

*Early Childhood Intervention:*  
**Core Values, Shared Vision,  
and Collective Accountability  
in a Changing Landscape**

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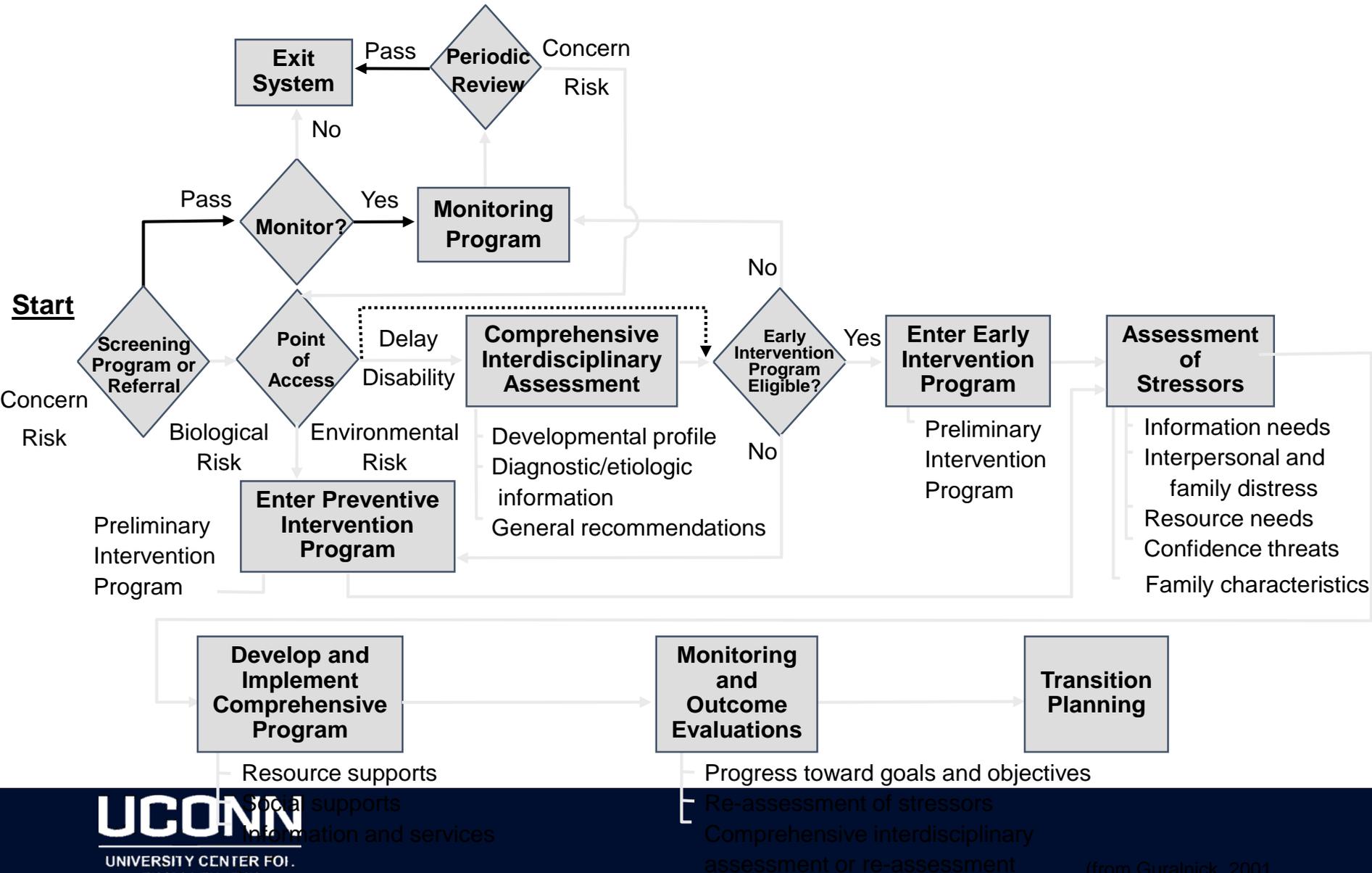
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*“If you treat an individual as he is he will stay as he is, but if you treat him as he ought to be, and could be, he will become what he ought to be and could be.”*

# Developmental Systems Model



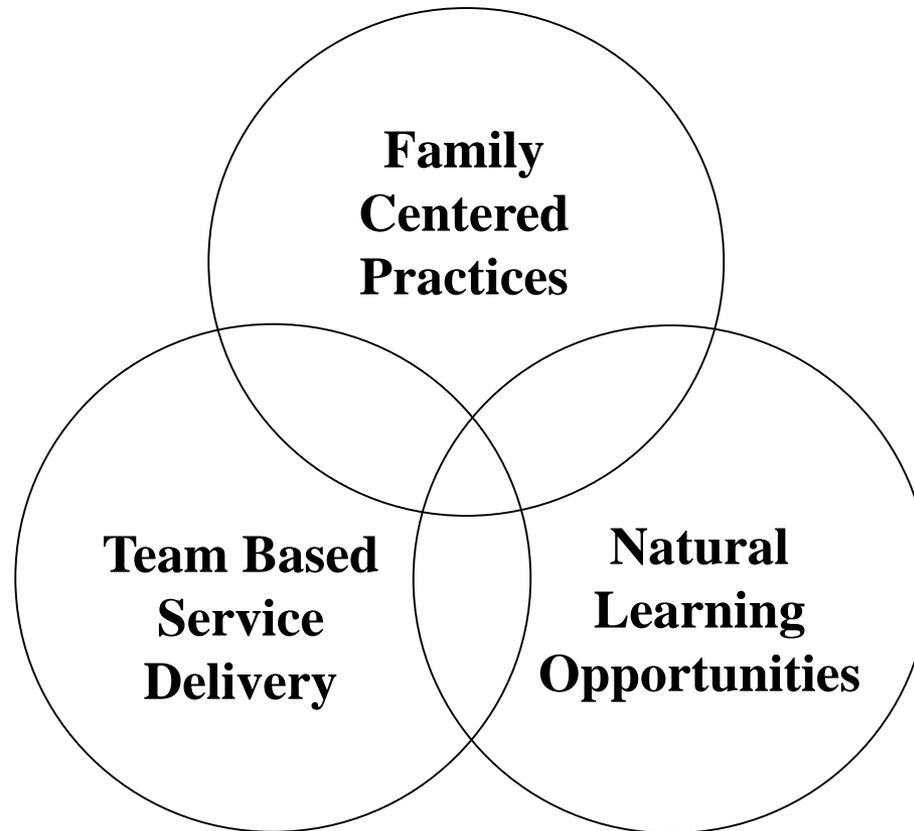
# Early Childhood Challenges

- Changing characteristics of families
- Changing characteristics of children
- Changing characteristics of communities
- Changing models of early childhood programs
- Changing roles for early childhood providers

# Life in the 21<sup>st</sup> Century

- Change is the Constant
- Technology
- Instant Gratification
- Viral Communication
- Personalized Learning

# Early Childhood Intervention: Shared Values = Policy



# Family Centered Practices

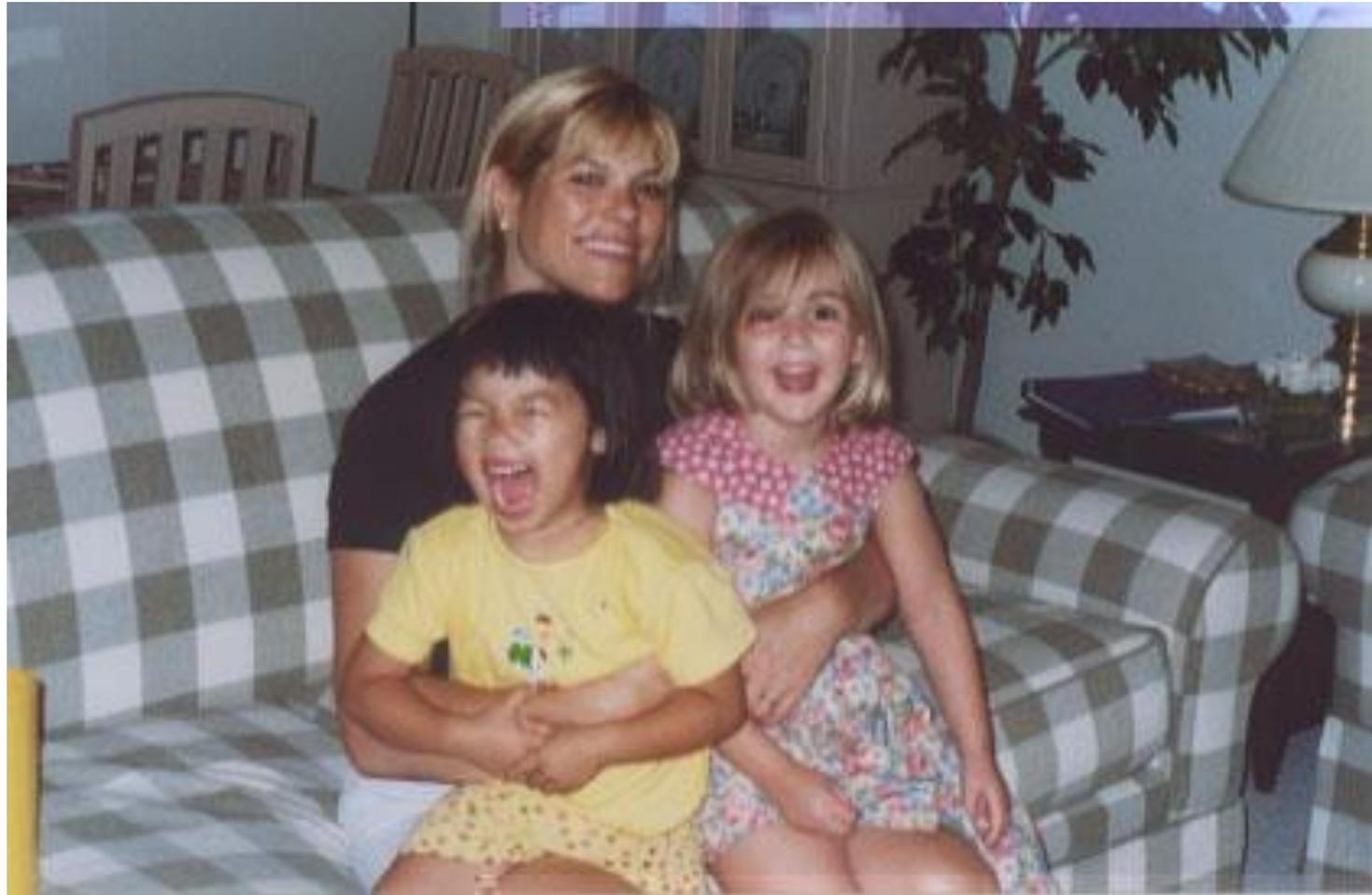
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# Family-Centered

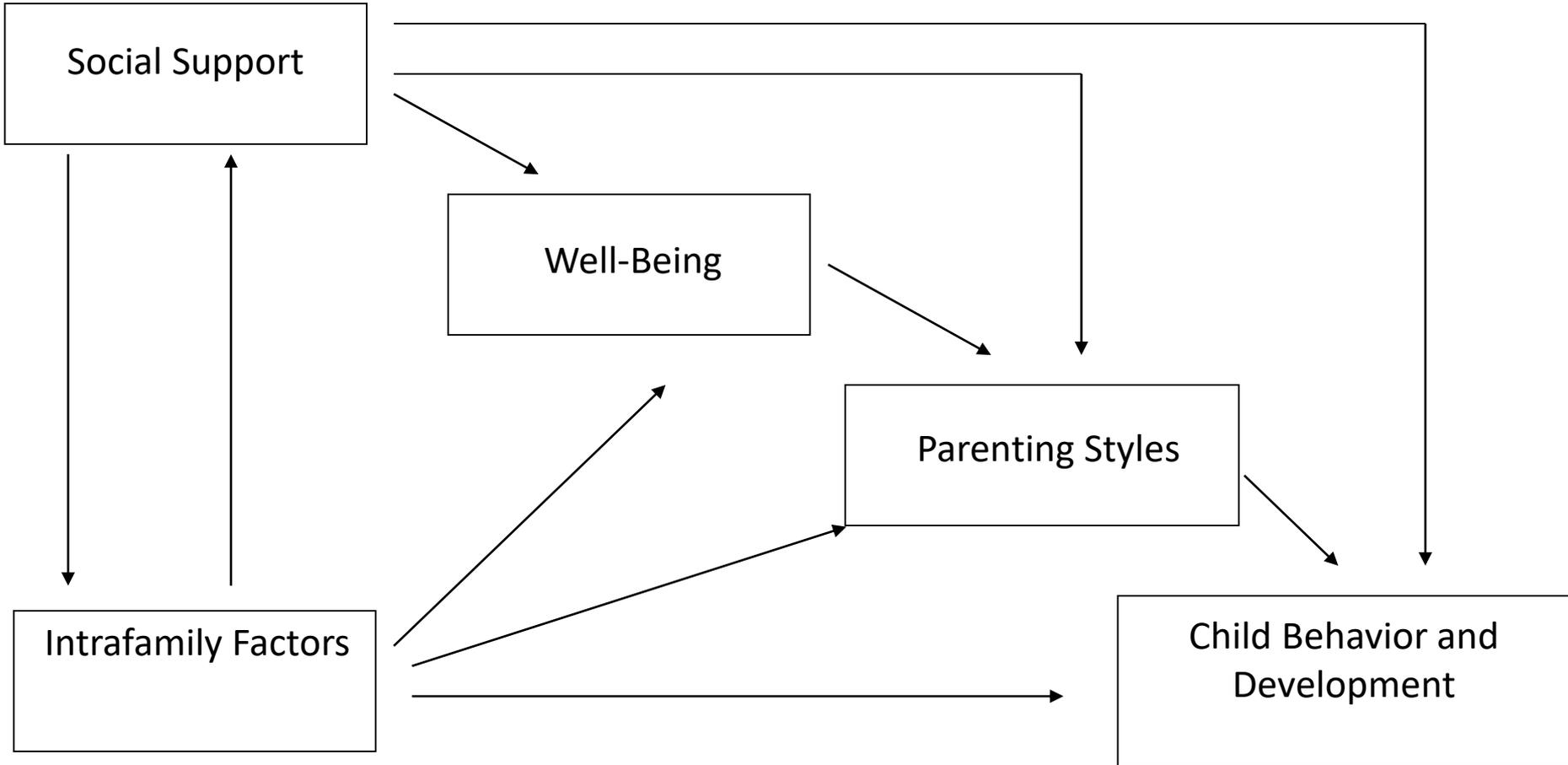
Care that recognizes and respects the pivotal role of the family in the lives of children. It supports families in their natural caregiving roles, promotes normal patterns of living, and ensures family collaboration and choice in the provision of services to the child.

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

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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

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.

Developed and adopted by New Mexico's House Memorial 5 Task Force on Children and Families and the Coalition for Children. 1990.

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# Part H; Now Part C of IDEA

## SEC. 631. FINDINGS AND POLICY.

(a) Findings.--Congress finds that there is an urgent and substantial need—

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

# Team Process

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# What Is A Team?

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



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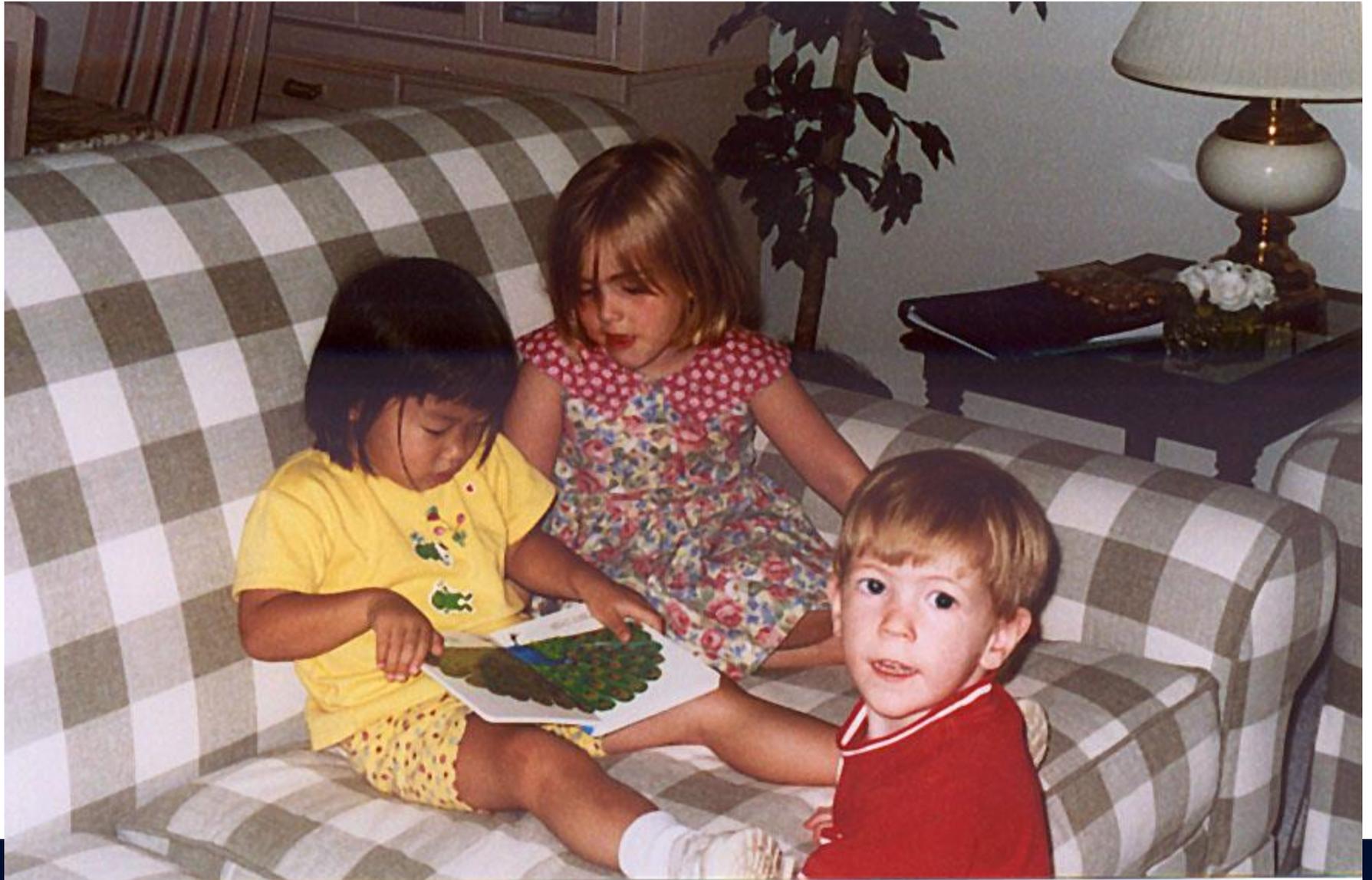


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# Collaboration

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



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

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# Professionals Recognized By Part C

- Audiologist
- Nurse
- Nutritionist
- Occupational Therapist
- Physical Therapist
- Physician
- Psychologist
- Social Worker
- Special Educator
- Speech Language Pathologist

# Factors Which Affect Team Process

1. Team Composition and Representation

2. Team Goals

Clearly understood and communicated to all

All participate in setting them (ownership)

Goals are operationally defined and measured

Personal objectives are shared

3. Roles Within the Team

4. Team Work Style

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5. Team Leadership



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# **Part C of IDEA: 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.**

# Natural Learning Environments and Opportunities

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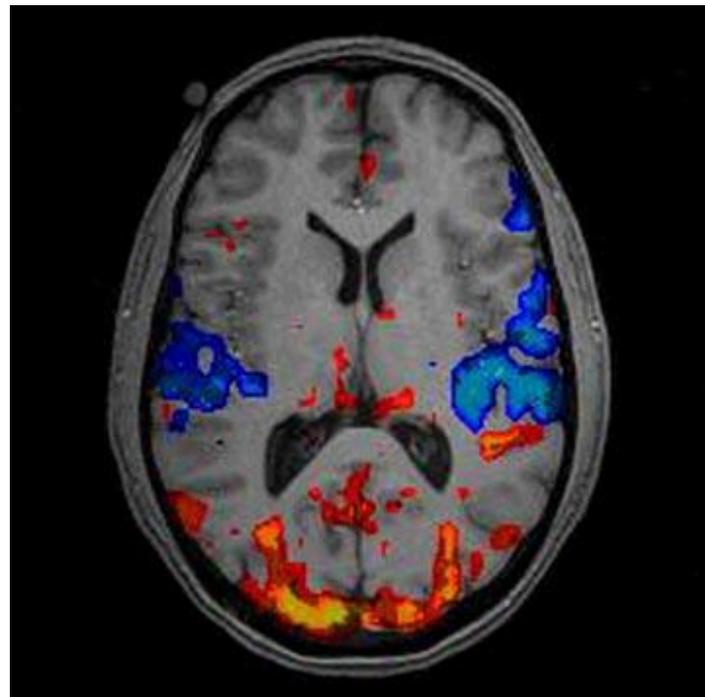


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# The Science of Learning



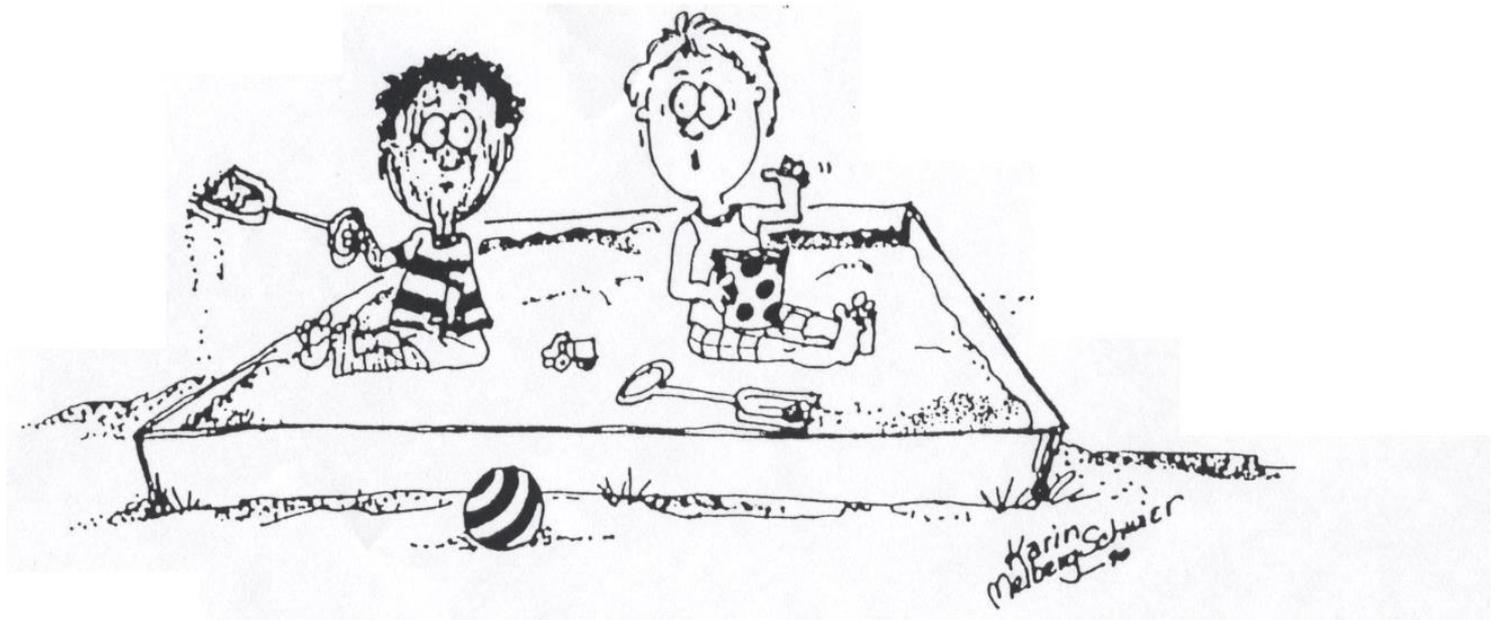
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# Science of Learning

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

The brain is vulnerable and can be harmed by negative experiences



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



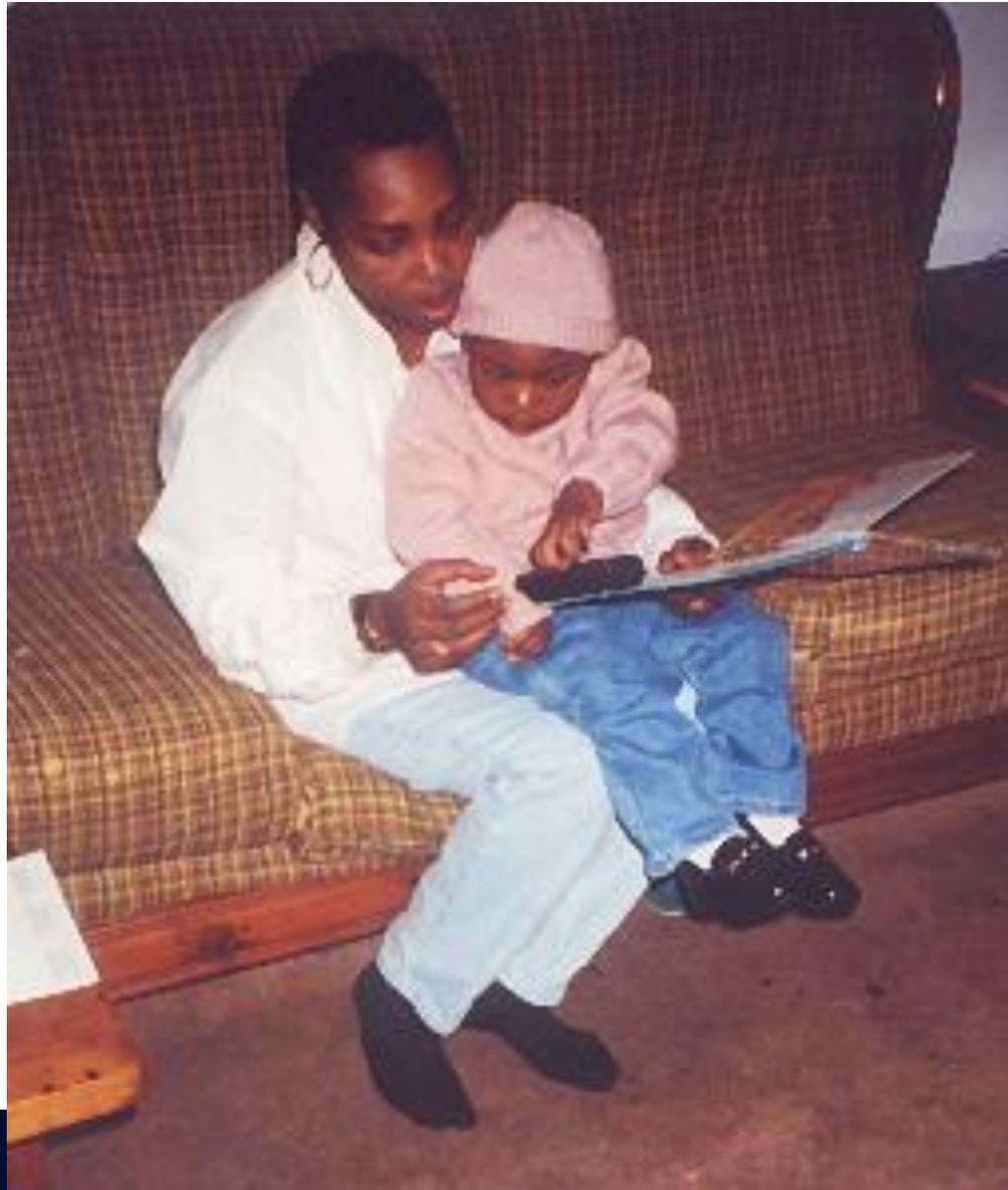
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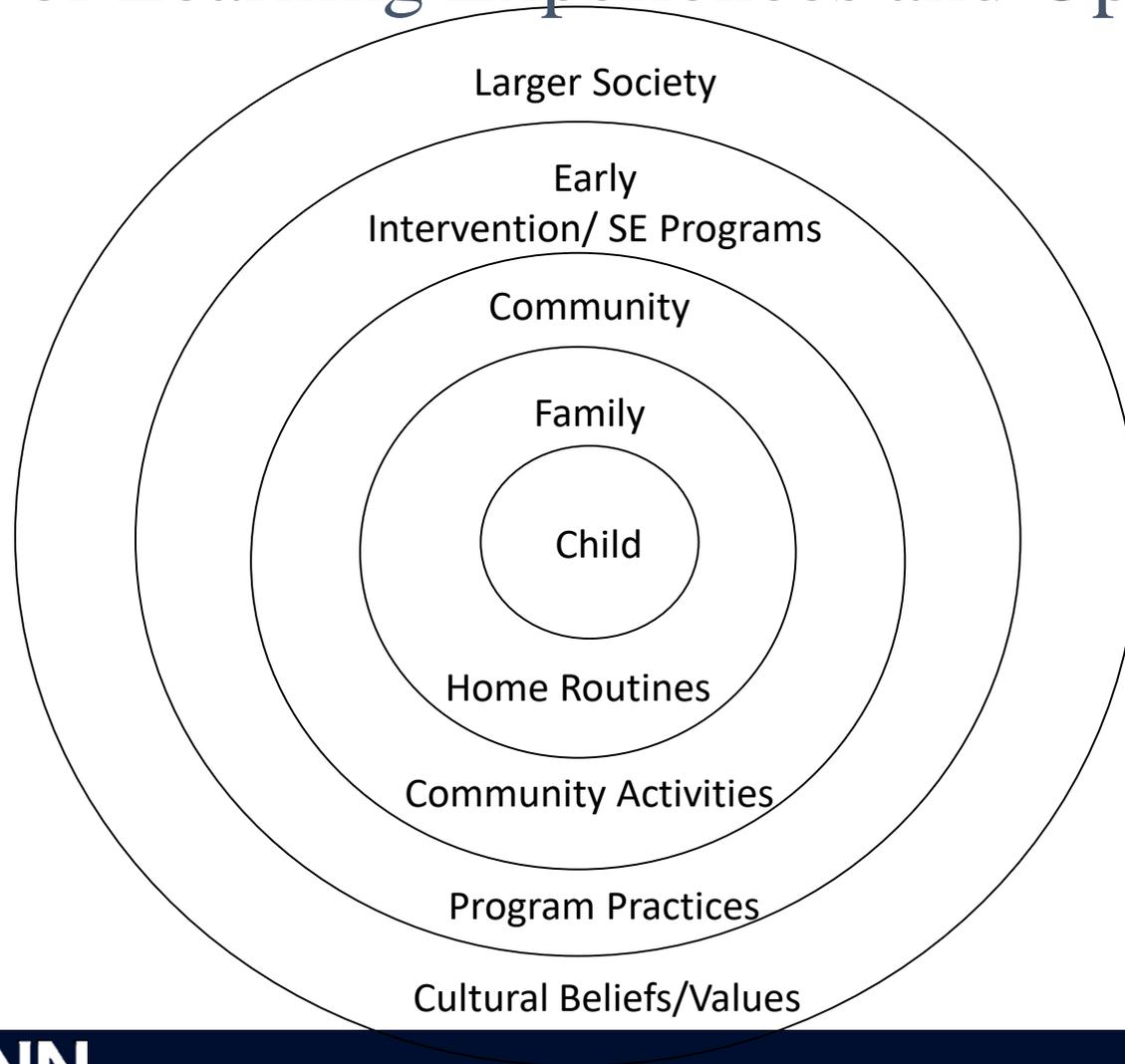
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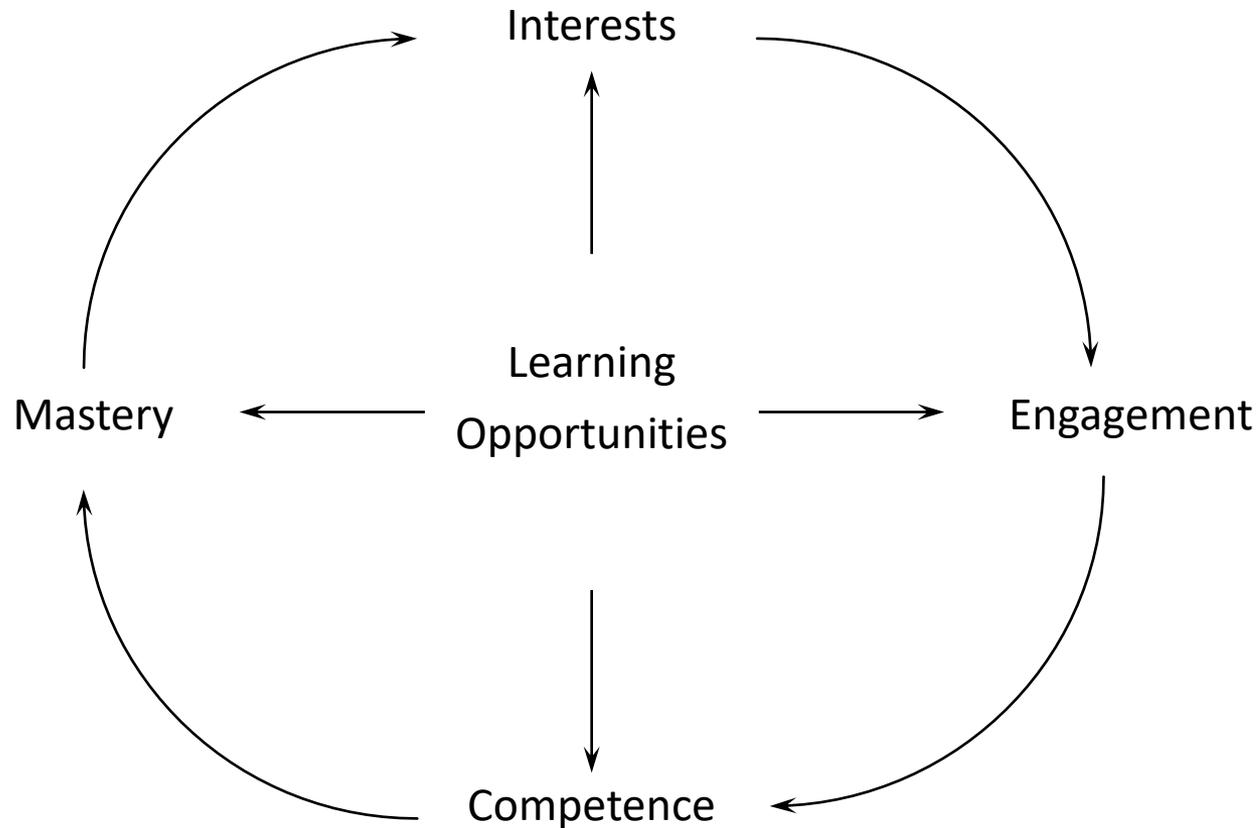
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# Model for Viewing Different Ecological Settings as Sources of Learning Experiences and Opportunities



# Learning Paradigm



# 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)

Family Routines (Cooking, food shopping, animal care)

Parenting Routines (Child's bedtime and bath time)

Child Routines (Brushing teeth, dressing, eating)

Literacy Activities (Looking at books, listening to stories, reading)

Play Activities (Drawing, lap games, playing with toys)

Physical Play (Roughhousing, ball games, swimming)

Entertainment Activities (Dancing, singing watching TV)

Family Rituals (Family talks, spiritual readings, saying grace at meals)

Family Celebrations (Holiday dinners, birthday celebrations, decorating the house)

## Community Settings (Examples)

Family Routines (Running errands, car or bus rides, weekend chores)

Family Outings (Shopping, eating out, visiting friends)

Play Activities (Outdoor playgrounds indoor playlands)

Community Activities (Libraries, fairs, festivals)

Physical Activities (Horseback riding, swimming, sledding)

Children's Attractions (Petting zoos, nature centers, pet stores)

Art/Entertainment Activities (Children's theater, storytellers, music activities)

Church/Religious Activities (Sunday school, church services)

Organizations and Groups (Karate, movement classes, parent/child groups)

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# Natural 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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# Part C of IDEA: Natural Learning Environments

are settings that are natural or typical for a same-aged infant or toddler without a disability and may include the home, community, or other settings that are typical for an infant or toddler without a disability.

# A Shared Vision For Early Childhood Intervention.....

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# The three OSEP 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.

# Family Outcome Indicators

## Infants and Toddlers

Percent of families participating in Part C who report that early intervention services have helped the family

- know their rights
- effectively communicate their children's needs
- help their children develop and learn

## Preschool Children

Percent of parents with a child received special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities



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*“My question is: Are we making an impact?”*







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*“My question is: Are we making an impact?”*



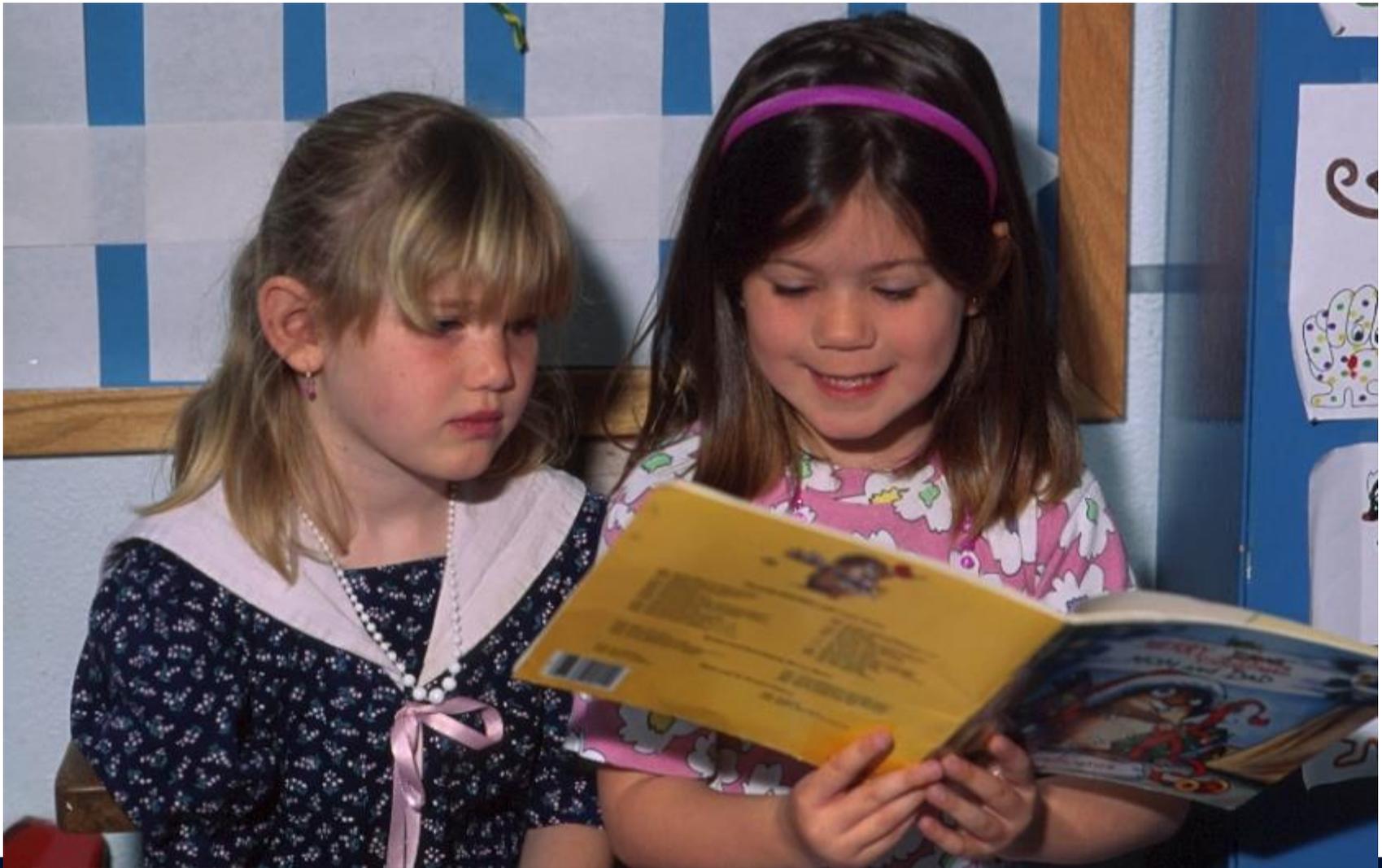


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# Shift Your Paradigm (VISION)

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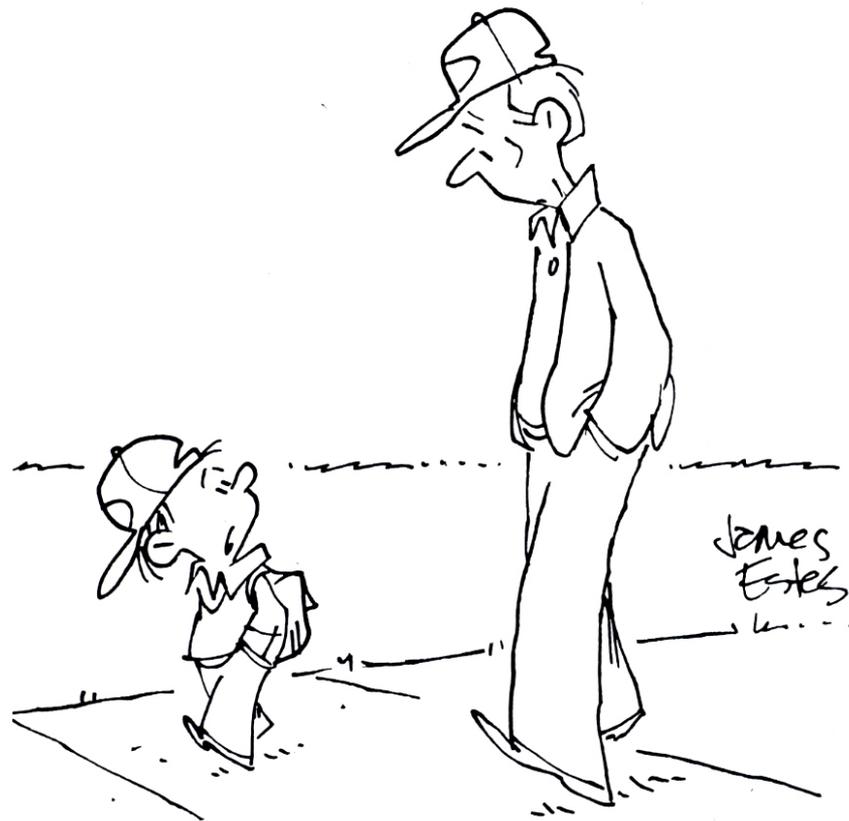
**TO.....**

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*A paradigm is a set of rules and regulations that:*

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



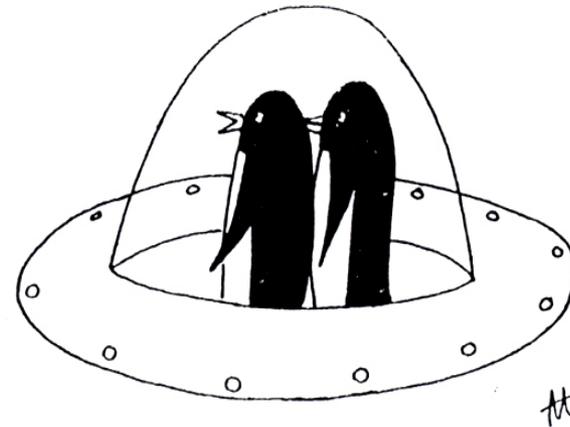
*“Gramps, why do you always wear  
your cap backwards?”*

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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*

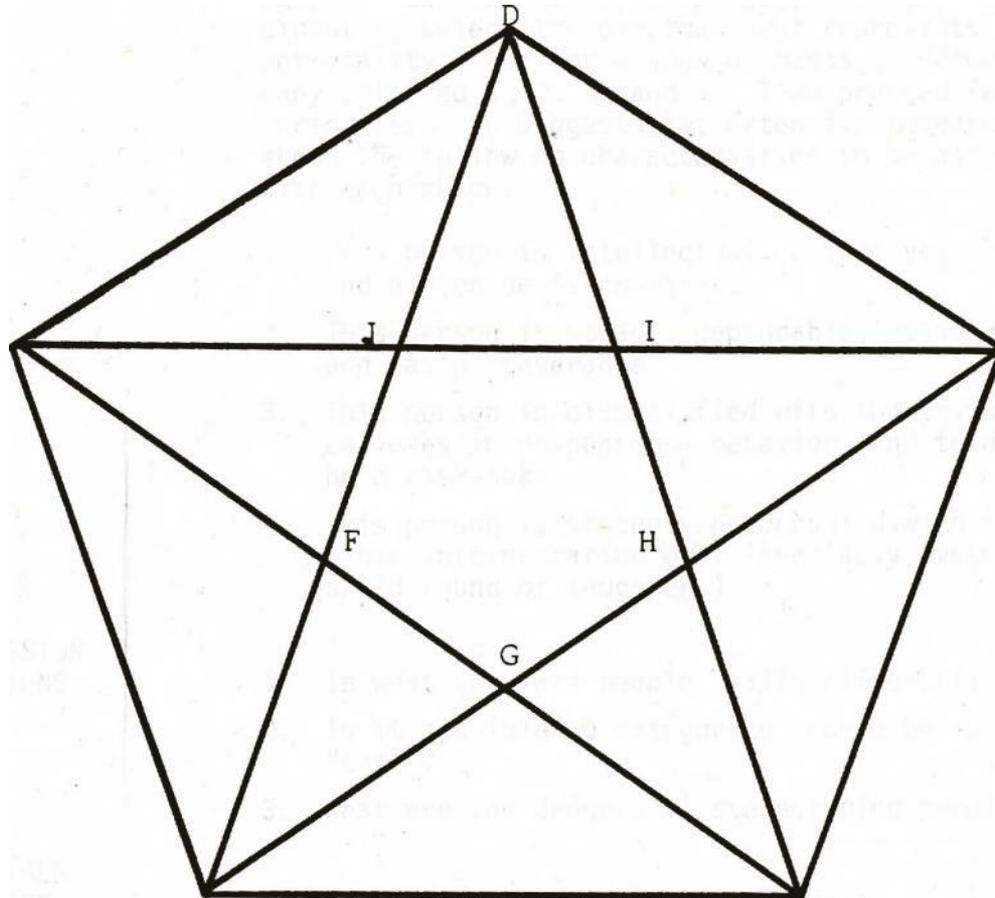
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**“The way we see the problem  
may be the problem”**

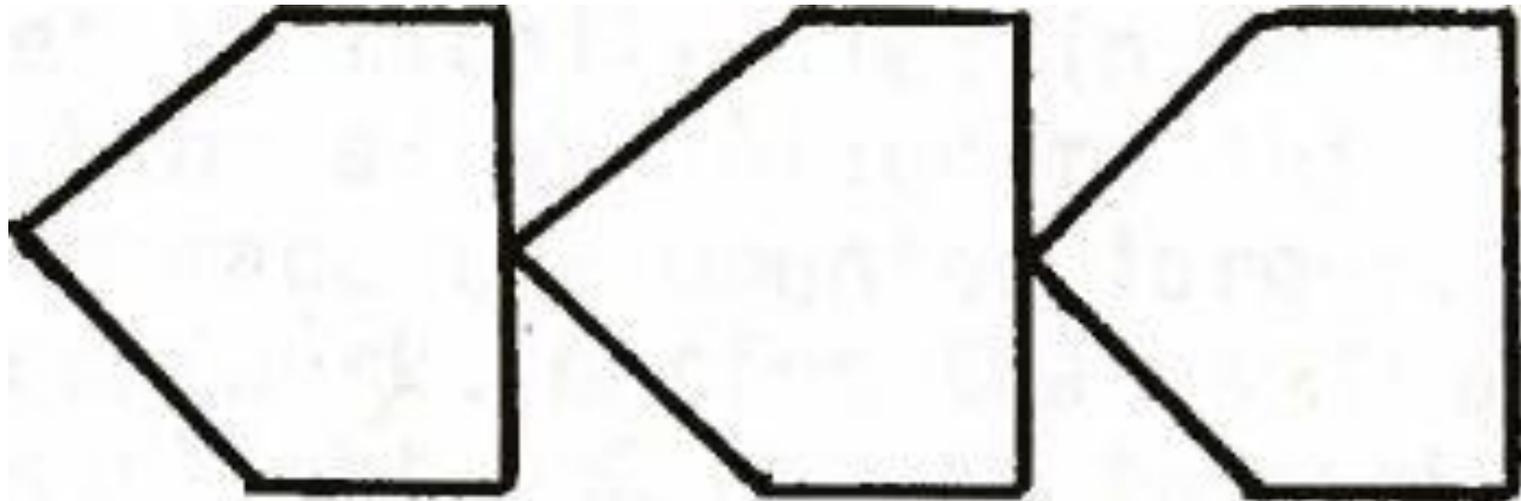
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# Shift Your Paradigm(VISION)

From What Can't Happen

To

What Can Happen

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# The Individuals with Disabilities Education Act (IDEA)

defines disability:

as those children with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as “emotional disturbance”), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services.

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# Risk, Resilience and Disability

- Continuum of Functional Behavior
- Dynamic Interplay of the Three
- Under Societal Control
- Outcomes Are Dependent on All



# Resilience

- A protective factor with lasting effects
- Can be biological or environmental
- Can mediate the effects of a disability



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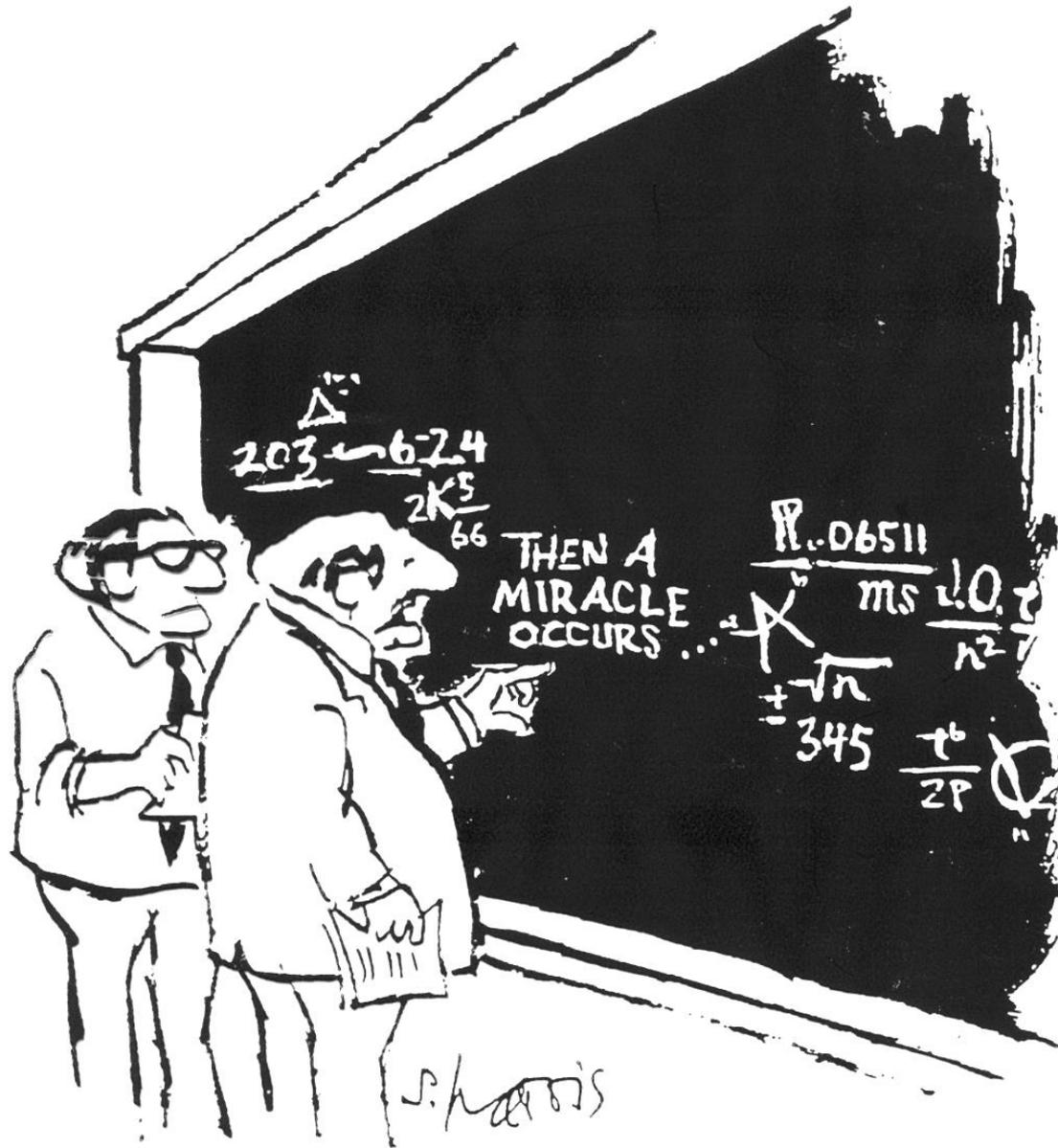
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*"I think you should be more explicit here in step two."*

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*You cannot  
satisfy hunger by  
drawing a cake*

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# 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 get 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*



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# What Do We Mean by Implementation?

- *A specified set of activities* designed to put into practice a policy, activity, or program of known dimensions.
- Implementation processes are purposeful and defined in sufficient detail such that independent observers can detect the presence and strength of these “specified activities”

# Major Themes in Implementation Literature

1. Assessing readiness and capacity
2. Structure of the implementation process
3. Engagement and buy-in
4. Program installation
5. Outcome evaluation and fidelity monitoring
6. Feedback and quality improvement
7. Innovation and adaptation

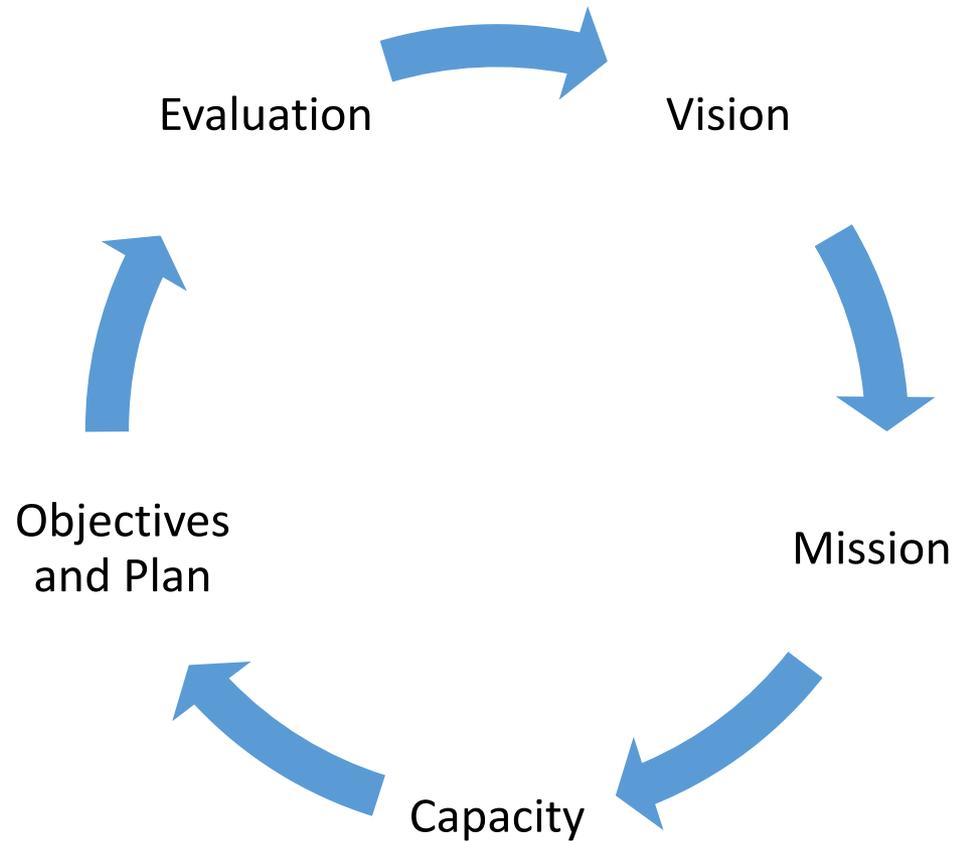
*Change is not magic or  
inspiration.*

*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?

# Strategic Planning



# Principles of Strategic Planning

- Strategic planning is directed toward **creating a future** that could be, rather than reacting to a future that will be.
- The **process** of strategic planning is as important as the product because the process is designed to create understanding, consensus, and commitment through interactions of leaders and stakeholders.
- Strategic plans must be sufficiently broad to provide flexibility and sufficiently specific to **provide direction** for functional and operational planning.

# The Strategic Planning Process: Key Characteristics

- Focused and Decision Related
- Future Oriented
- Fact-Based
- Avoids Over-Generalization
- Explores Alternative Solutions
- Reassesses Decisions Over Time
- Politically Realistic

***“The best way to predict  
the future is to create it.”***

*Peter F. Drucker*

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