

Early Childhood Intervention

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Definition of Expert

One who knows a lot about a subject

OR


One who has a powerpoint

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




Early Childhood Intervention: Defined




Early childhood intervention refers to 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).





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



- Attention-Deficit/
Hyperactivity Disorder
- Autism Spectrum Disorders
- Cerebral Palsy
- Fetal Alcohol Spectrum
Disorders
- Fragile X Syndrome

- Hearing Loss
- Intellectual Disability
- Kernicterus
- Muscular Dystrophy
- Tourette Syndrome
- Vision Impairment



Historical Roots

Special Education

And

Early Childhood

And

Maternal and Child Health

And.....



1800s

- **Jean-Marc Itard**

Intervention with Victor through systematic instruction

- **Edouard Sequin**

Extension of Itards' work focusing on motor

1900s

- **Maria Montessori**

Prepared environment, and using stimulating/meaningful learning activities and materials to match sensitive periods

Mid 1900s

- **Jean Piaget**

Cognitive theory and genetic epistemology
Insights regarding children's learning
processes/products

- **Harold Skeels**

IQ gains resulting from early stimulation
Attention to the importance of nurture in the
nature-nurture debate

- **Rene Spitz**

IQ and other benefits of early stimulation
Effects of lack of stimulation on physical and mental
development

Mid 1900s Continued

- **William Goldfarb**

 - IQ and other developmental benefits of early stimulation

 - Effects of lack of stimulation on social and adaptive development

- **Samuel Kirk**

 - Preschool versus no early intervention

 - Effects of preschool experience on IQ

- **J. McVicker Hunt**

 - Book: Intelligence and Experience

 - Importance of early years and optimizing early interactions as critical

Later 1900s

- **Benjamin Bloom**

Stability and Change in Human Characteristics
Initial learning easier than trying to replace
inappropriate behaviors

- **Arnold Sameroff**

Transactional Model of Development
Bidirectional influences of biological makeup and
environmental experiences

1990-now

- **Urie Bronfenbrenner**

Ecological model: focus intervention on the interaction of the environment (including caregivers) as well as the child

- **Arnold Sameroff**

Complex lifespan interaction of biology and the environment



Historical Roots:

Legislation for Those with Disabilities

MR and Developmental Disabilities

- **Mental Retardation Facilities and Construction Act of 1963 (P.L. 88-164):**

to plan activities and construct facilities to provide services to persons with 'mental retardation'

- **Disabilities Services and Facilities Construction Amendments of 1970 (P.L. 91-517):**

First Congressional effort to help people with developmental disabilities

Definition of developmental disabilities included individuals with 'mental retardation', cerebral palsy, epilepsy and other conditions related to 'mental retardation', prior to age 18, and a severe disability

Amendments and Expansions

- **1975 Amendments (P.L. 94-103):**

“Rights of the Developmentally Disabled” in law

- **1978 Amendments (P.L. 95-602):**

Functional definition of developmental disabilities as having a life-long impact in 3 or more major areas

- Self-care
- Communication
- Learning
- Mobility
- Self-choice
- Independent living
- Economic self-sufficiency

DD Act

- **Developmental Disabilities Act of 1984 (P.L. 98-527):**
Added new emphasis – persons with developmental disabilities receive services to achieve their best through living and working in the community
- **1987 Amendments (P.L. 100-146):**
Yearly Report to Congress on the Developmental Disabilities program - amount and quality of services being provided and whether consumer is satisfied
UAFs became University Affiliated Programs (UAPs)

Amendments and Expansions

- **1990 Amendments (P.L. 101-496):**

Added purpose to say that persons with severe disabilities can live and work and contribute to society
Amended functional definition to include infants and young children

- **1994 Developmental Disabilities Act (P.L. 103-230)**

Respect for the individual, services should be what the individual wants and consider a person's culture when planning and providing services (unserved and underserved)

Persons with developmental disabilities and their families should make the decisions for that person

Developmental Disabilities Assistance and Bill of Rights Act of 2000 (P.L. 106-402)

- to assure that individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that **promote self-determination, independence, productivity, integration and inclusion in all facets of community life**, through culturally competent programs [Section 101(b);
- **quality assurance, education and early intervention, child care, health**, employment, housing, transportation, recreation and other services available or offered to individuals in a community, including formal and informal community supports, that affect their quality of life) [Section 153(a)(1)].

Education Legislation for Those with Disabilities

- **1966-Elementary and Secondary Education Act (P.L. 89-750):**

Amendments to ESEA created the Bureau of Education for the Handicapped and consolidated all education programs in disability
- **1968- Handicapped Children's Early Education Assistance Act (P.L. 90-538):**

Created Model Demonstration Programs for children b-8 and a TA Network
- **1972-Amendments to the Economic Opportunity Act to extend Head Start services to children with disabilities (P.L. 92-424)**

EHA

- **1975- The Education for All Handicapped Children Act (P.L. 94-142):**

Established special education and related services for eligible children ages 6-18 with guarantees of rights including Zero Reject; LRE; Nondiscriminatory Testing; IEPs; Due Process for Families.

Preschool Incentive State Grants that could include 3- through 5-year-olds

EHA AMENDMENTS

- **1986-amendments (P.L. 99-457):**

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

- **1990- amendments (P.L. 101-476)**

renamed the Education for all Handicapped Children Act as the individuals with Disabilities Education Act (IDEA).

EHA AMENDMENTS

- **1997- reauthorized IDEA (P.L. 105-17):**

restructured it into four parts: Part H was redesignated to Part C and all services for preschooler were included in Part B.
- **2004- reauthorized IDEA (P.L. 108-446):**

authorized Local Education Agencies to use up to 15 percent of IDEA funds for supportive services to help students who have not yet been identified with disabilities but who require additional academic and behavioral supports to succeed in general education settings.

ADA

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

Gave all individuals with disabilities (including infants and preschoolers) the right to equal access and reasonable accommodations in public and private services (E.G. child care).



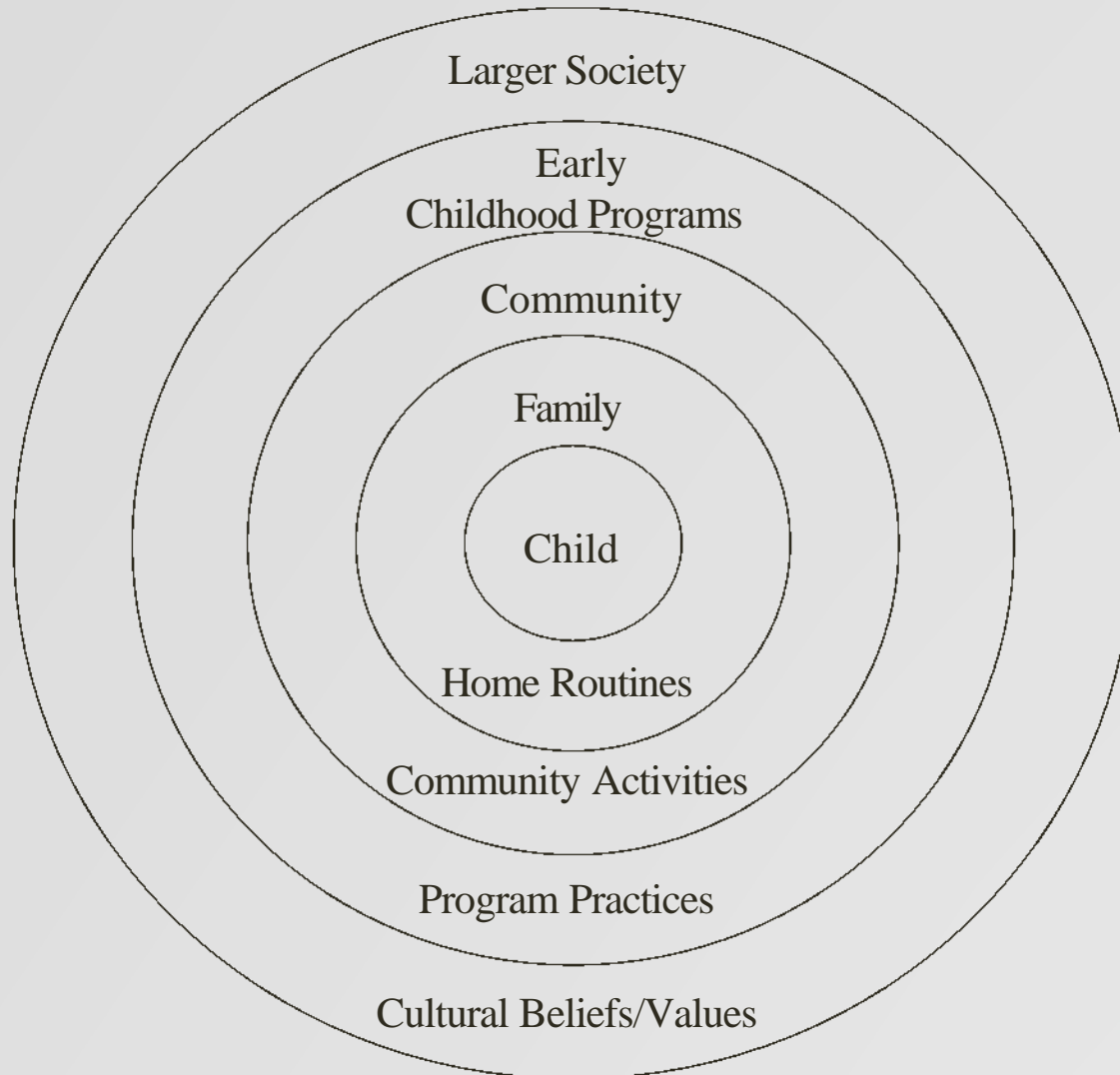
Current Thinking:

Theoretical Framework

Understanding Risk and Influence on Developmental Outcomes

- Established Risk
- Biological Risk
- Environmental Risk

Ecological Model for Viewing Sources of Learning Experiences and Opportunities



Neurons to Neighborhoods

- Influence of brain research on understanding resilience and recovery in the context of environmental influences.

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

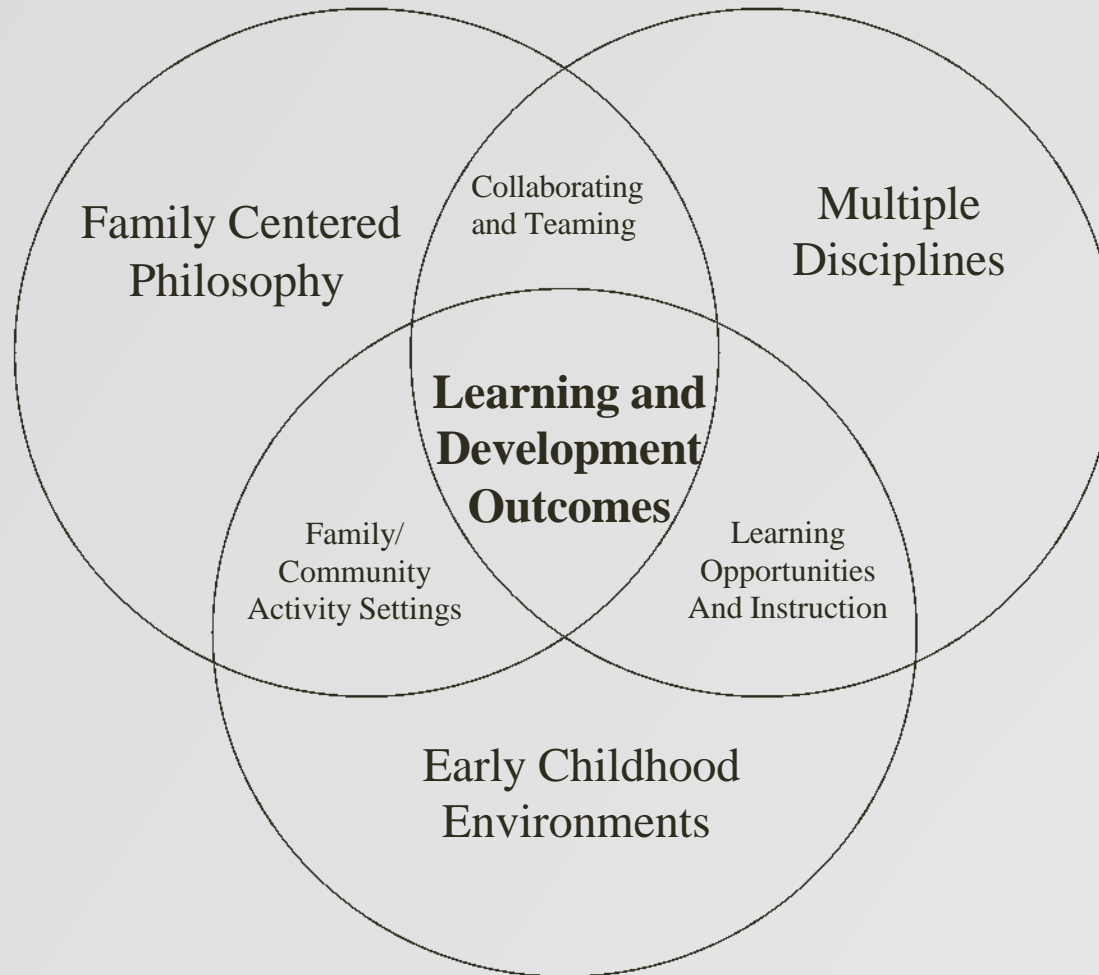
Needs of At Risk Infants and Young Children

- Enough to Eat
- Consistent Family/Caregivers
- A Safe and Consistent Place to Live
- Medical Home
- Mental Health/Behavioral Strategies for Self
Regulation
- Learning Opportunities



Current Thinking: Practice

ECI Practices

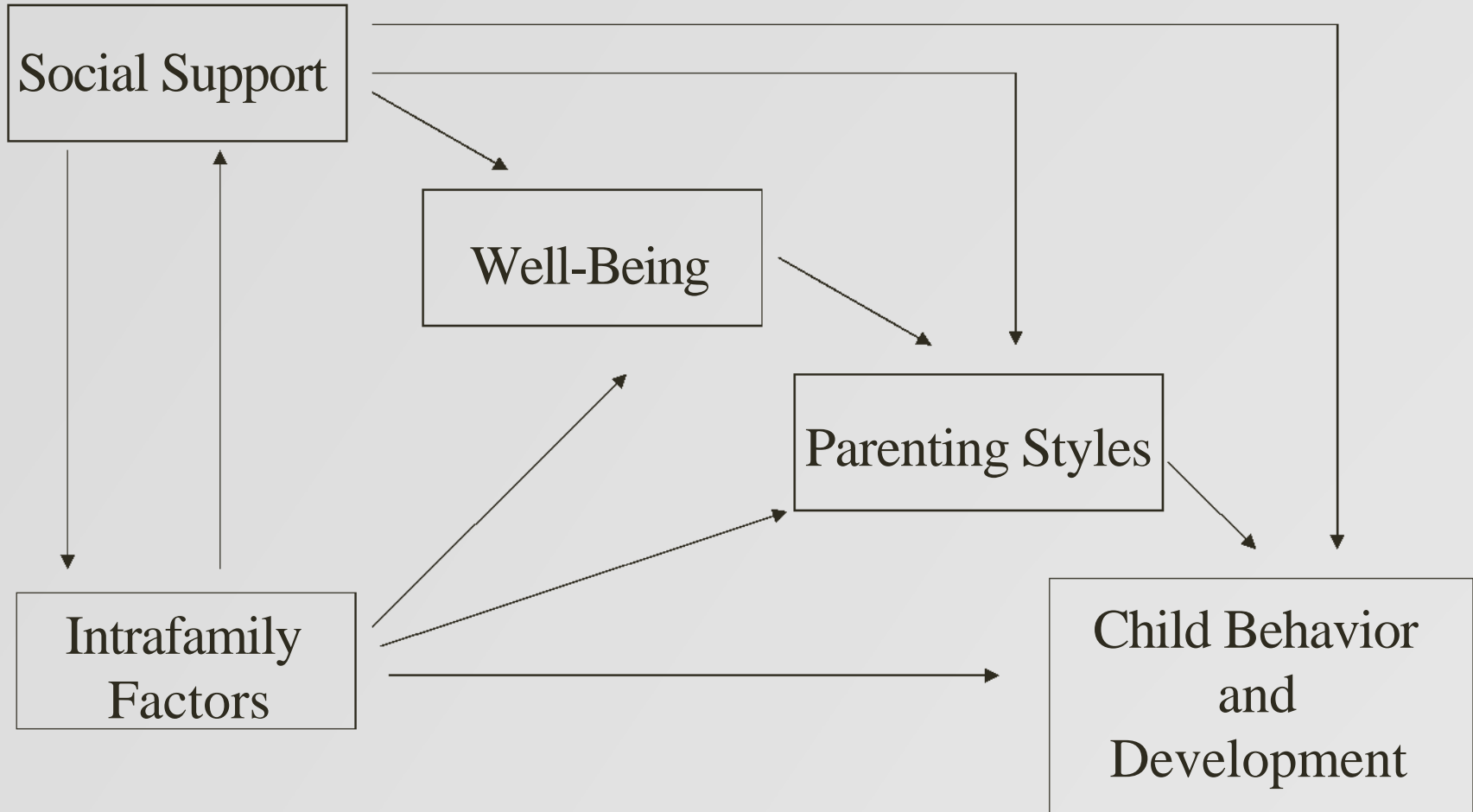


Family-Centered Philosophy

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.

What the best and wisest parent wants for his own child, that must be what the community wants for all its children

John Dewey



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

Family Centered Helpgiving

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

Family

We all come from families. Families are big, small, extended, nuclear, multi-generational, with one parent, two parents, and grandparents. We live under one roof or many. A family can be as temporary as a few weeks, as permanent as forever. We become part of a family by birth, adoption, marriage, or from a desire for mutual support. As family members, we nurture, protect, and influence one another. Families are dynamic and are cultures unto themselves, with different values and unique ways of realizing dreams. Together, our families become the source of our rich cultural heritage and spiritual diversity. Each family has strengths and qualities that flow from individual members and from the family as a unit. Our families create neighborhoods, communities, states, and nations.

Collaboration

1. to work together, especially in some literary, artistic, or scientific understanding;
2. to cooperate with an enemy invader.

Collaboration Between People:

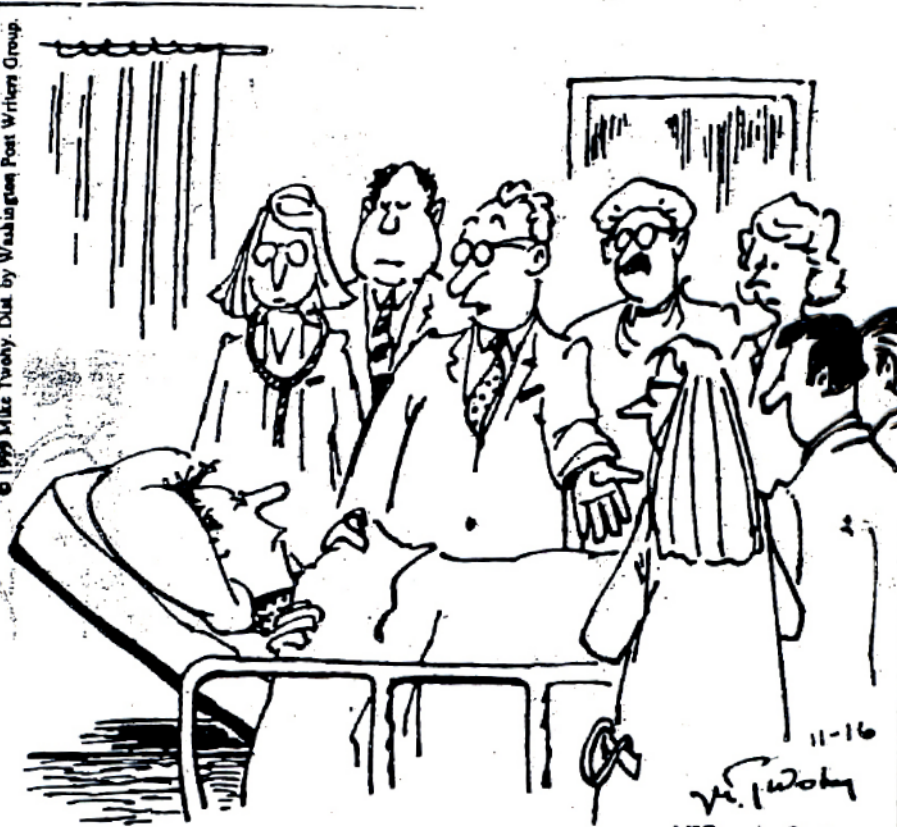
The process whereby two people
create something each thinks is his
own.

Frank A. Clark

Personnel Disciplines who provide early 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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Mike Twohy

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

General Role of Service Providers (Part C)

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.

Natural Environments

- To the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate
- Natural environments are settings that are natural or normal for the child's age peers who have no disability



*"So, how come I get "adapted leisure skill /gross and fine motor skill therapy"
and you get to just "play"?"*

Activity Setting

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

Family (Home) and Community Natural Learning Environments and children's Learning Opportunities

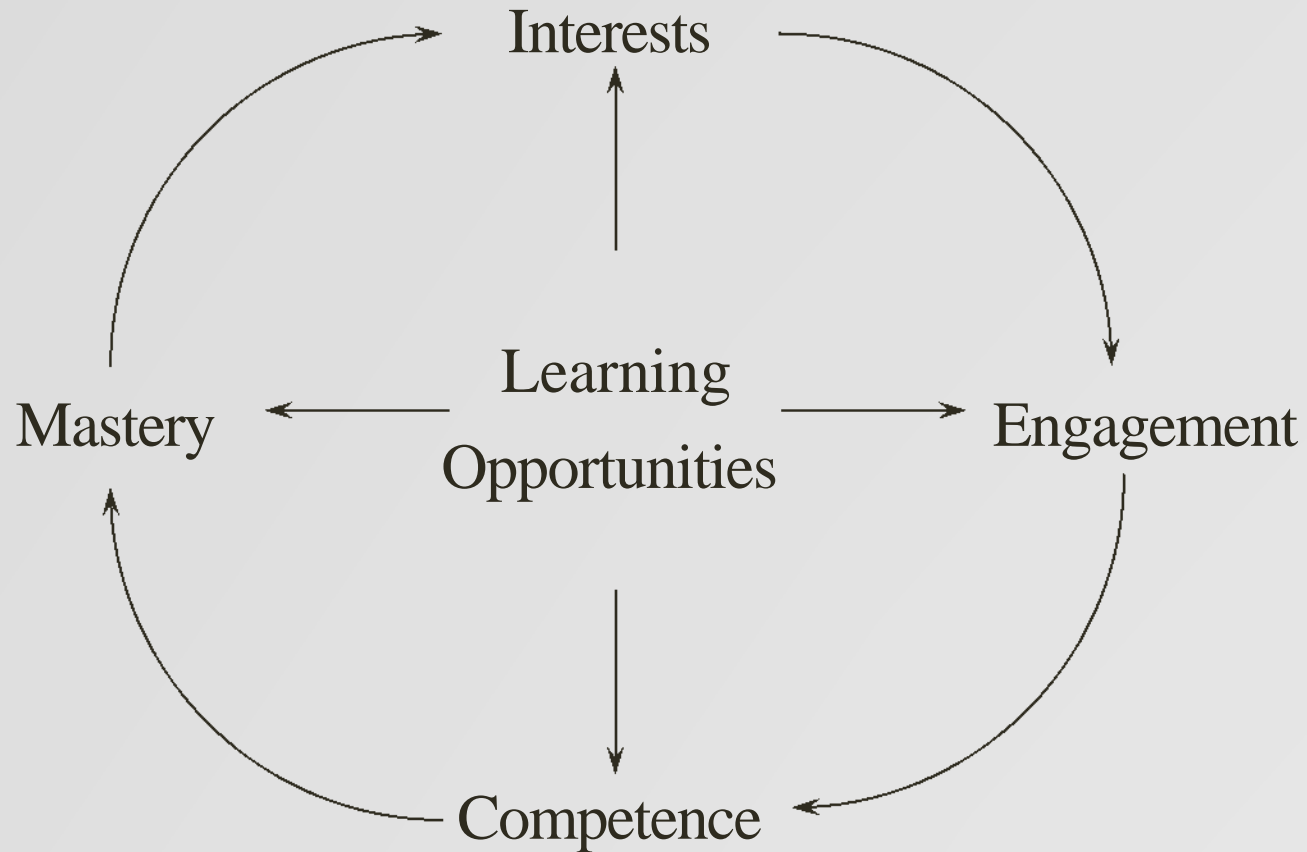
Family Settings (Examples) community Settings (Examples)

- Family Routines (Cooking, food, running errands, shopping, animal care, car or bus rides, weekend chores)
- Parenting Routines (Child's bedtime, family outings, shopping, eating out and bath time, visiting friends)
- Child Routines (brushing teeth, dressing, play activities, outdoor playgrounds, eating, indoor playlands)
- Literacy Activities (Looking at books, community activities, libraries, fairs, listening to stories, reading, festivals)
- Play Activities (Drawing, lap games, physical activities, horseback riding, playing with toys, swimming, sledding)
- Physical Play (Roughhousing, ball games, children's attractions, petting zoos, nature swimming, centers, pet stores)
- Entertainment activities (Dancing, singing, art/entertainment activities, watching tv, theatre, storytellers, music activities)
- Family Rituals (Family talks, spiritual church/religious activities, Sunday readings, saying grace at meals, school, church services)
- Family Celebrations (Holiday dinners, organizations and groups, karate, birthdays, decorating the house, movement classes, parent/child groups)

Natural Learning Environments Are:

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

Learning Paradigm





Current Systems Thinking: Child and Family

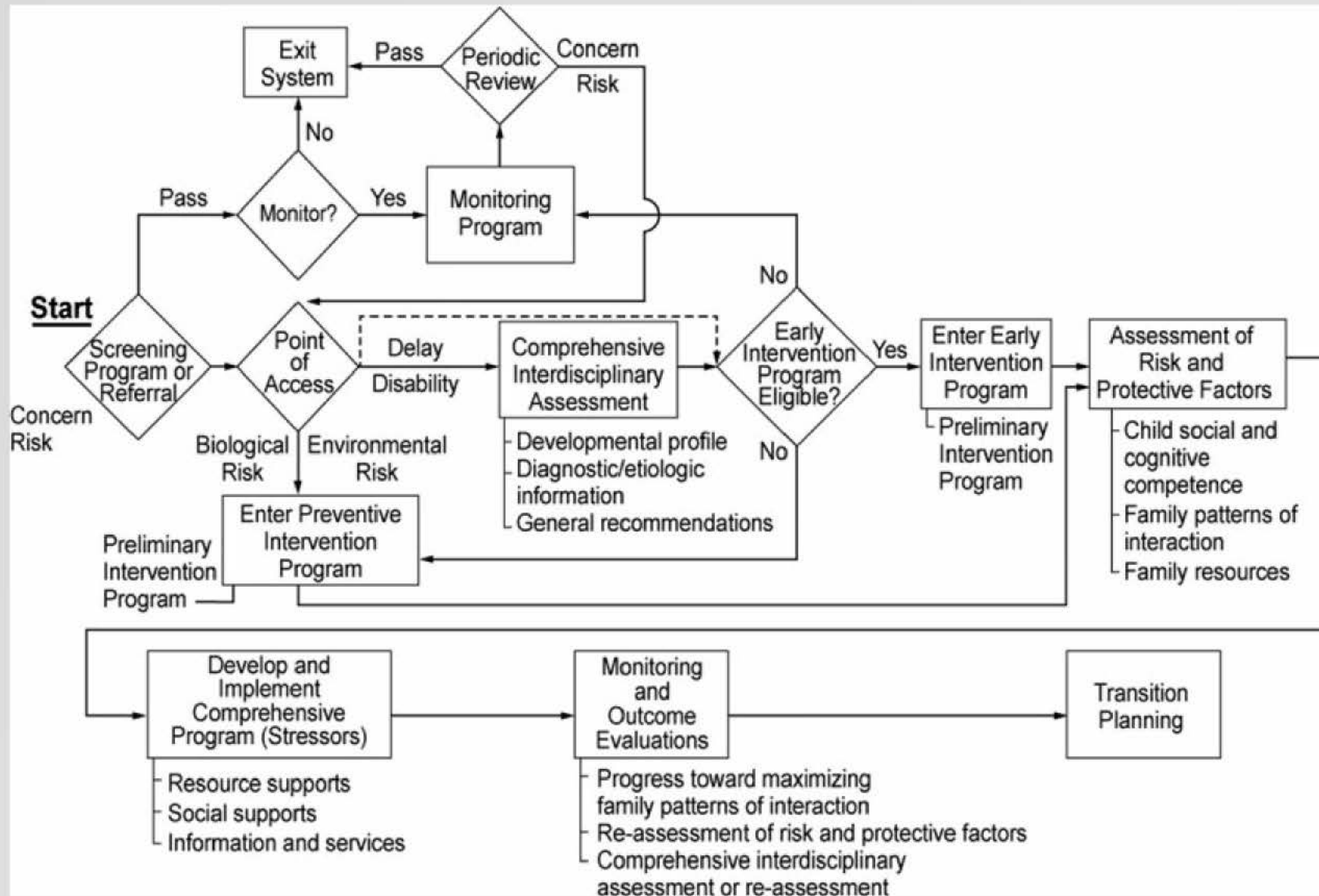


Figure 1. The Developmental Systems Approach for early intervention. Modified from "A Developmental Systems Model for Early Intervention," by M. J. Guralnick, 2001, *Infants & Young Children*, 14(2), pp. 1–18. Copyright 2001 by Lippincott Williams & Wilkins.



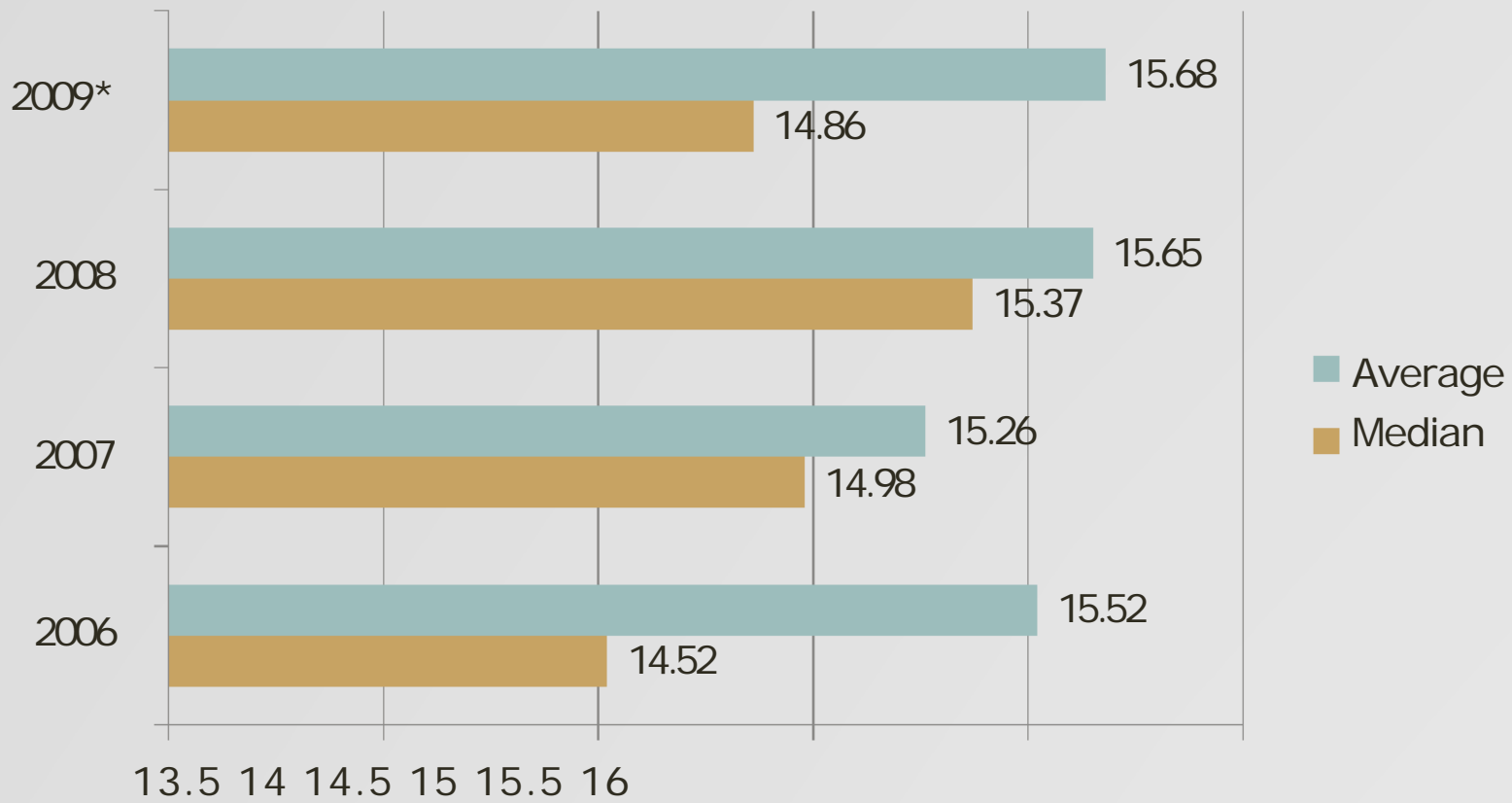
Screening Program or Referral



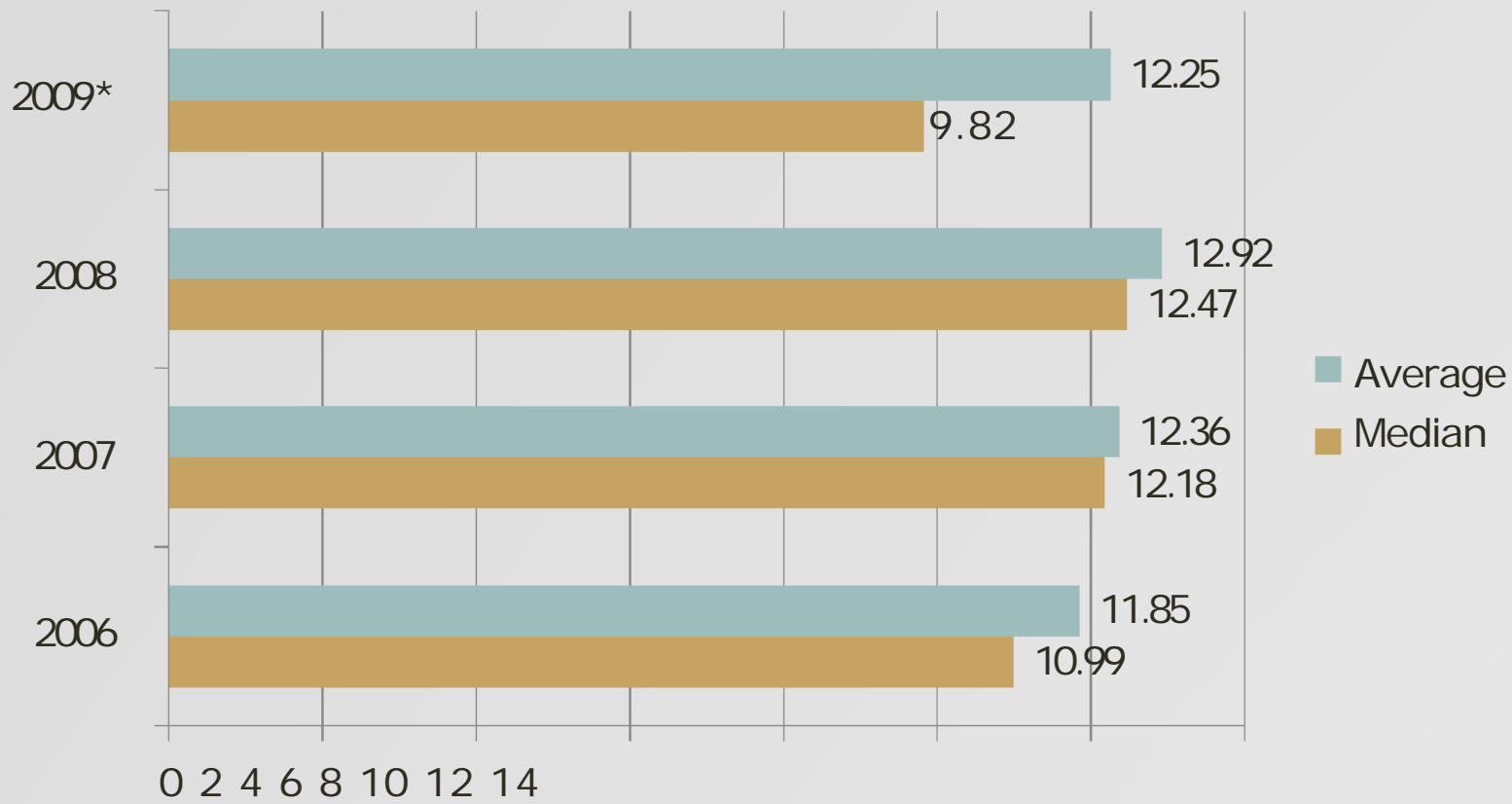
Developmental Screening

- Since September 2010, ACA requires insurance plans to cover 26 preventive and primary care services to children at no cost to the family.
- Must follow periodicity schedule of the *AAP Bright Futures* recommendations for pediatric preventive health care
 - *Developmental Screenings at 9, 18 and 30 months*
 - *Autism Screening at 18 and 24 months*
- Screenings are covered in Medicaid under EPSDT benefit

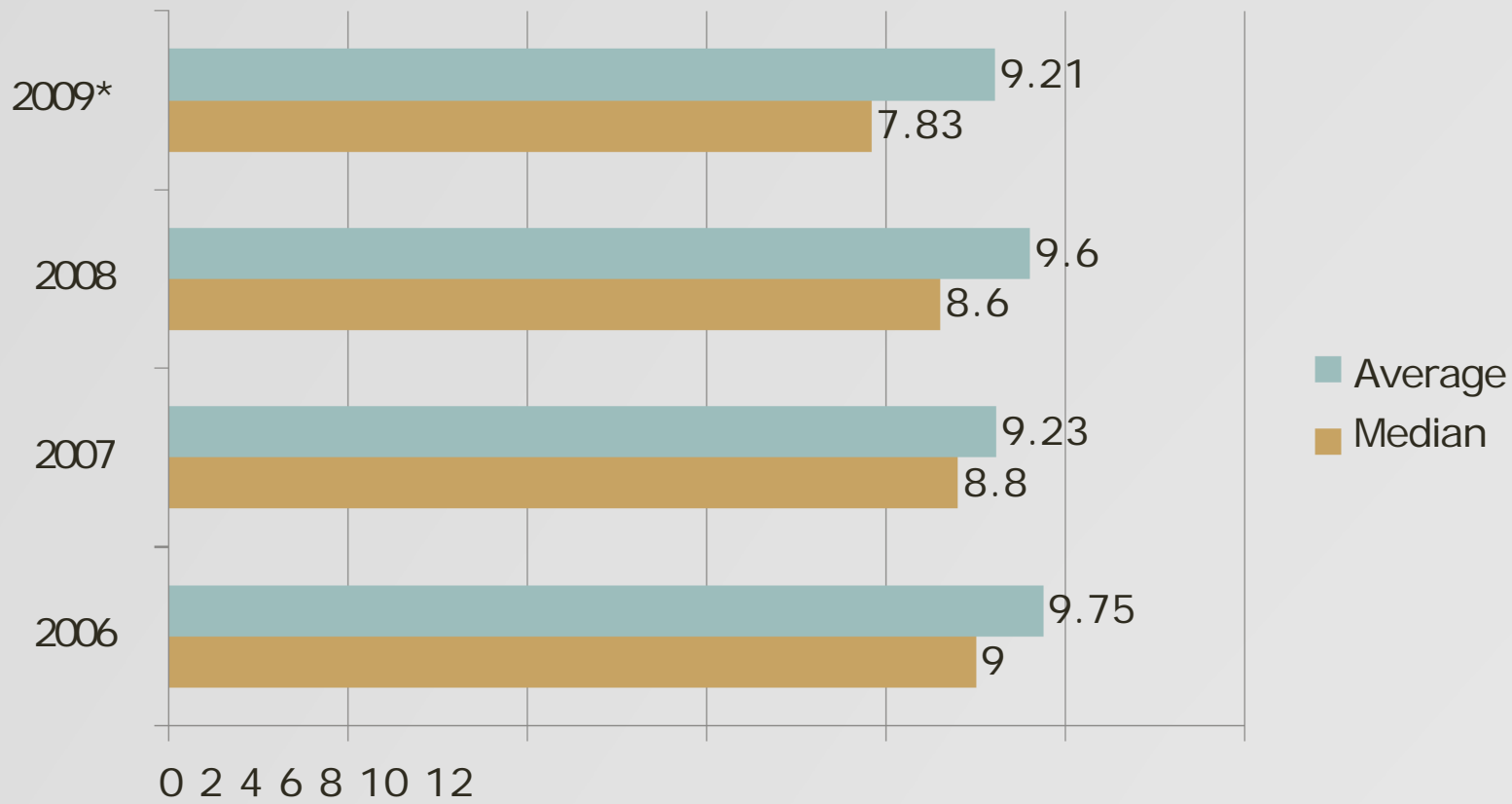
Birth Cohort: Percentage of Children Referred



Birth Cohort: Percentage of Children Evaluated



Birth Cohort: Percentage of Children Eligible



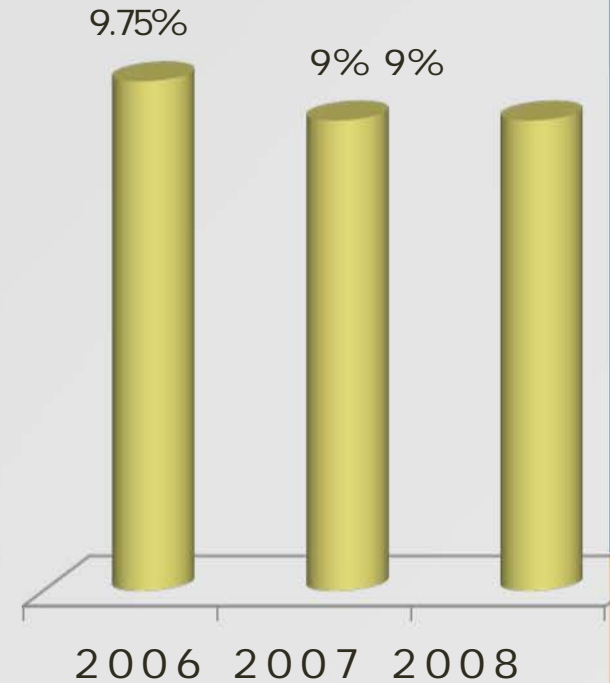
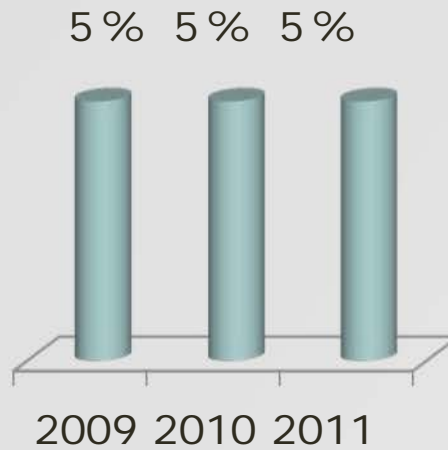
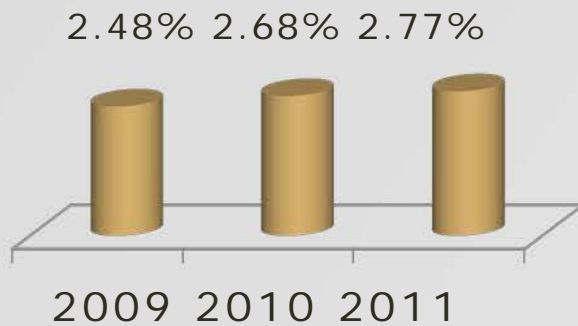
Child Count: Median Percentage

Served

Birth Cohort

Cumulative

Point in Time

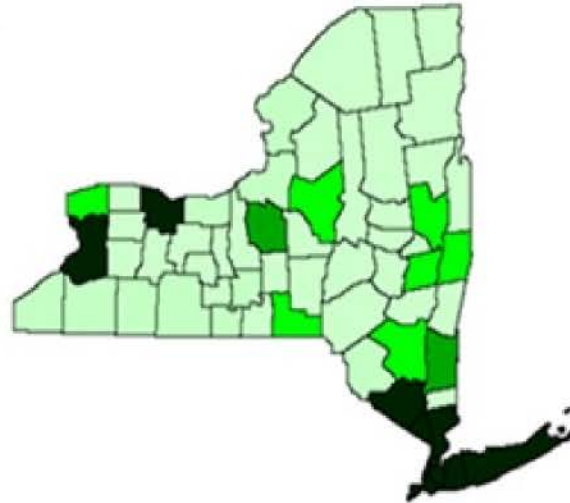


Count Comparison

October 1 Point-in-Time Count



Cumulative Count



Birth Cohort Count






Point of Access




Lead Agency

- 619- Department of Education
- Part C
 - Department of Education=11
 - Department of Health=28
 - Other Departments (DD; Offices of EC)=17



Comprehensive Interdisciplinary Assessment





Assessment of Risk and Protective Factors






Develop and Implement Comprehensive Program




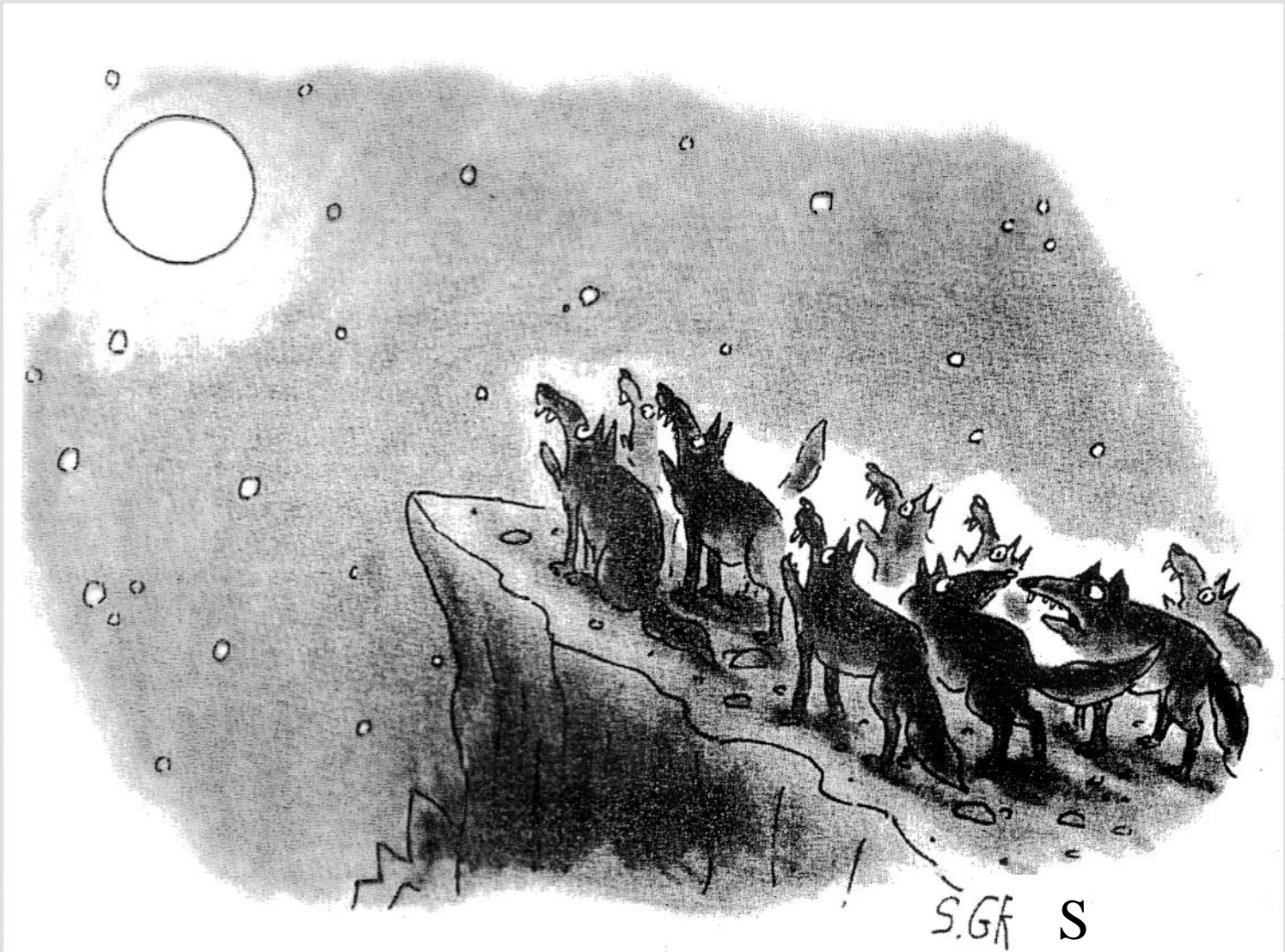
Intervention Planning Model

- Family centered practices of listening and being responsive
- Team collaboration supporting a primary provider
- Plan derived from child participation in family identified activity settings as the context for learning
- Evaluation of outcomes



Monitoring and Outcome Evaluations





"My question is: Are we making an impact?"



**We can collect data on the effectiveness
of different interventions with different
children and then use these data as the
basis of future interventions.**

Ysseldyke & Algozzine, 1982, p 258

The Three Functional Child Outcomes

- Children have positive social-emotional skills (including social relationships).
- Children acquire and use knowledge and skills (including early language/communication and early literacy).
- Children use appropriate behaviors to meet their needs.



Transition Planning





Current Systems Thinking: State Components

Hebbeler, Spiker, & Kahn, 2012

Key Elements that *Need to be Addressed* in Comprehensive System Building





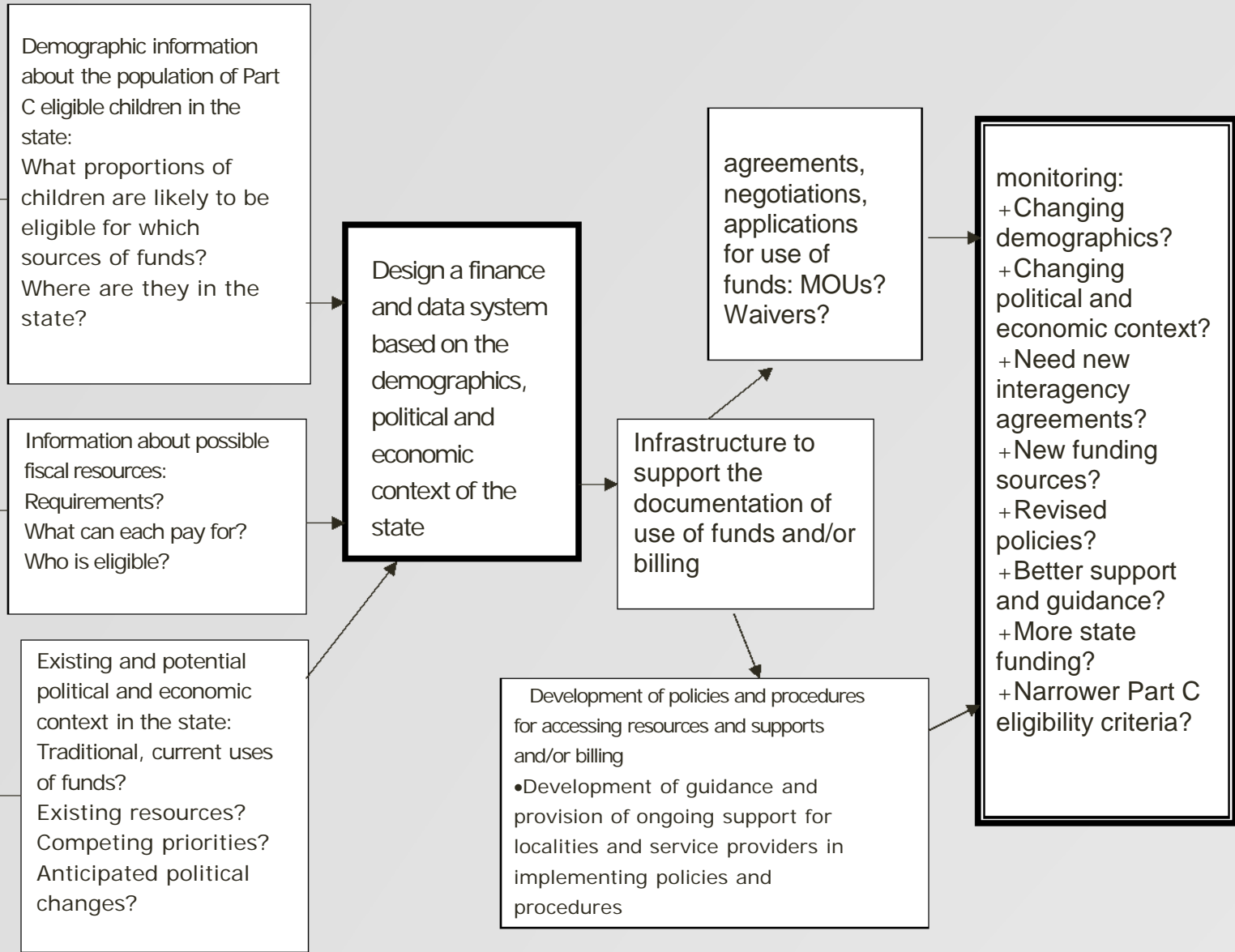
Current Systems Thinking:

Foundation First

- Finance Models
- Personnel

Structure for Developing and Sustaining a Part C Finance System

Establishing a Vision



State Identified Sequestration Cuts

In order of significance:

- Personnel Development;
- State Administration;
- Child Find/Public Awareness;
- Data Systems;
- Monitoring;
- Regional Administration; and
- Local Administration



Comprehensive System of Personnel Development

If the Child and Family

Outcomes are the Dependent Variables

Personnel Are the.....

- Independent Variable
- Mediator
- Moderator
- All of the Above

The Conclusion Being:

Personnel Can Have a

Powerful Impact....

or NOT

Roles of the Infant Early Intervention Specialist

- Facilitator/Consultant
- Infant Specialist
- Parent Educator
- Team Collaborator
- Program Developer and Advocate

Early Childhood Intervention Personnel Competencies

- Assessment
- Family Involvement
- Program Implementation
- Teaming
- Program Administration
- Program Planning
- Typical Development
- Atypical Development
- Evaluation of Program Effectiveness
- Case Management
- Medical Management
- Other



Comprehensive System of Personnel Development

- Recruitment and Retention
- Preservice
- Personnel Standards
- Inservice
- Leadership and Sustainability
- Evaluation



Preservice

Preservice degree programs for personnel to provide services for infants and young children with disabilities and their families.

Recruitment and Retention

Assuring that there is adequate numbers of a well qualified workforce



Personnel Standards

Licensing and certification of personnel who provide services to infants and young children with disabilities and their families.



Inservice

Ongoing training for those personnel who provide services to infants and young children with disabilities and their families.



Leadership, Coordination and Sustainability

A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.



Evaluation

Formative and summative
measures of CSPD component
activities

Part B 619 or Part C	Count	CSPD Components							
		Ongoing Needs Assessment	Appropriate Licensing and Certification	IHE programs to provide pre-service training	Ongoing, Systematic and Effective PD in- service opportunities	Evaluation	A Data System for Personnel	TA Availability	Dissemination
Part B 619 (47 states)	Total V	15 (32%)	34 (72%)	33 (70%)	28 (60%)	16 (34%)	25 (53%)	31 (66%)	28 (60%)
Part C (46 states)	Total V	24 (52%)	33 (72%)	30 (65%)	26 (57%)	16 (35%)	24 (52%)	33 (72%)	32 (70%)

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The Challenge: ECI and EC

Where and How Do We

Meet;

Meld;

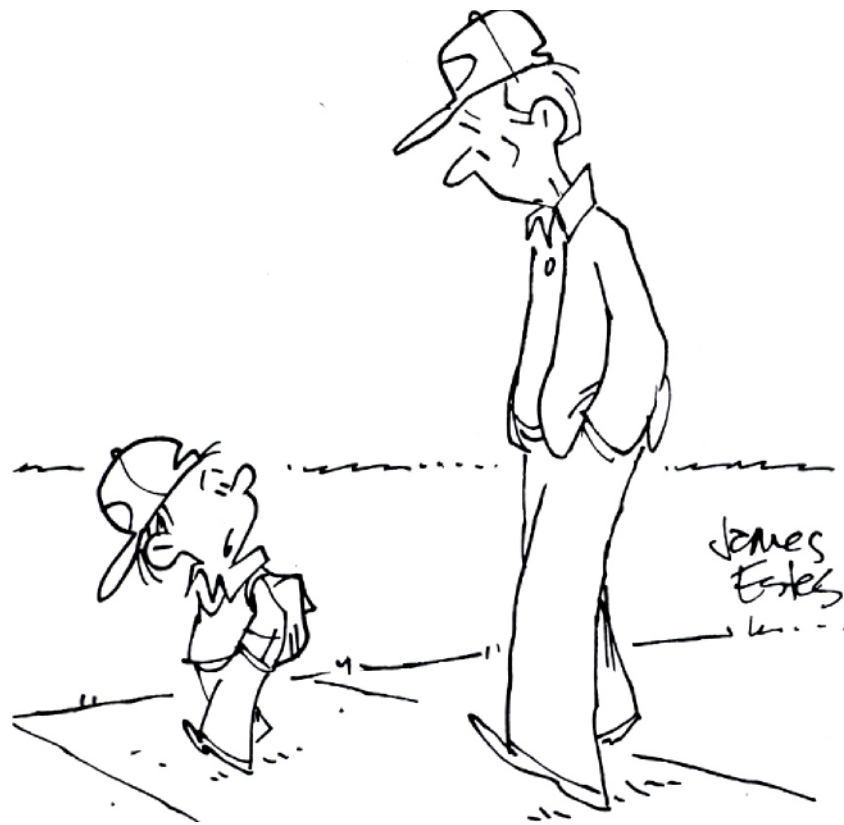
and Work Together?

for

All 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

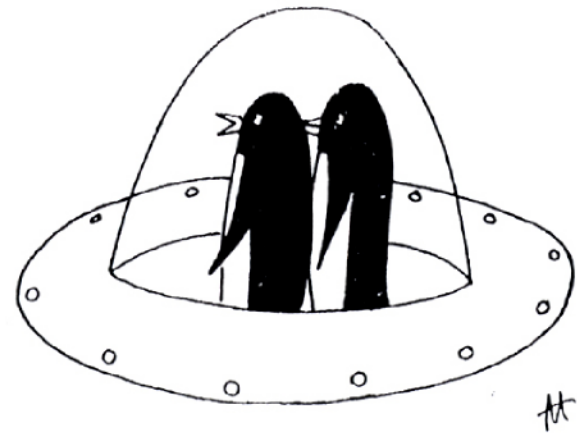


"Gramps, why do you always wear your cap backwards?"





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.kt:OhE W ARMS I kONT,

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

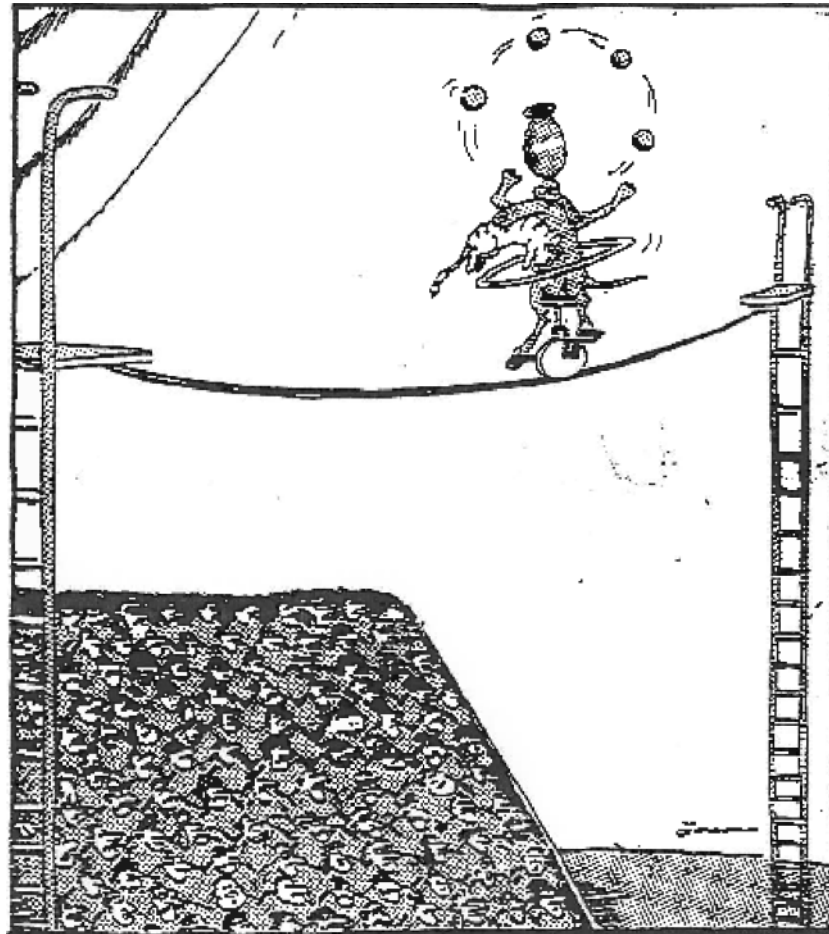
AUGUST 1, 1997

We see things not as they are

But

As we are

**“The way we see the problem
may be the problem”**



High above the hushed crowd, Rex tilted 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



*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?