History and Practice in Early Childhood Intervention

Mary Beth Bruder and Maureen Greer
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ECPCTA.ORG
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
Life in the 21st Century

- Change is the Constant
- Technology
- Instant Gratification
- Viral Communication
- Personalized Learning
Who Do We Serve Under IDEA

About one in six children in the U.S. have one or more developmental disabilities or other developmental delays.
Such As

• Attention-Deficit/Hyperactivity Disorder
• Autism Spectrum Disorders
• Cerebral Palsy
• Down Syndrome
• Fetal Alcohol Spectrum Disorders
AND…….

- Fragile X Syndrome
- Hearing Loss
- Intellectual Disability
- Muscular Dystrophy
- Vision Impairment
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
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
Early Childhood Intervention

• therapeutic (excluding drug or surgical manipulation) or educational intervention...

• of a planned nature

• aimed at eliminating a current or anticipated deficiency in a target population.

(Bricker, Bailey, & Bruder, 1984, p. 374)
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AND......

• Fragile X Syndrome
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• Muscular Dystrophy
• Vision Impairment
• MORE
History of Early Childhood Intervention

- Early Roots
- Legislation
- Programatic Components
Roots

• Early Childhood

• Maternal and Child Health

• Disability/Special Education
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)
And More....

- 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)
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.
### IDEA for Infants, Toddlers and Young Children and Their Families

<table>
<thead>
<tr>
<th>Part C-Infants and Toddlers</th>
<th>Part B(619)-Preschoolers</th>
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<tbody>
<tr>
<td>Choice of Lead Agency</td>
<td>Education Lead Agency</td>
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<tr>
<td>IFSP</td>
<td>IEP</td>
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<tr>
<td>Natural Environments</td>
<td>Least Restrictive Environment</td>
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<tr>
<td>Service Driven</td>
<td>School Driven</td>
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<tr>
<td>Personnel</td>
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</table>
Programmatic Components

• Families

• Team of Professionals

• Learning Environments

• Practices Informed by Evidence
ECI Practice

Family Centered

Multiple Disciplines

Inclusive Early Childhood Environments

Learning and Development Outcomes

Family/Community Activity Settings

Learning Opportunities And Instruction

Collaborating and Teaming
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.
Social Support

Intrafamily Factors

Well-Being

Parenting Styles

Child Behavior and Development
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)
Family Centered Helpgiving

Provide families with choices, and opportunities to act on their choices, to increase the self-efficacy benefits of practitioner helpgiving
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
"We're not sure what you have, but whatever it is, we have it outnumbered."
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.
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.
Continuum of EC Personnel Competence

- All Early Childhood Personnel
- Early Childhood Personnel with Advanced Training
- Early Childhood Intervention Personnel with Specialized Training
- Infants and Young Children with Various Risk Conditions
- Infants and Young Children with Developmental Delays, Disabilities, and Extreme Challenges
- All Infants and Young Children
Learning Environments Are:

The places where children experience everyday, typically occurring learning opportunities that promote and enhance behavioral and developmental competencies.
Ecological Model for Viewing Sources of Learning Experiences and Opportunities

- Larger Society
- Early Childhood Programs
- Community
- Family
- Child
- Home Routines
- Community Activities
- Program Practices
- Cultural Beliefs/Values
Activity Setting

Everyday family and community experiences, events, and situations providing children learning opportunities that have development-enhancing (or development-impeding) qualities and consequences.
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
  (Collect Data!!)
# Activity Setting Analysis Worksheet

<table>
<thead>
<tr>
<th>Activity Setting</th>
<th>Location</th>
<th>Person Responsible</th>
<th>as is</th>
<th>w/adapted materials</th>
<th>w/adapted curr/goals</th>
<th>w/personal assistance</th>
<th>Specific Adaptations</th>
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Practices Informed by Evidence

Collect and Use Data to:

1. Document Fidelity to Intervention Practice
2. Document Intervention Consistency Across Users and Children
3. Document child progress, or not
4. Refine Practice
Current Systems Thinking
Developmental Systems Model

Start

Screening Program or Referral

Concern Risk

Biological Risk

Enter Preventive Intervention Program

Point of Access

Delay Disability

Comprehensive Interdisciplinary Assessment

Diagnostic/etiologic information
General recommendations

Concern Risk

Early Intervention Program Eligible?

Yes

Enter Early Intervention Program

Preliminary Intervention Program

No

Assessment of Stressors

Information needs
Interpersonal and family distress
Resource needs
Confidence threats
Family characteristics

Exit System

Periodic Review

Pass

Concern Risk

Yes

Monitoring Program

No

Pass

Monitor?

Yes

Resource supports
Social supports
Information and services

Transition Planning

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

Re-assessment of stressors

Comprehensive interdisciplinary assessment or re-assessment

(from Guralnick, 2001, Infants and Young Children)
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 care and education opportunities in nurturing environments where children can learn what they need to succeed in school and life.

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

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

Health, Mental Health and Nutrition

Family Support

Early Learning

Special Needs/ Early Intervention

Early Childhood Systems Working Group
A paradigm is a set of rules and regulations that:

- define boundaries
- tell us what to do to be successful within those boundaries
"Gramps, why do you always wear your cap backwards?"
"I see only a little snow at the poles. Obviously, this planet can't support intelligent life."

AUGUST 1, 1997
We see things not as they are
But
As we are
Updated Oval

Comprehensive services that promote children’s physical, developmental, and mental health

Early Learning and Development

Nurturing relationships, safe environments, and enriching experiences that foster learning and development

Health

Family Leadership and Support

Resources, experiences, and relationships that strengthen families, engage them as leaders, and enhance their capacity to support children’s well being
“The way we see the problem may be 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

<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Strategy</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Completion</th>
<th>Evaluation</th>
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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?