

TEAM-BASED EARLY INTERVENTION

Building Capacity in Inclusive Classrooms

Individuals with Disabilities Education Act (IDEA)

- Part B and Part C
- Eligibility Criteria
- Services and Service Settings
 - Least Restrictive Environment
 - Natural Learning Environment

IDEA's Preamble

"Disability is a natural consequence of the human experience and in no way diminishes the right of individuals to participate in and contribute to society."



Arizona Early Intervention Program

Our Mission

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.



DEPARTMENT OF ECONOMIC SECURITY

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www.azdes.gov/azeip

AZEIP

Key Principles for Early Intervention Services

1. Infants and toddlers **learn best through everyday experiences and interactions with familiar people in familiar contexts.**
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
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.
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.

Workgroup on Principles and Practices in Natural Environments (November, 2007) *Mission and principles for providing services in natural environments. OSEP TA Community of Practice-Part C Settings.*

Key Principles for Early Intervention Services

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

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

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

Workgroup on Principles and Practices in Natural Environments (November, 2007) Mission and principles for providing services in natural environments. OSEP TA Community of Practice-Part C Settings.

Primary Service Provider Approach

Arizona-Team-based Early Intervention

The primary service provider (PSP) approach to teaming is...

- a family-centered process for supporting families of young children with disabilities
- in which one member of an identified multidisciplinary team is selected as the PSP who receives coaching from other team members,
- and uses coaching as the key intervention strategy to build the capacity of parents and other care providers to use everyday learning opportunities to promote child development.

(Rush & Shelden, 2012)

Team-Based Early Intervention

What it looks like...

- Family-centered
- Strength based
- Natural environments
- Coaching
- Team decision making
- Team lead and joint home visits

What it doesn't look like...

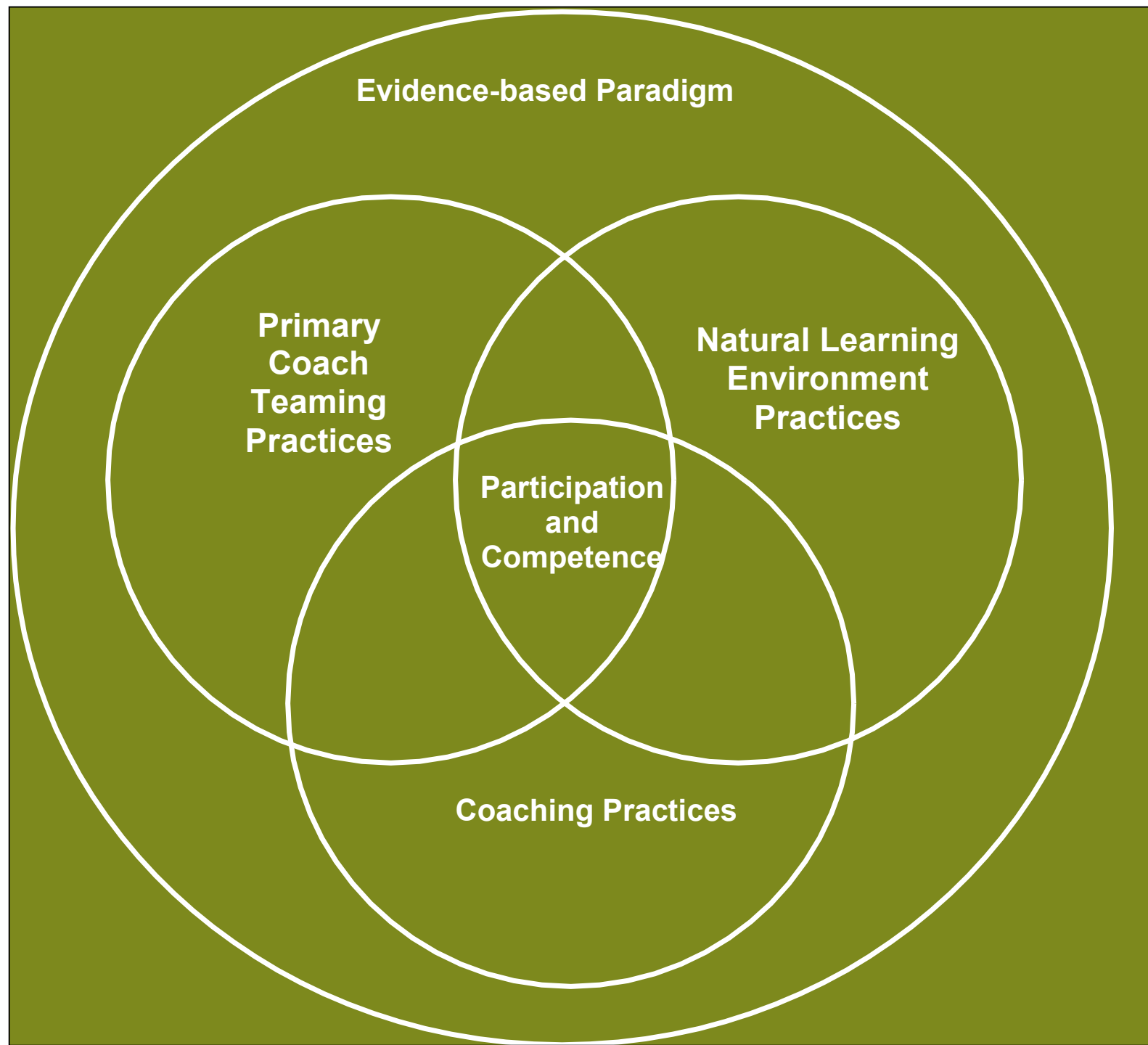
- Child centered
- Deficit based
- Center-based
- Directing
- Professional driven
- Separate home visit by each team member

Team-Based Early Intervention

- **“Early intervention was designed to assist the adults in a child’s life, not the child.”**

(R.A. McWilliam)





Evidence-Based Practice

"Practices that are informed by research, in which the characteristics and consequences of environmental variables are empirically established and the relationship directly informs what a practitioner can do to produce a desired outcome."

(Dunst, Trivette, & Cutspec, 2002)

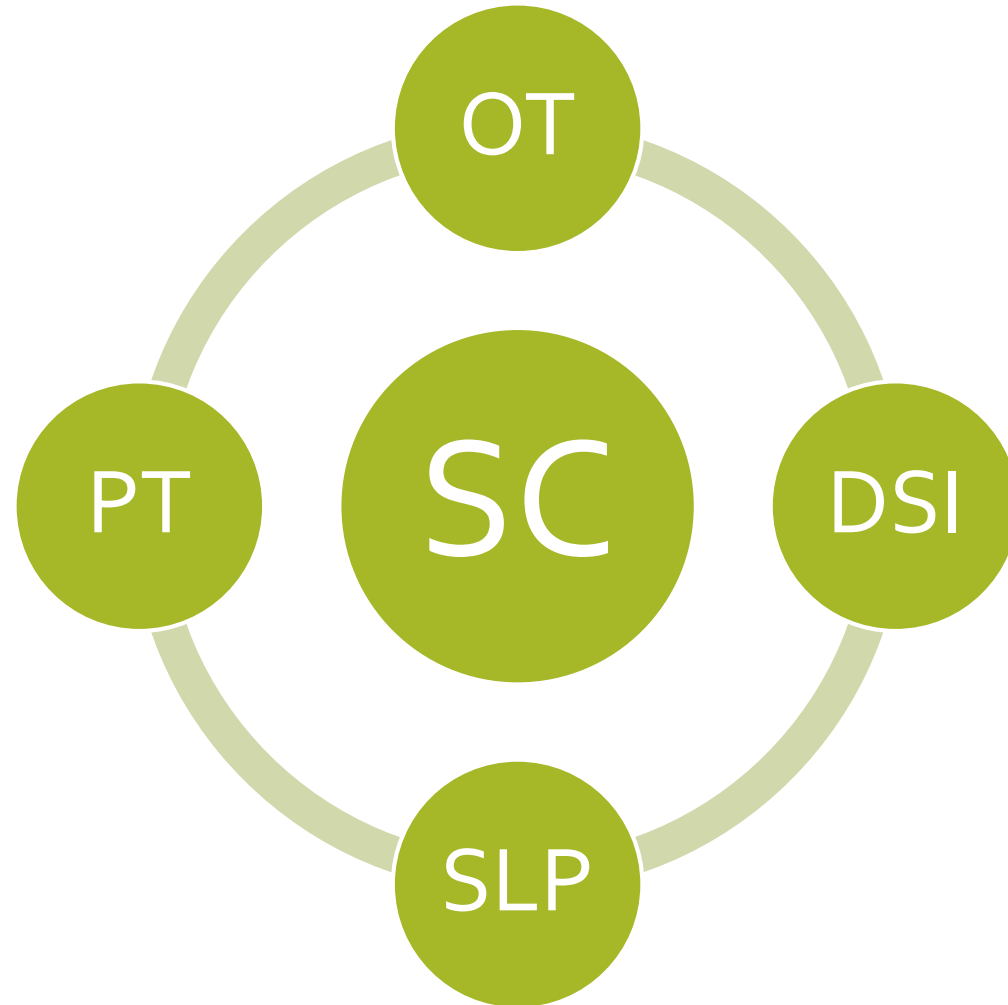


Definition of Teaming Practices

- Using a defined team
- Selecting a 'Team Lead' as the team liaison to the family
- Providing team support for the 'Team Lead'

(Rush & Shelden, 2013)

AzEIP Core Team



Components of Team-based Approach

Role Gap:

- When Team Lead (TL) or other team member realizes that the primary provider does not have the needed knowledge and skills to support a child's learning or implement necessary parent/parenting supports

Role Overlap:

- Multiple team members feel competent and confident to fill the role of the TL for the child and family

Role Assistance:

- 1) Ongoing direct support provided by the team or team member to the TL and
- 2) focused learning opportunities for the team at large to fill an identified role gap

Role Expectations for Team Members

- **Evidence-based practices**
 - Own discipline specific evidence-based practices
 - Early intervention regulations/mission and key principles
 - Early childhood evidence-based practices including typical development across all domains and understanding roles of other disciplines
- **Parent support**
- **Adult interaction/adult learning**

Natural Learning Environment Definition

- “Natural environments are not places, but the **everyday routines, experiences, and activities** occurring in different **social and nonsocial contexts** as part of family and community life.”

(Raab & Dunst, 2003, pp. 3-4)

Classroom Learning Environment



Identifying Activity Settings



Dunst, Herter et al, 2000;
Raab, 2005

Coaching



Definition of Coaching

- An adult learning strategy in which the coach promotes the learner's ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice, and develop a plan for refinement and use of the action in immediate and future situations.

(Rush & Shelden, 2004)

Primary Goals of Coaching

Two primary goals guide all coaching sessions in early childhood intervention:

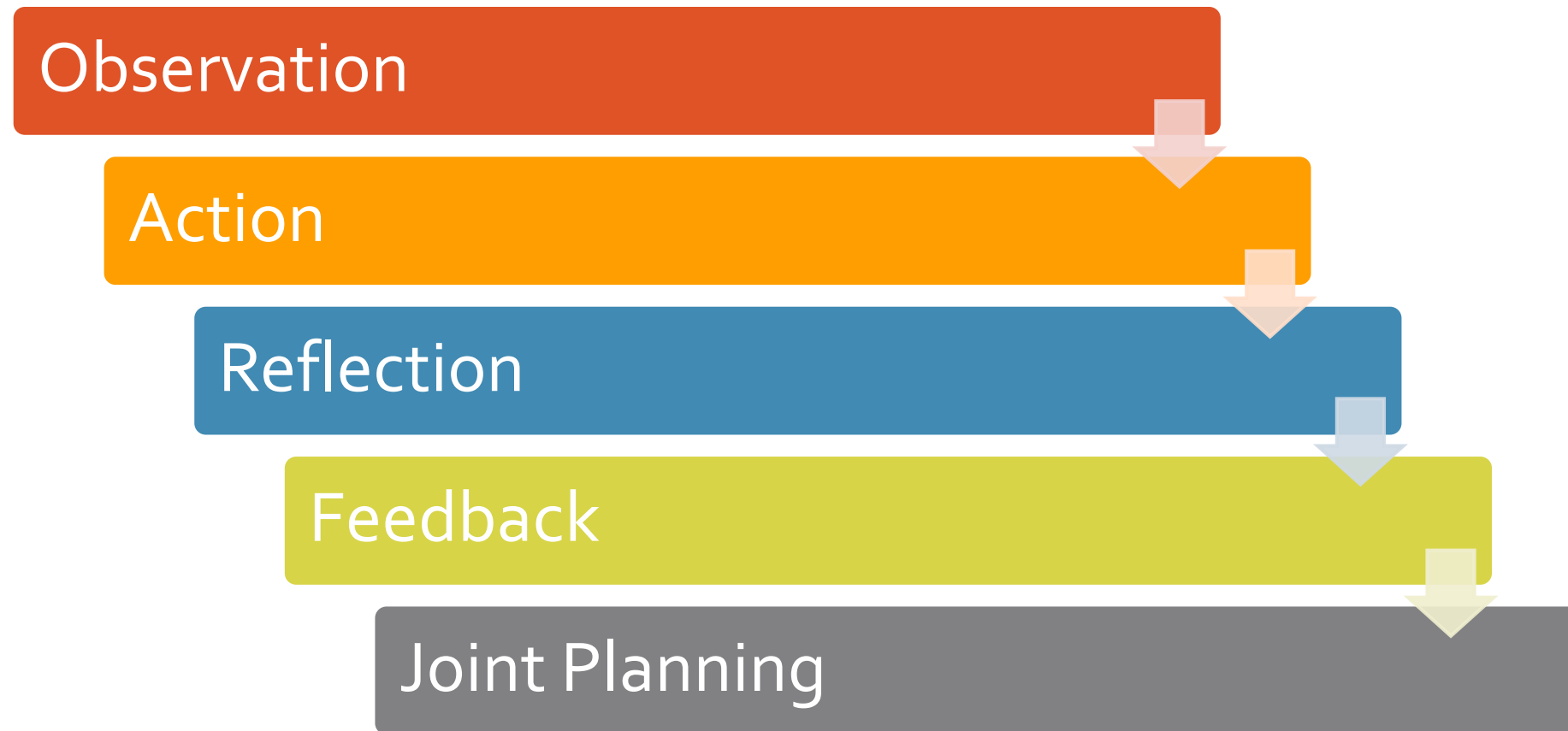
- To support learners in recognizing what they are already doing that promotes learning for a child, and
- To assist learners in creating ongoing learning opportunities for the child when the coach is not present.

(Hanft, Rush & Shelden, 2004)

Making an impact

- Teacher: 60 minutes X 8 hours X 5 days/week=
2400 minutes of learning opportunities
- Early Intervention provider: 1 day/ week=
60 minutes of learning opportunities

The Five Characteristics of Coaching



Reflection

Reflection is the Coachee's review and analysis of what he/she already knows or is doing to determine what modifications or new knowledge he/she needs in order to achieve the desired outcome.

Three Types		Involves...
1	Reflection <u>ON</u> action	thinking about what the Coachee has already done
2	Reflection <u>IN</u> action	thinking about what is happening, while it is happening
3	Reflection <u>FOR</u> action	thinking about what needs to be done to reach intended outcome

Awareness

- How are you currently..?
- What kinds of things have you tried?
- What do you think about..?

Analysis

- How does that compare with...?
- How is that consistent with what you intended to do?

Alternatives

- How could you find out about...?
- What else might happen when you...?

Action

- What do you plan to do?
- What would you like to do before our next visit?
- What types of supports will you need?

Providing and Receiving EI Supports

- Supporting caregivers in the child's natural learning environment
- Provider expectations
- Teacher expectations

Providing EI Supports

- Understand Early Childhood Learning setting
 - Family day care, Early Head Start, child care center, etc.
- Philosophy of program
 - Cultural influences
 - Approach to supporting positive behaviors

Providing EI Supports

- Understand Routines and activities
 - Flow of the day, curriculum
- Bridge achieving IFSP outcomes in various settings
 - Home, early learning setting, community, etc.
- **Primary role-supporting caregiver**

Context



Observation



Watch teacher interacting with the child during a typical everyday routine or activity

Observe Caregiver Responsiveness

Levels of Intervention

- Direct to Indirect
- Hands-On to Hands-Off
- Most Intrusive to Least Intrusive



Receiving EI Supports

- Share philosophy of program
 - Cultural influences
 - Approach to supporting positive behaviors
- Provide routines and activities (caregivers and children)
 - Participants in activities

Receiving EI Supports

- Share dynamics of classroom
 - What is happening with other children and caregivers in the classroom?
- Share child specific information
 - Who does the child look for when needing support?
 - What are some challenges and successes?
 - What are some barriers?

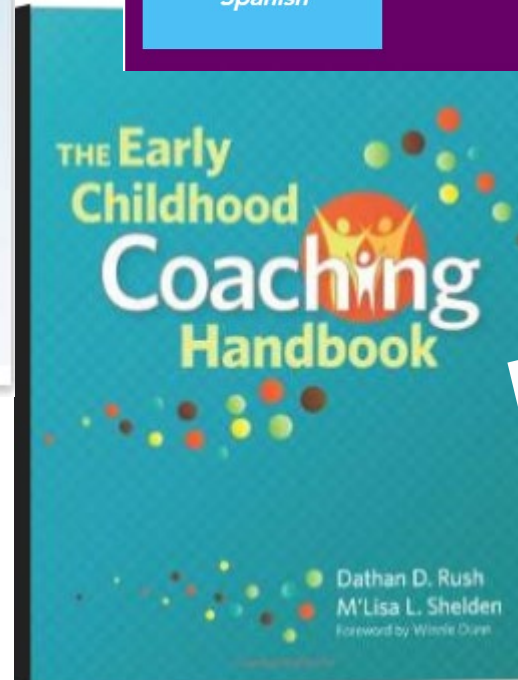
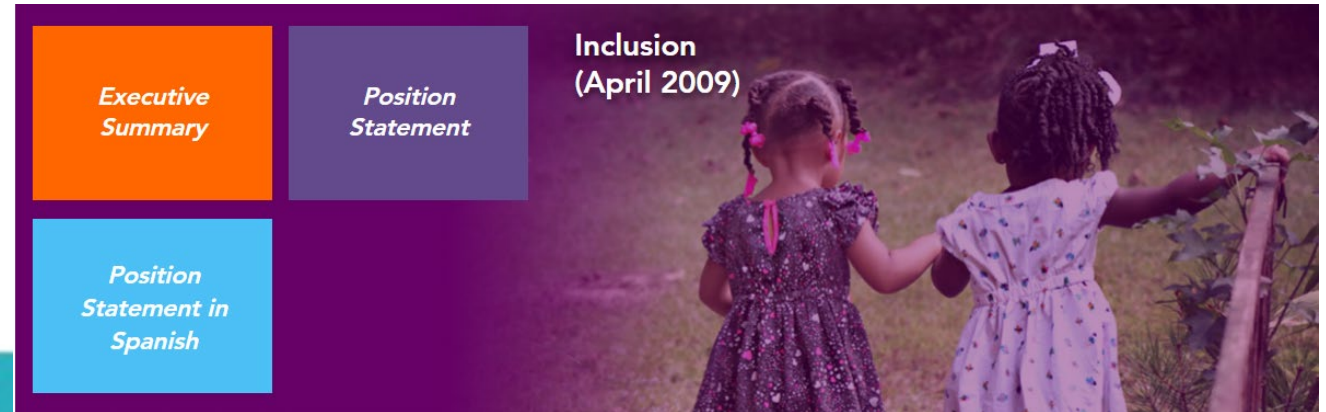
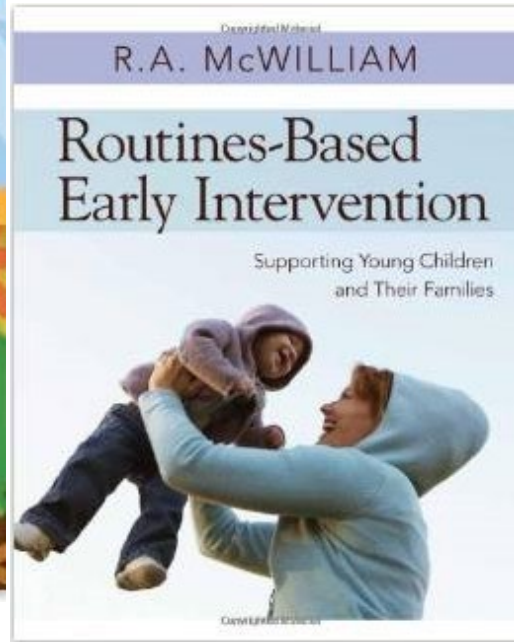
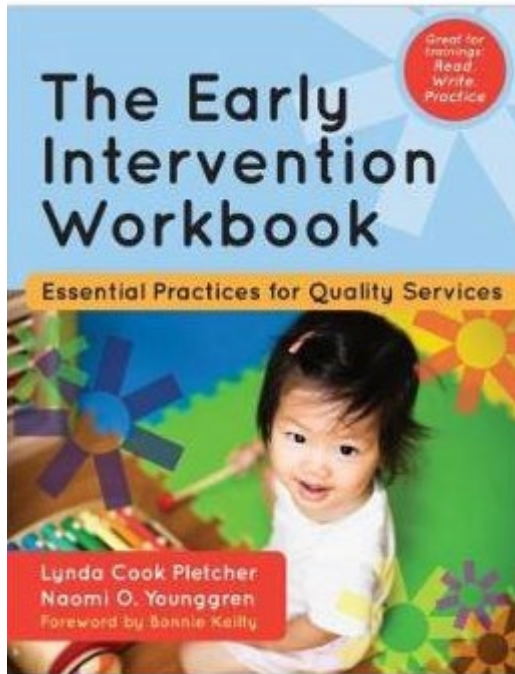
Barriers

- *"The childcare program says my child has a sensory processing disorder and needs occupational therapy."*
- *"I'm not sure I have the skills to support this child."*
- *"I don't know how to use adaptive equipment in my classroom."*
- *"We work so hard here but there's no follow-through at home"*
- *"My classroom is so full, I don't know how I can make time for this"*

Barriers Activity

- In small groups:
 - Discuss strategies to resolve barriers
 - Select someone to share ideas with large group

Further Reading



Questions



Perspectives on Inclusion: Alex

