Can you tell me please which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where,” said Alice.

“Then it doesn’t matter which way you walk,” said the Cat.

Lewis Carroll
Alice’s Adventures in Wonderland



*“The best way to
predict the future is
to create it.”*

Peter F. Drucker

***Change is not magic
or inspiration.***

***It's completing many
undramatic, small
steps successfully.***

Elements of Change

- Where are we now?
- Where do we want to be?
- What do we need to do to get from here to
there?