If you treat an individual as he is he will stay as he is, but if you treat him as he ought to be, and could be, he will become what he ought to be and could be.

~ Goethe

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Life in the 21st Century

- Change is the Constant

- Technology

- Instant Gratification

- Viral Communication

- Personalized Learning

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Science of Learning

The brain is adaptable and can be influenced by positive experiences;

The brain is vulnerable and can be harmed by negative experiences

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What We Know Now
Should Effect
What We Do
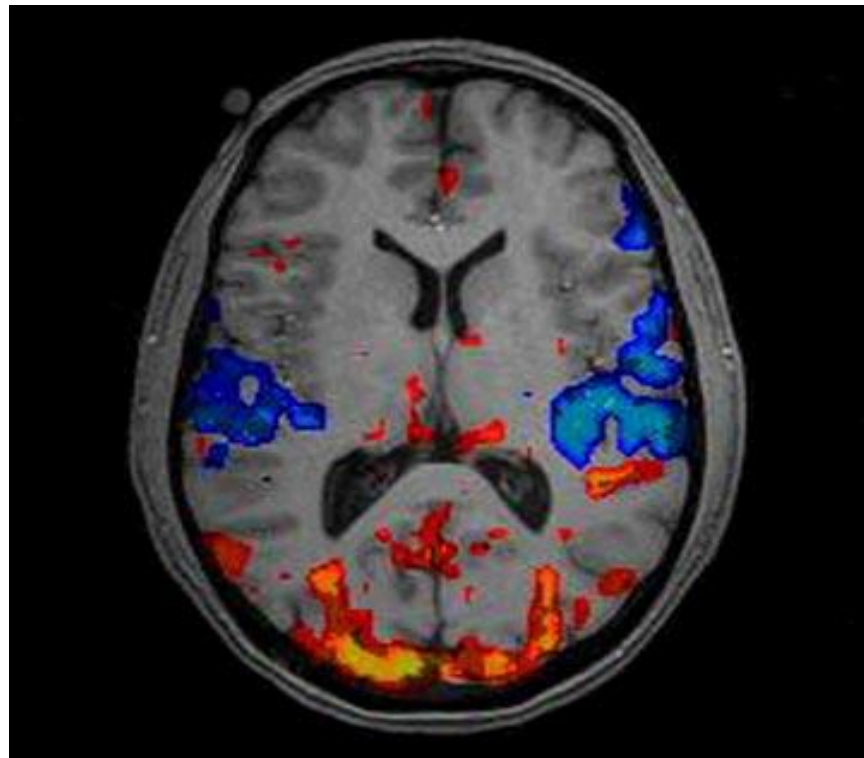
Needs of Infants and Young Children

Enough to Eat

Consistent and Responsive Family/Caregivers

A Safe and Consistent Place to Live

Medical Home(including Mental Health supports for

Social and Emotional Development)

Learning Opportunities (both formal and informal)

Peers to Play and Learn With

History of Early Childhood Intervention

- Early Roots

- Legislation

- Programatic Components

Roots

- Early Childhood

- Maternal and Child Health

- Intellectual Disability

Education Legislation for Those with Disabilities

- 1966-**Elementary and Secondary Education Act**: Bureau of Education for the Handicapped (P.L. 89-750)

- 1968- **Handicapped Children's Early Education Assistance Act** (P.L. 90-538)

- 1972-**Amendments to the Economic Opportunity Act** to extend Head Start services to children with disabilities (P.L. 92-424)

Legislation

- 1975-**Education for All Handicapped Children's Act** (94-142)

- 1986**- Amendments to EHA** (P.L. 99-457)

- 1990-**The Americans with Disabilities Act** (P.L.101-336)

- 1990-**Amendments to EHA changed to Individuals with Education Assistance Act** (P.L.101-476)

- 2004-**Amendments to IDEA** (P.L.108-446)

- 2015-Every Student Succeeds Act (P.L. 114-95)

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EHA Principles

- Zero Reject

- LRE

- Nondiscriminatory Testing

- IEPs

- Due Process for Families

1986 EHA AMENDMENTS

required states to provide a free and appropriate public education to preschoolers (Section 619 of Part B) and provided incentives for serving infants and toddlers and their families (Part H).

IDEA-PART C; Sec. 631 FINDINGS AND POLICY

Findings.--Congress finds that there is an urgent and substantial need–

(1) to enhance the development of infants and toddlers with disabilities, to minimize their potential for developmental delay, and to recognize the significant brain development that occurs during a child's first 3 years of life;

(2) to reduce the educational costs to our society, including our Nation's schools, by minimizing the need for special education and related services after infants and toddlers with disabilities reach school age;

(3) to maximize the potential for individuals with disabilities to live independently in society;

(4) to enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities; and

(5) to enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of all children, particularly minority, low-income, inner city, and rural children, and infants and toddlers in foster care.

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IDEA for Infants, Toddlers and Young Children and Their Families

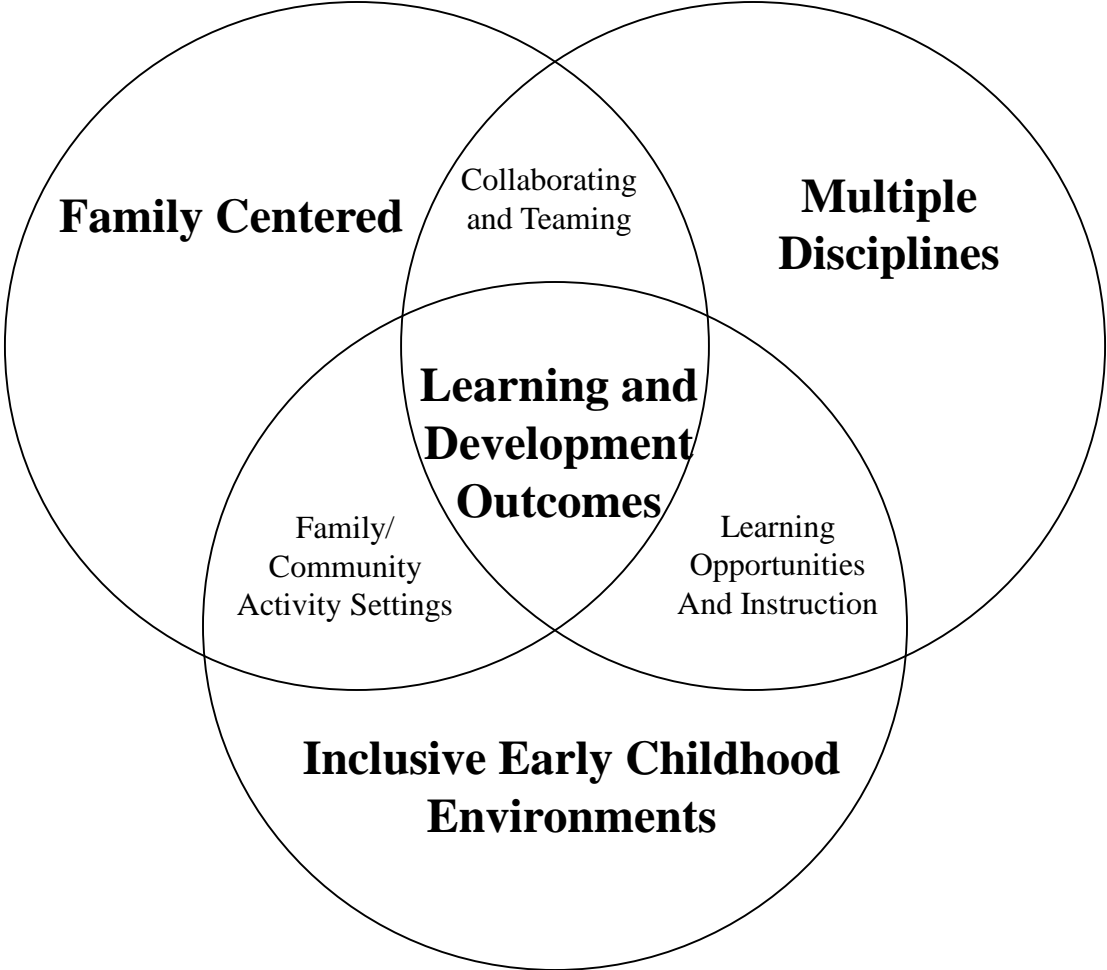| Part C-Infants and Toddlers	Part B(619)-Preschoolers
Choice of Lead Agency	Education Lead Agency
IFSP	IEP
Natural Environments	Least Restrictive Environment
Service Driven	School Driven
Personnel	Personnel

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Programatic Components

- Families

- Team of Professionals

- Learning Environments

ECI Practice

Family Centered

Multiple Disciplines

Collaborating and Teaming

Learning and Development Outcomes

Family/ Community Activity Settings

Learning Opportunities And Instruction

Inclusive Early Childhood Environments

Family-Centered Philosophy

Care that recognizes and respects the pivotal role of the family in the lives of children. It supports families in their natural caregiving roles, promotes normal patterns of living, and ensures family collaboration and choice in the provision of services to the child.

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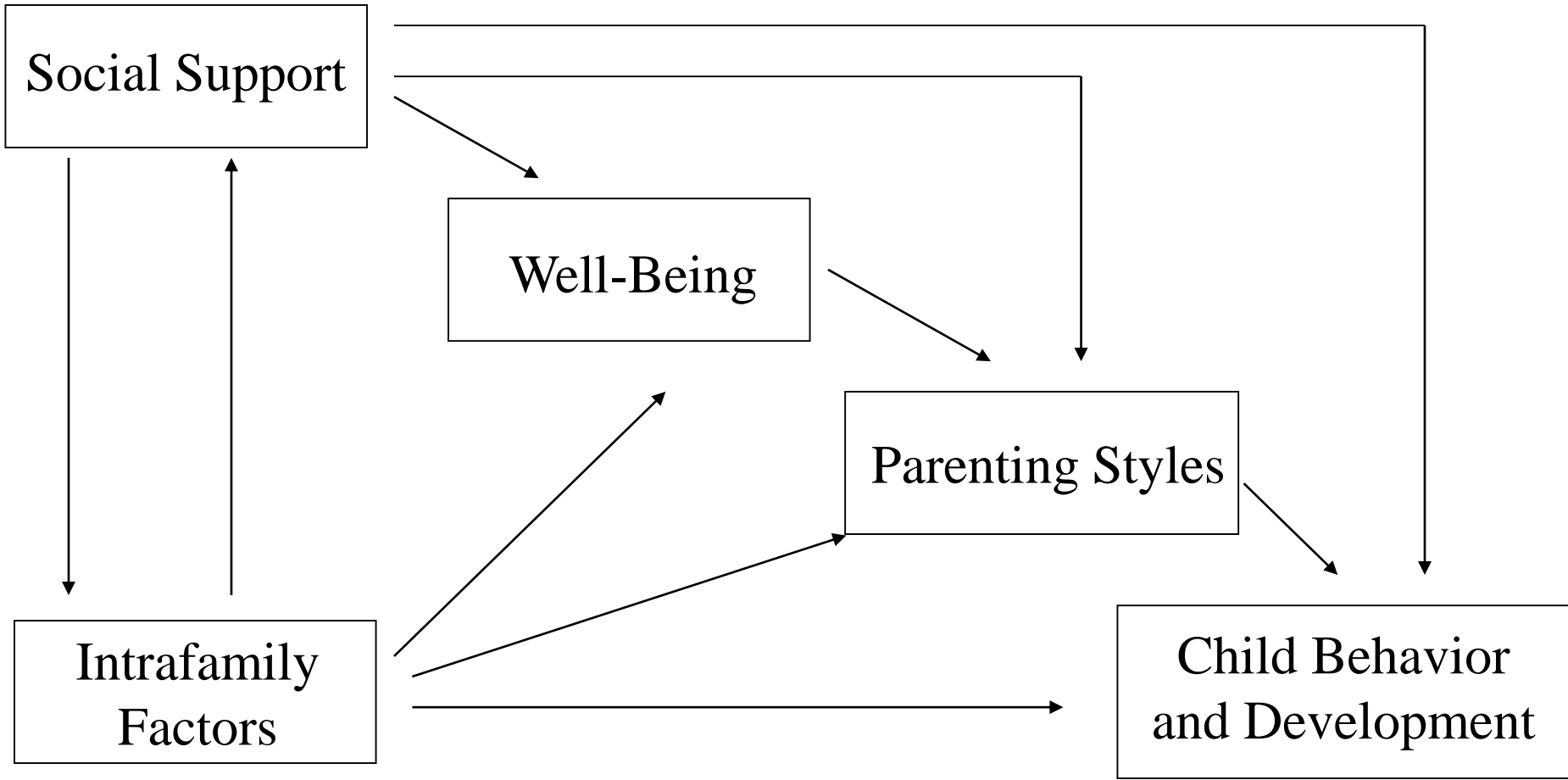
Family Characteristics

Personal characteristics of parents. Characteristics not related to child's disability or biological risk status (e.g., social support, marital relationship, financial resources).

↓

Family Patterns

Quality of parent-child transactions. Family orchestrated child experiences. Health and safety provided by family. Attitudes and beliefs of families.

↓

Child Development Outcomes

(Guralnick, 1998)

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Family Centered Helpgiving

Provide families with choices, and opportunities to act on their choices, to increase the self-efficacy benefits of practitioner helpgiving

What Is A Team?

A group of people who are working together and share a common philosophy and common goal.

Disciplines who provide early childhood intervention services include …

- Special educators

- Speech-language pathologists and audiologists

- Occupational therapists

- Physical therapists

- Psychologists

- Social workers

- Nurses

- Registered dietitians

- Family therapists

- Vision specialists, including ophthalmologists and optometrists

- Orientation and mobility specialists

- Pediatricians and other physicians

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"We're not sure what you have, but whatever it is, we have it outnumbered."

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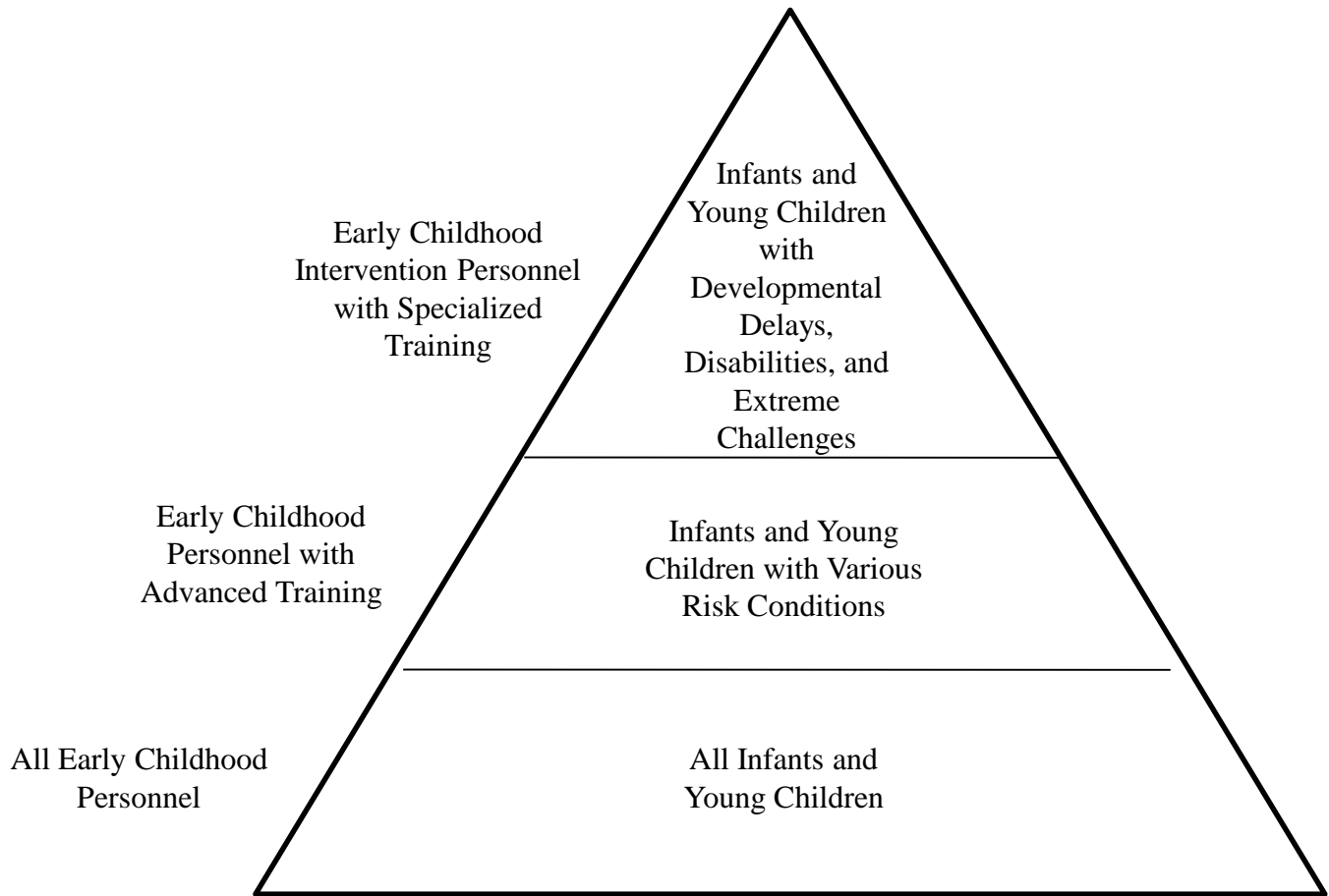# DEC Recommended Practices: Interdisciplinary Models

- 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.

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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.

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Continuum of EC Personnel Competence

Early Childhood Intervention Personnel with Specialized Training

Infants and Young Children with Developmental Delays, Disabilities, and Extreme Challenges

Early Childhood Personnel with Advanced Training

Infants and Young Children with Various Risk Conditions

All Early Childhood Personnel

All Infants and Young Children

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Learning Environments Are:

The places where children experience everyday, typically occurring learning opportunities that promote and enhance behavioral and developmental competencies.

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Ecological Model for Viewing Sources of Learning Experiences and Opportunities
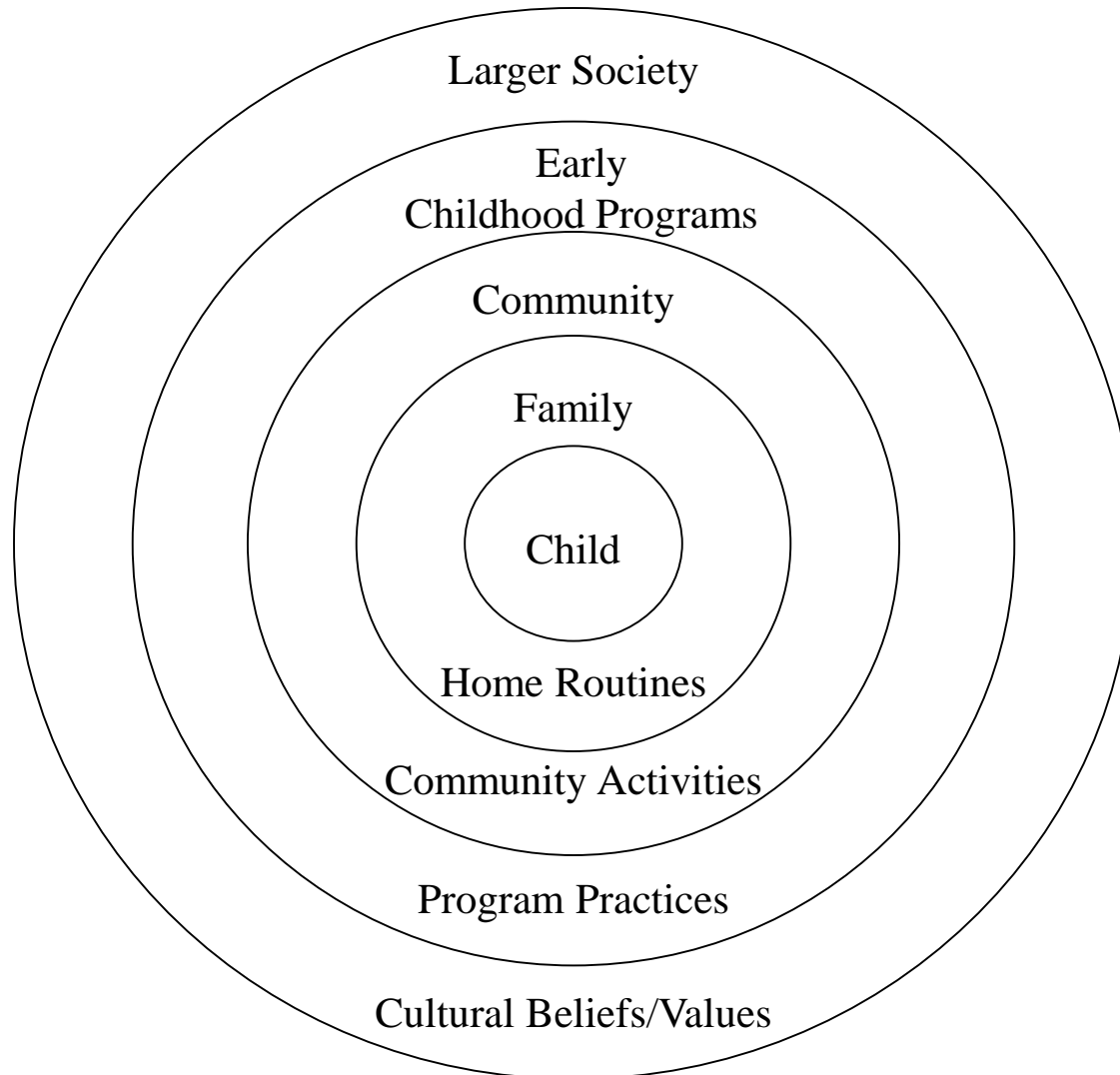
Activity Setting

Everyday family and community experiences, events, and situations providing children learning opportunities that have development-enhancing (or development-impeding) qualities and consequences.

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Definition of Inclusion

a relationship between two classes that exists when all members of the first are also members of the second

(**e.g.: Children with ASD are also children; Students with ASD are also students**)

Instructional Inclusion:

Belonging in learning environments in which all children are learning and achieving behavioral and academic outcomes

(E.G. Schools for All; Universal Design; MTSS)

Rationale (Bricker, 1978)

- Social Ethical:
  - Attitudes and Societal Values
  - Separate is Not Equal : Human and Civil Rights
  - Efficient and Effective Use of Resources

- Legal and Legislative:
  - Judicial Rulings
  - Legislation (IDEA)

- Psychological and Educational
  - Developmental Plasticity and Fluidity of Learning
  - Peers as Interventionists
  - Benefits of and to Peers

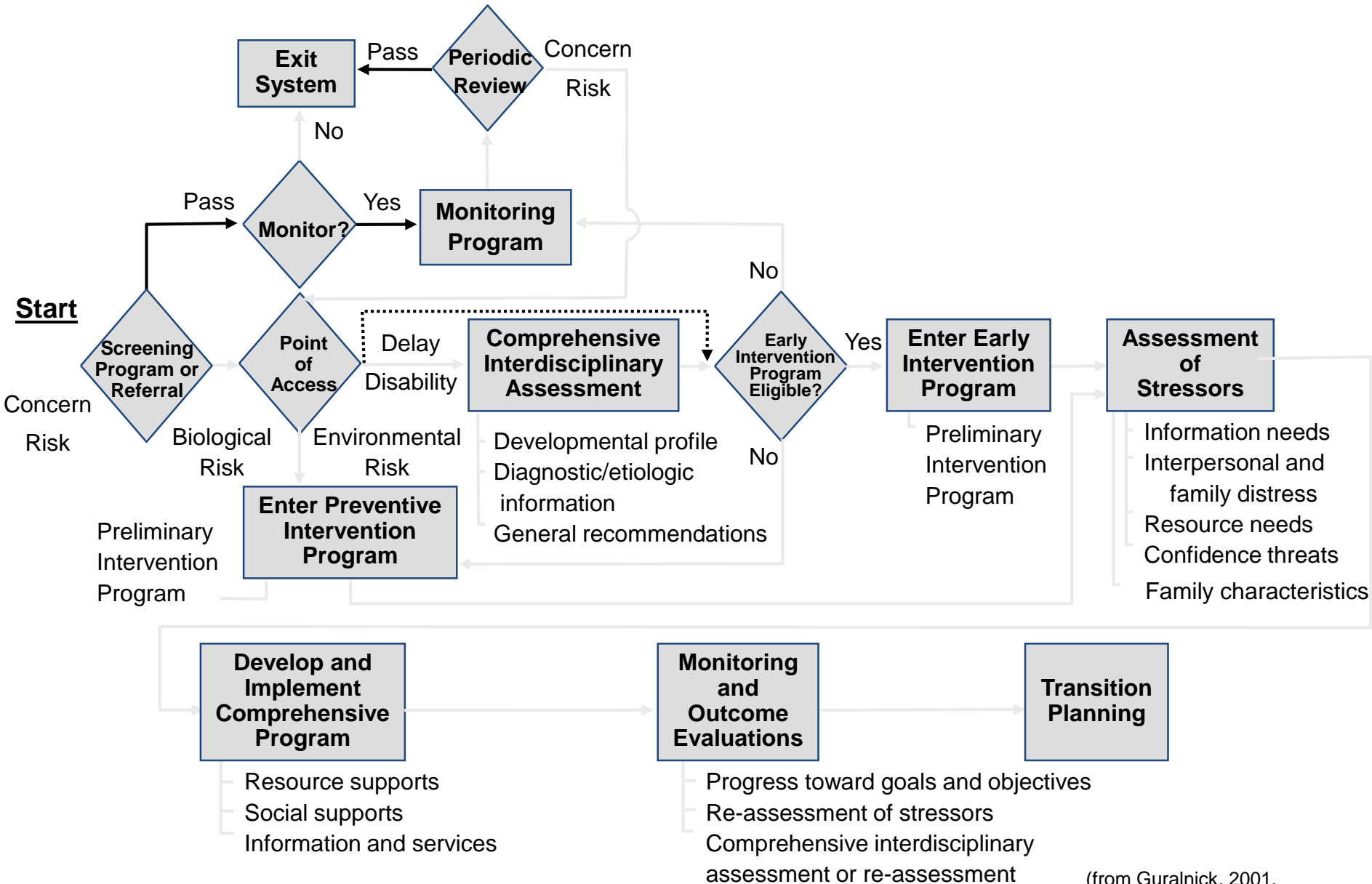# Rational Continued (Sailor, 2009)

- Access

- Participation

- Benefits and Learning for All

Activity Setting Analysis Worksheet

Activity Setting	Location	Person Responsible	as is	w/adapted materials	w/adapted curr/goals	w/personal assistance	Specific Adaptations
			YES NO	YES NO	YES NO	YES NO	

Developmental Systems Model

Start

Exit System

Pass — Periodic Review — Concern

Risk

No

Pass — Monitor? — Yes — Monitoring Program

Screening Program or Referral

Concern

Risk

Biological Risk

Point of Access

Delay

Disability

Environmental Risk

Comprehensive Interdisciplinary Assessment
- Developmental profile
- Diagnostic/etiologic information
- General recommendations

Early Intervention Program Eligible?

No

Yes — Enter Early Intervention Program

No

Preliminary Intervention Program

Assessment of Stressors
- Information needs
- Interpersonal and family distress
- Resource needs
- Confidence threats
- Family characteristics

Preliminary Intervention Program

Enter Preventive Intervention Program

Develop and Implement Comprehensive Program
- Resource supports
- Social supports
- Information and services

Monitoring and Outcome Evaluations
- Progress toward goals and objectives
- Re-assessment of stressors
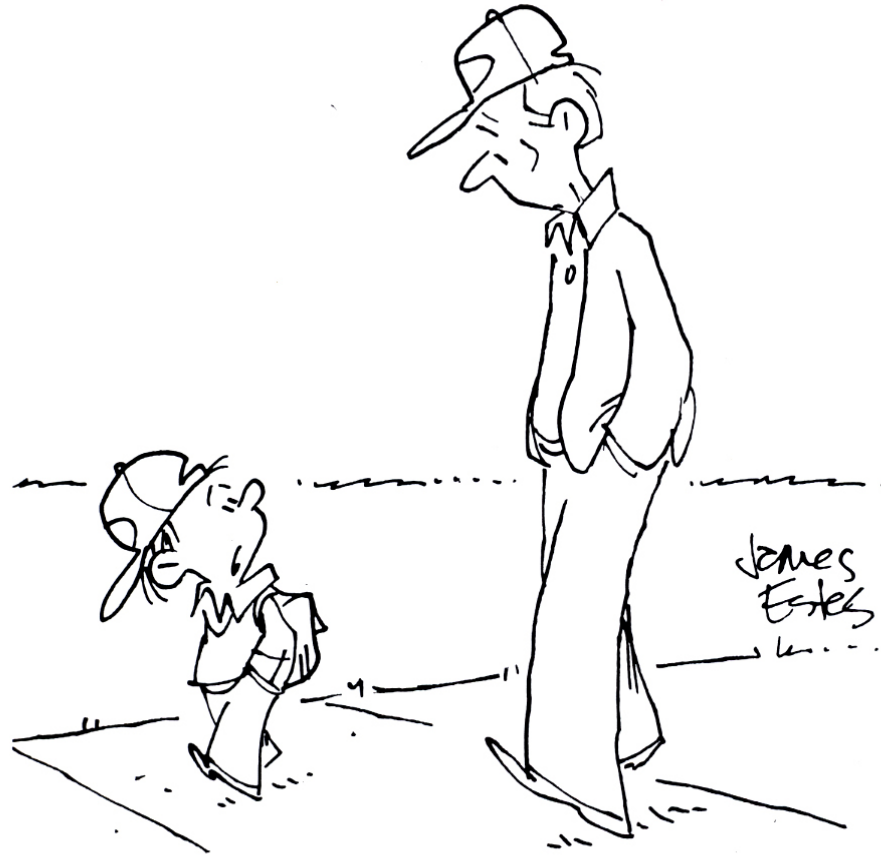- Comprehensive interdisciplinary assessment or re-assessment

Transition Planning

(from Guralnick, 2001, Infants and Young Children)

A paradigm is a set of rules and regulations that:

- define boundaries

- tell us what to do to be successful within those boundaries

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"Gramps, why do you always wear your cap backwards?"

THE CHRONICLE OF HIGHER EDUCATION
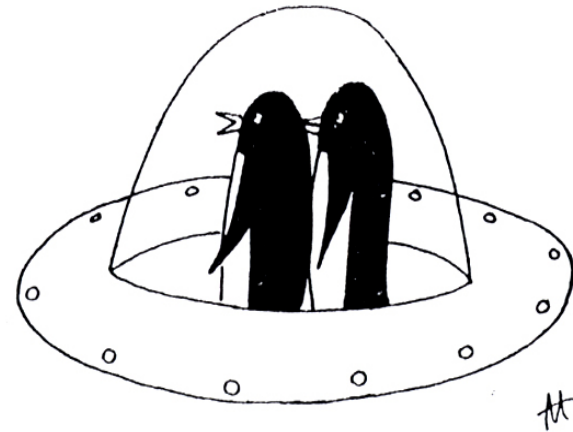
ANDREW ARMSTRONG

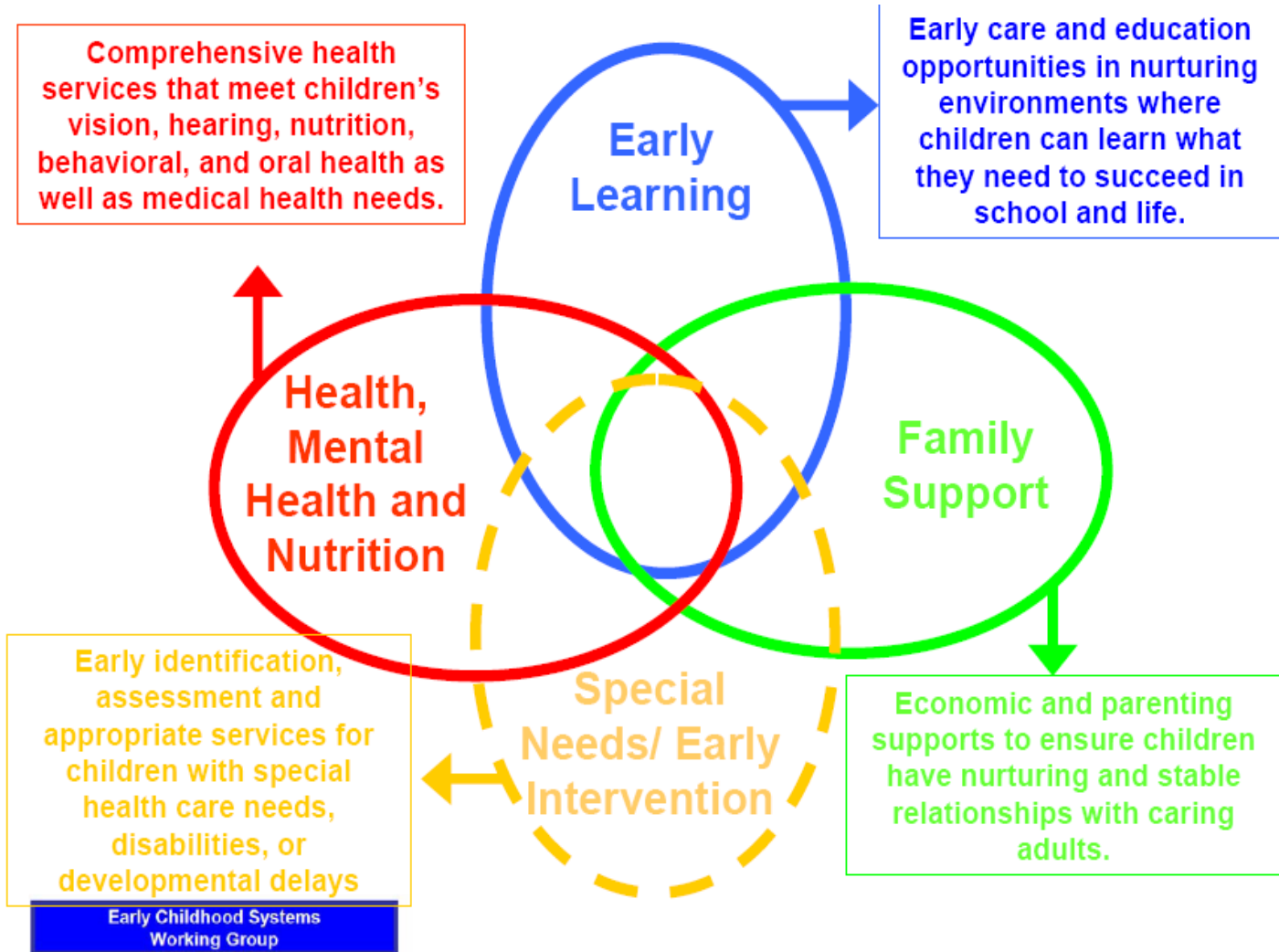*"I see only a little snow at the poles. Obviously, this planet can't support intelligent life."*
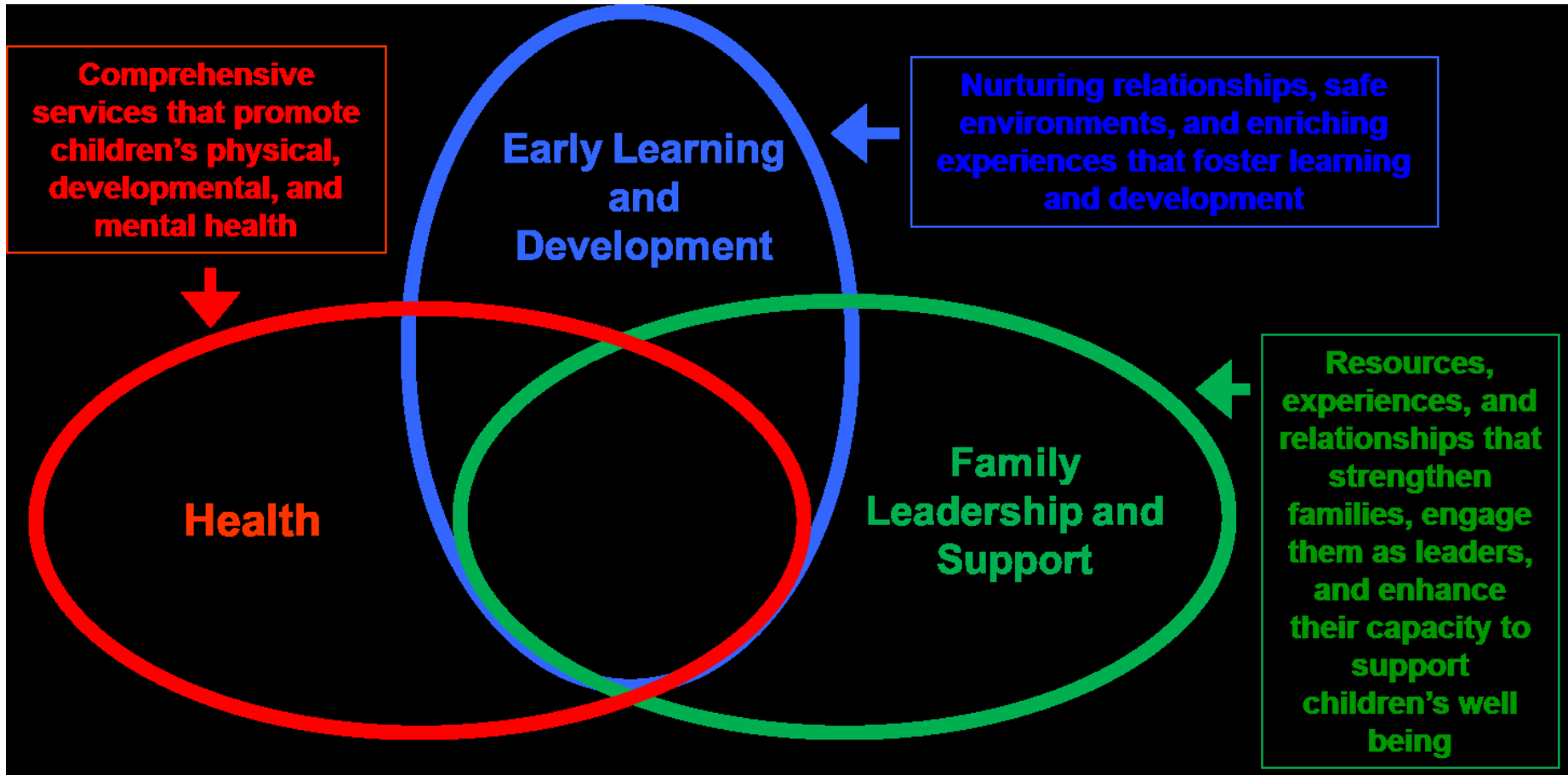
AUGUST 1, 1997

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We see things not as they are

But

As we are

History of Our Systems Efforts: Ovals or Silos

Comprehensive health services that meet children's vision, hearing, nutrition, behavioral, and oral health as well as medical health needs.

Early Learning

Early care and education opportunities in nurturing environments where children can learn what they need to succeed in school and life.

Health, Mental Health and Nutrition

Family Support

Early identification, assessment and appropriate services for children with special health care needs, disabilities, or developmental delays

Special Needs/ Early Intervention

Economic and parenting supports to ensure children have nurturing and stable relationships with caring adults.

Early Childhood Systems Working Group

Updated Oval

"The way we see the problem may <u>be</u> the problem"
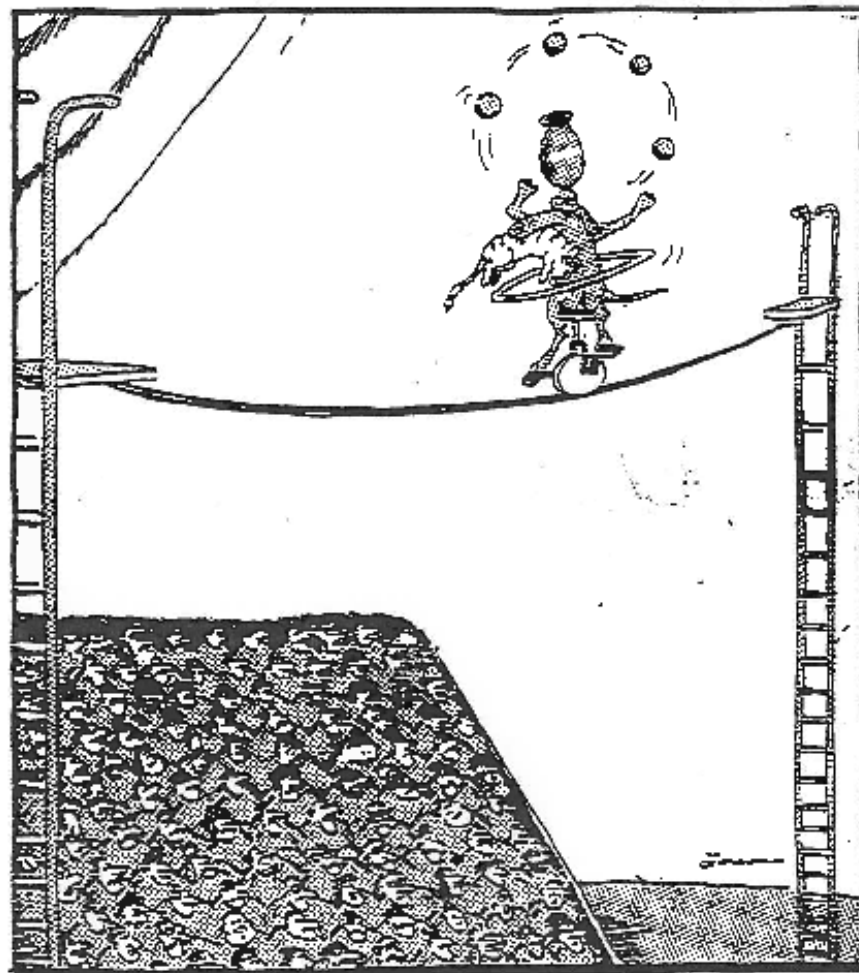
High above the hushed crowd, Rex tried
to remain focused. Still, he couldn't shake one
nagging thought: He was an old dog and
this was a new trick.

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 go 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

Strategic Plan Work Plan

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
GOAL 1.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 2.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 3.					
Objective 1.					
Objective 2.					
Objective 3.					

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?