

Partnering for Success

Providing Early Intervention Services in Natural Environments: Why Agreed upon *Practices Lead to Quality Outcomes*

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Session Objectives

- Participants will:
 - Increase awareness of the need for agreed upon practices
 - Increase understanding of the principles underlying the practices.
 - Understand the connections between the practices and positive outcomes for children, families and professionals..

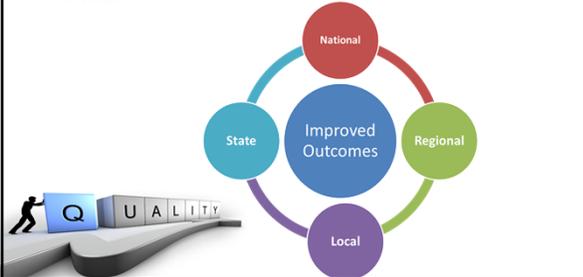
IDEA Law and Regulations

Early focus on implementation- reaching numbers



Why Focus on Outcomes and Results?

- Improving outcomes for all children at multiple levels



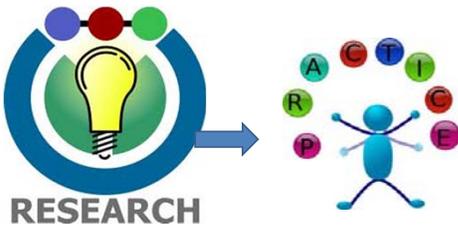
U.S. DOE's Cradle to Career Strategy

- **Goal: Early Learning**
 - Increase access to early learning experiences to improve the health, social-emotional, and cognitive outcomes for all children from birth through 3rd grade, so that all children, particularly those with high needs, are on track for graduating from high school ready for college and careers



Quality Practices in Early Intervention

We have a growing body of research and implementation experience that documents early childhood practices that have been shown to positively impact performance of children and youth with disabilities.



Everything is Personal!

• Individual Reflection

- Take a minute to think about why you do the work you do.
 - What led you to it?
 - What do you get from it?
 - What do you hope to contribute to the people you work with?
 - How do you do it?
 - What is it?It is early intervention.





Key Principles and Practices







Mission for Part C

Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.



Principle 1

Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.



Principle 2

All families, with the necessary supports and resources, can enhance their children's learning and development.



Principle 3

The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.



Principle 4

The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.



Principle 5

IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.



Principle 6

The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.



Principle 7

Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.



**QUALITY PRACTICES LEAD TO
QUALITY OUTCOMES**

Early Childhood Outcomes–
Indicator C-3

Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication); and
- C. Use of appropriate behaviors to meet their needs.

Family Outcomes– Indicator C-4

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

- A. Know their rights;
- B. Effectively communicate their children’s needs; and
- C. Help their children develop and learn.

Small Group : Table Talk

Incorporating the Principles into your work/program





Principle 3

The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.

Examples*

- Children's functional learning does not happen in individualized session with a provider directing the activity.
- Children with disabilities may require adaptations to fully engage in daily learning and opportunities.
- Families naturally offer children many opportunities to learn and practice skills.
- Family confidence and competence increase when a family has information to support their child's everyday learning.
- Community agencies should support, not supplant families' natural life activities.
- Community providers should build relationships with families based on open and honest communication.

*from The Early Intervention Workbook: Essential Practices for Quality Services. Lynda Fletcher & Naomi Younggren (2013). Paul H. Brookes Publishing Co, Inc.



Discussion Questions

1. How would you communicate with the family about the purpose and process of EI? (as distinct from a traditional/medical model of therapy)
2. How would you reflect the focus of this key principle throughout the IFSP and ongoing intervention for child outcomes?
3. How would this principle support the Family Outcome #3 that says "early intervention has helped my family help my child develop and learn"?

Quality Begins and Ends with Why



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