

Table Talk

Key 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.

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"?

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

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