

Early Intervention Service Delivery:

An Overview, Support, and Resources



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Jen Furness

Melissa Mecke



Intentions

- ✓ Examine **principles** of Early Intervention in Pennsylvania
- ✓ Review select **evidence-based practices** being rolled out in Pennsylvania
- ✓ Engage in **discussion** with peers and presenters
- ✓ Engage in continuous learning through an **exploration of resources**





Let's learn a little bit about your experience!

Principles



Announcement EI-20-03

Early Intervention Service Delivery: Coaching Across Settings

ANNOUNCEMENT EI-20-03



Pennsylvania Office of Child Development and Early Learning
Bureau of Early Intervention Services and Family Support

Issue Date: November 30, 2020
Effective Date: December 1, 2020

Subject: Early Intervention Service Delivery: Coaching Across Settings
To: Pennsylvania Infant, Toddler and Preschool Early Intervention Program Leaders
From: 
Tracey Campanini
Deputy Secretary, Office of Child Development & Early Learning


PURPOSE

To establish the vision and expectations for how Early Intervention (EI) services are to be delivered to infants, toddlers and preschool children and their families, caregivers and coaching supports to early childhood education (ECE) professionals. This announcement highlights EI principles in Pennsylvania and provides guidance and consistency in the implementation of personnel and organizational structures for Pennsylvania's initiative, Early Intervention Service Delivery: Coaching Across Settings.

BACKGROUND

Pennsylvania's EI program has been promoting coaching supports and services and collaborative partnerships for infants, toddlers and preschool children with disabilities and their families, caregivers, and ECE professionals for many years. These supports and services enhance a child's growth and development and utilize a set of core principles that ensures services are evidence-based, individualized, and embedded in meaningful and functional outcomes, while working collaboratively with the families, caregivers, and ECE professionals.

These core principles can be found within Parts B and C of the federal Individuals with Disabilities Education Act (IDEA). According to 20 U.S.C. § 1400(c)(5)(B), "[a]lmost 30 years of research and experience has demonstrated the education of children with disabilities can be made more effective by States strengthening the role and responsibility of parents and ensuring that families of children with disabilities have meaningful opportunities to participate in the education of their children at school and at home." The IDEA also provides that there is



All children – all settings

Implementation Science framework

Multi-year implementation process

Research-informed & evidence-based practices

Consistency and fidelity



Principles of Early Intervention in Pennsylvania

- Enhance a child's growth and development
- Evidence-based and individualized
- Embedded in meaningful and function outcomes
- Work collaboratively with families, caregivers, and ECE professionals
- Define the primary role of EI as coaching support





OCDEL Coaching Definition

Coaching is defined as a relationship-based process led by a professional with specialized and adult learning knowledge and skills, who often serves in a different role than the recipient(s). It is designed to promote sustainable growth in knowledge, skills and behaviors for an individual or group.

Coaching a Parent/Family Member

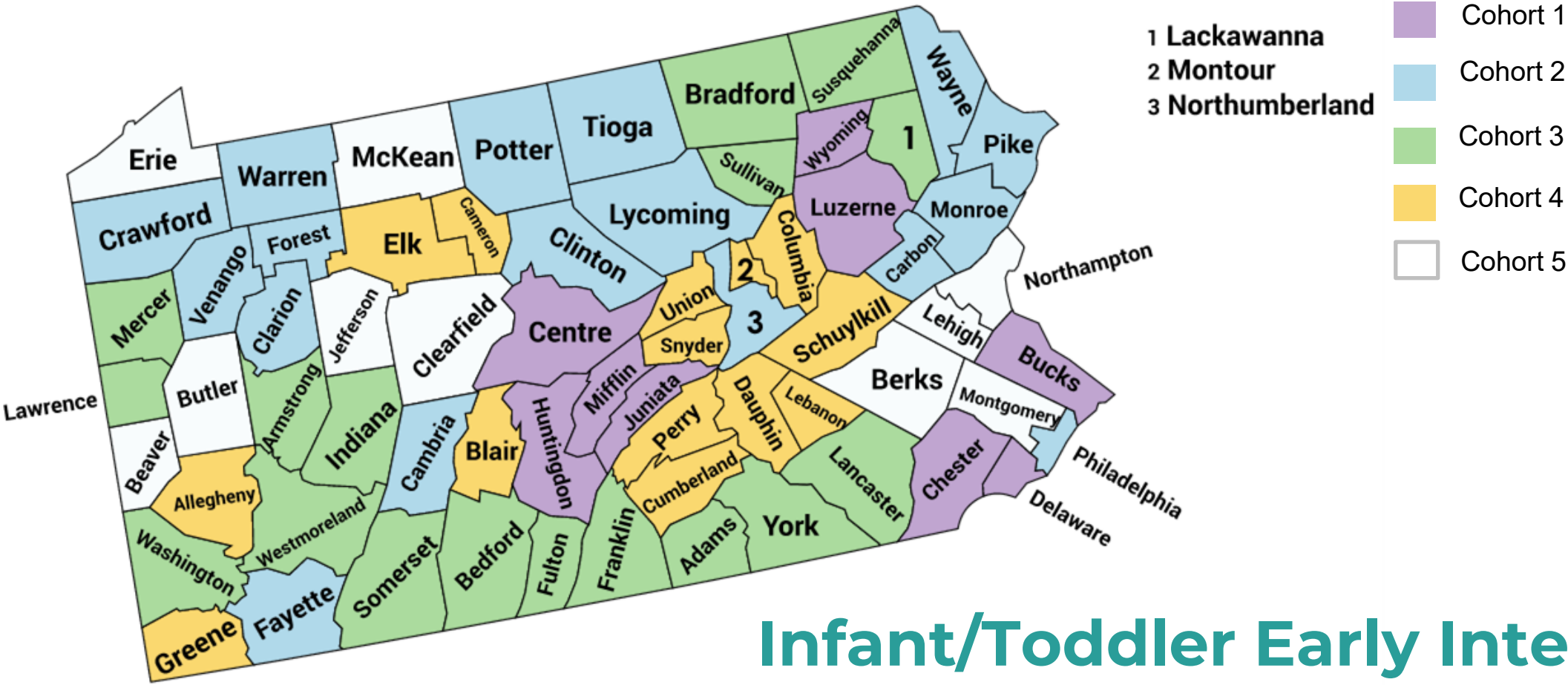
The focus when coaching a parent is observation, instruction and reflection so that professionals, families and caregivers can use evidence-based practices for the development of young children in everyday activities and routines.

Coaching a Professional

The focus when coaching a professional is the development of the skills and knowledge to effectively implement evidence-based practices for the development of young children. Coaching is intended to build capacity for specific professional dispositions when used in the EC workforce.

Evidence-based Practices

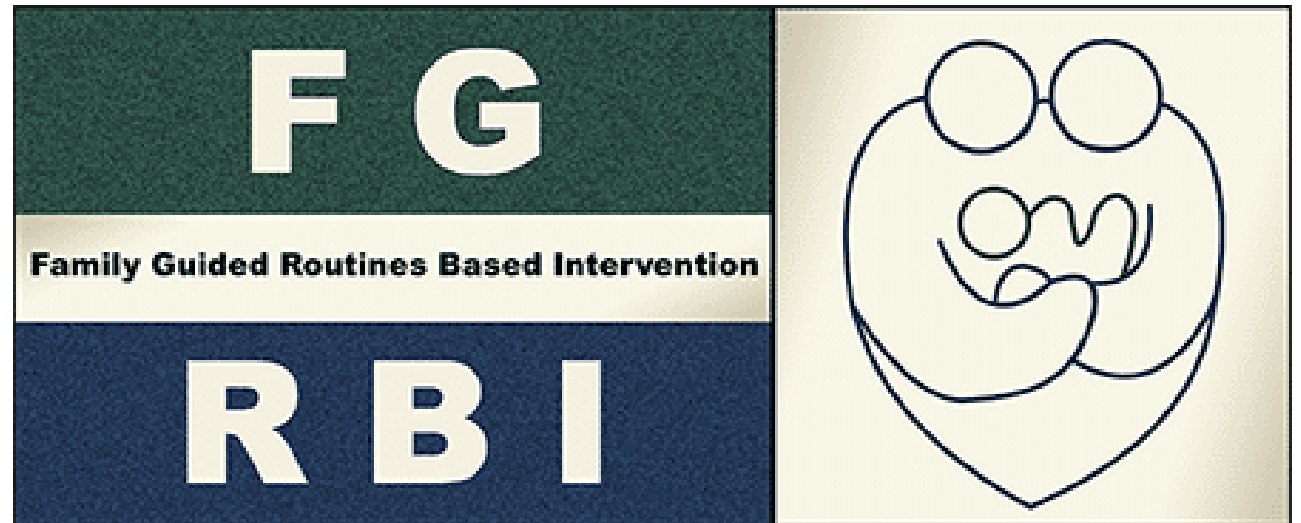




Infant/Toddler Early Intervention Service Delivery Rollout Cohorts

Core Principles of Early Intervention in FGRBI

- Natural Environments
- Family-Centered Practices
- Embedded Instruction
- Child Strengths and Interests



Why FGRBI?



Family Guided Routines Based Intervention (FGRBI)

- ✓ Promotes child-directed learning embedded in the functional everyday routines and activities of young children and their families
- ✓ Caregiver coaching facilitates the shift from the provider working directly with the child to focus on the triadic nature of the provider supporting the parent/caregiver and child interactions

FGRBI provides:

- ✓ Systematic implementation within a flexible framework known as SS-OO-PP-RR
- ✓ An intervention plan for family participation and leadership, called the Family 5Q.

Family Guided Routines Based Intervention



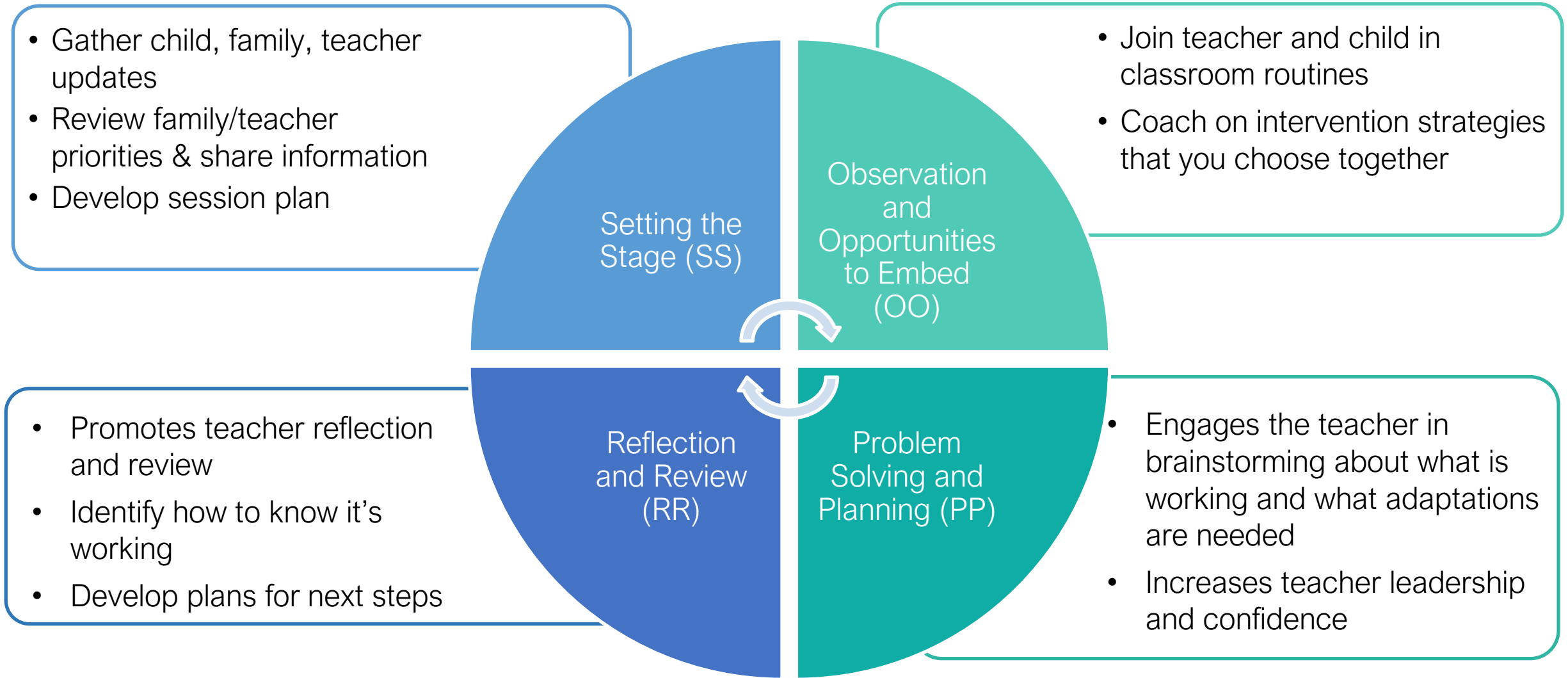
Provider Practices SS-OO-PP-RR

- Setting the Stage
- Observation and Opportunities to Embed
- Problem Solving and Planning
- Reflection and Review



Family Plan The 5Q

- Why?
- What?
- How?
- When/Where/Who?
- Is it working?



Source: Mollie Romano, PhD, Florida State University

A SS-OO-PP-RR Note



pennsylvania <small>EARLY INTERVENTION</small>				
Early Intervention Session Note				
Optional Local ID # (if required)		Date	Time in	Time out
Name of Child	Provider/Agency	Type of Service	Type of Session	Location of Session
		<input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> ST <input type="checkbox"/> <input type="checkbox"/> SI <input type="checkbox"/> Other:	<input type="checkbox"/> Initial <input type="checkbox"/> Ongoing <input type="checkbox"/> <input type="checkbox"/> Other:	<input type="checkbox"/> Home/Community <input type="checkbox"/> <input type="checkbox"/> Office/Center
Outcome(s)/Goal(s) from IFSP/IEP currently addressed: Specific target(s) to reach outcome(s):				
Child and family outcome updates including updates on targets from family plan for between sessions:				
What we did today to address the outcome(s) and reach session targets: What routines were practiced to embed strategies to support child learning? Include how intervention was embedded within activities and routines, family participation and how strategies were used.				
Coaching strategies used in routines: <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Direct teaching <input type="checkbox"/> Demonstration with narration <input type="checkbox"/> Guided practice <input type="checkbox"/> Caregiver practice <input type="checkbox"/> Specific feedback <input type="checkbox"/> Problem solving <input type="checkbox"/> Reflection <input type="checkbox"/> Other:				
Describe progress of target(s) identified in session plan and practiced in session: Target 1 _____ <input type="checkbox"/> Completed target as described <input type="checkbox"/> Some/partial target use <input type="checkbox"/> Not yet <input type="checkbox"/> Did not practice Target 2 _____ <input type="checkbox"/> Completed target as described <input type="checkbox"/> Some/partial target use <input type="checkbox"/> Not yet <input type="checkbox"/> Did not practice				
Family plan for between sessions: What? (Targets): How? (Strategies): When & Where? (Routines & locations): Who? (Which caregiver or caregivers): What will success look like for the family?				

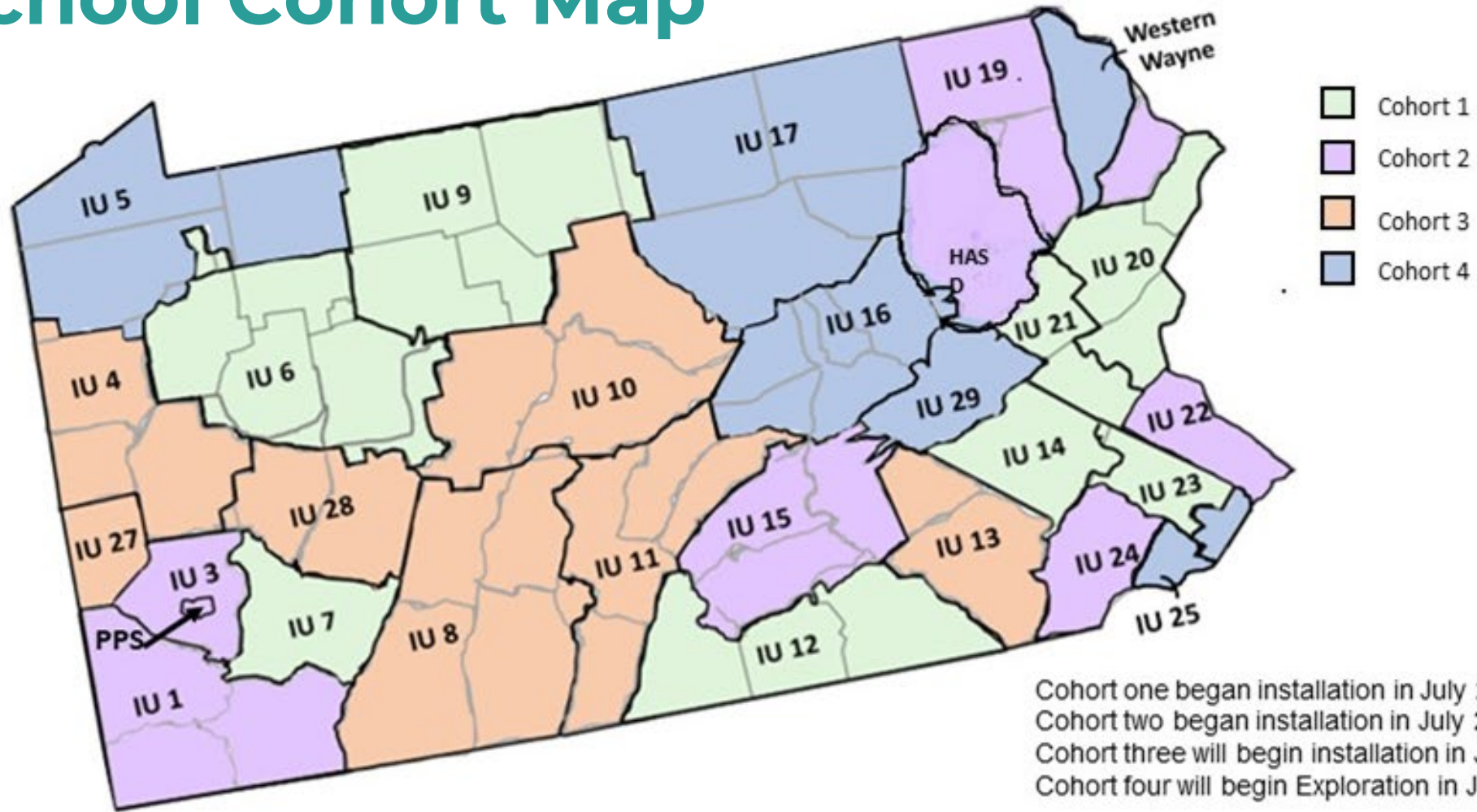
Setting the Stage
 Individualized
 Meaning and functional

Observation and
 Opportunities to Embed
 Collaboration

Reflection and Review
 Coach and support

Problem Solving and Planning
 Integrate all aspects

Preschool Cohort Map



Cohort one began installation in July 2022
Cohort two began installation in July 2023
Cohort three will begin installation in July 2024
Cohort four will begin Exploration in July 2025

Embedded Instruction in Early Learning

- ✓ helps children learn skills in everyday routines and activities as they interact with familiar people and things,
- ✓ helps children use the skills they learn in different routines and activities, and
- ✓ helps children continue to use the skills they learn over time.

3 R's of Early Learning

Foundation for Embedded Instruction



Relationships

Serve-and-return interactions



Repetition

Making neural connections
by embedding learning in
everyday activities and
routines



Routines

Predictable activities in
everyday routines that engage
and motivate

Why Embed?

1 10 minutes of play	×	2-3 chances to repeat words	×	365 days per year	=	730 - 1,095 everyday learning activities
2 clothing changes	×	3-4 chances to label objects	×	365 days per year	=	2,190 - 2,920 everyday learning activities
3 meals or snacks	×	1-2 requests for food/drink	×	365 days per year	=	1,095 - 2,190 everyday learning activities

Michael

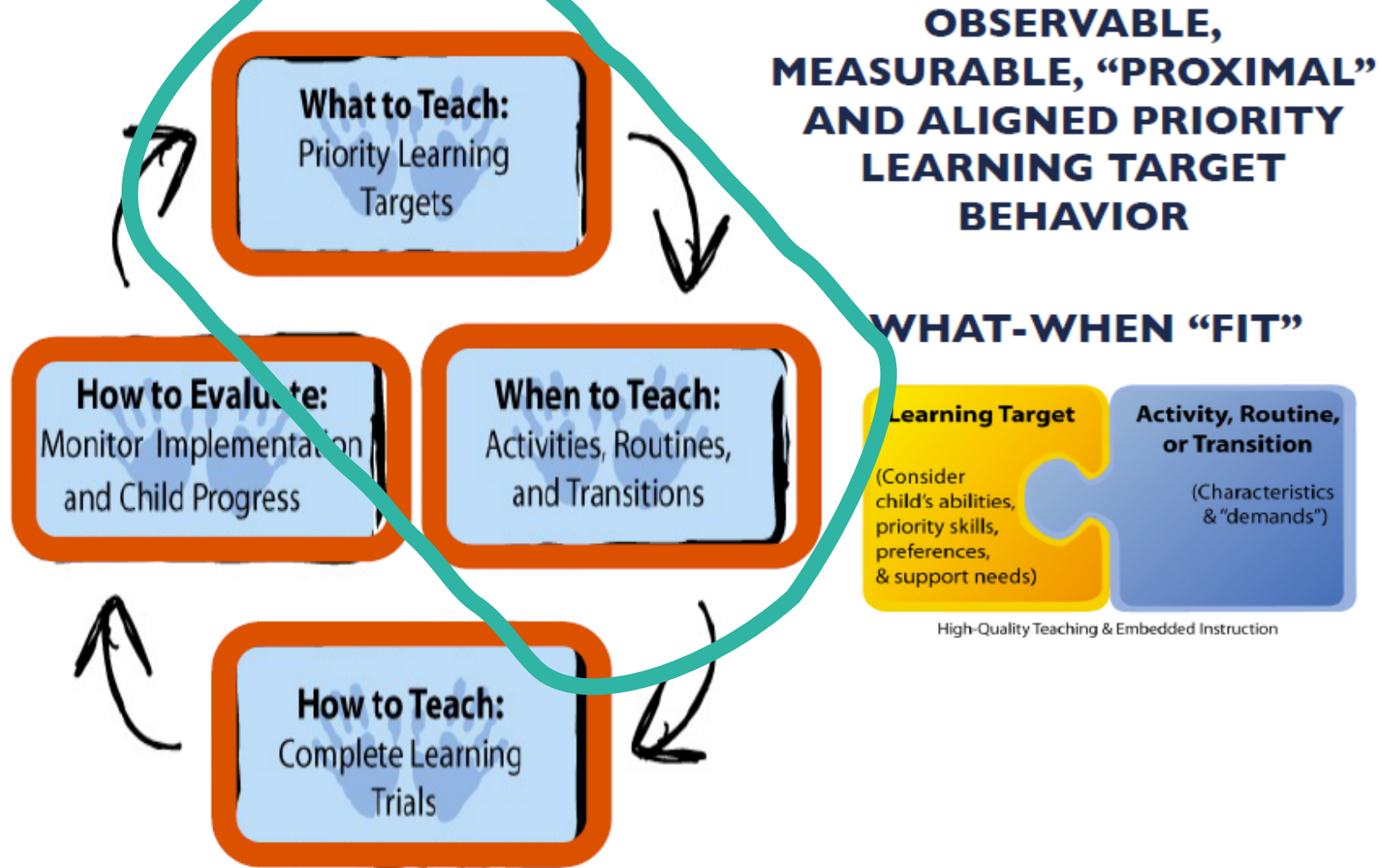
Miguel

DAY		MINUTES		MINUTES
MON			<ul style="list-style-type: none"> Names his clothes while getting dressed and the food for breakfast with mom. Labels stores during drive to childcare. Tells friends "hi," sings songs and shares picture book at nap. Plays card game with big brother after school. Tells good night story to dad. 	10 MIN 5 MIN 30 MIN 10 MIN 5 MIN
TUES	Names picture cards and reads books with SLP	30 MIN	<ul style="list-style-type: none"> Names his body parts while getting dressed and the food for breakfast with mom. Sings songs on tape during drive to childcare. Tells friends "hi," sings songs and shares picture book at nap. Plays outside with big brother after school naming toys. Labels toys during bath. 	10 MIN 5 MIN 30 MIN 10 MIN 5 MIN
WED			<ul style="list-style-type: none"> Names his body parts while getting dressed and the food for breakfast with mom. Labels stores during drive to childcare. Tells friends "hi," sings songs and shares picture book at nap. Plays card game with big brother after school. Tells good night story to dad. 	10 MIN 5 MIN 30 MIN 10 MIN 5 MIN
THU	Names picture cards and reads books with SLP	30 MIN	<ul style="list-style-type: none"> Names his clothes while getting dressed and the food for breakfast with mom. Sings songs on tape during drive to childcare. Tells friends "hi," sings songs and shares picture book at nap. Plays card game with big brother after school. Labels toys during bath. 	10 MIN 5 MIN 30 MIN 10 MIN 5 MIN
FRI			<ul style="list-style-type: none"> Names his clothes while getting dressed. Orders breakfast from menu at Mc Donalds. Tells friends "hi," sings songs and shares picture book at nap. Plays card game with Grandpa. Tells good night story to Grandma. 	5 MIN 5 MIN 30 MIN 10 MIN 10 MIN
TOTAL TIME		1 HOUR		5 HOURS

1+1=2



So Many Ways To Learn



Snyder, P. & Woods, J. (2021, May 27). *Embedded instruction for early learning: An overview* [PowerPoint slides]. Anita Zucker Center for Excellence in Early Childhood Studies.



EVERYDAY LEARNING OPPORTUNITIES

INSIDE PLAY



Embedded Instruction in Early Learning Practice Profile

- ✓ In your small groups, read through the following information on page 1 of your handout.
 - Essential Practices Column for Practices 1 & 2
 - The Foundations to Build Upon Column for Practices 1 & 2

- ✓ What elements of the foundation column do you already have in place?

FGRBI & Embedded Instruction: Common Elements

- ✓ Include everyday routines
- ✓ Promote shared problem-solving
- ✓ Include functional & participation-based
- ✓ Increase engagement & independence
 - ✓ Implement strategies effectively
 - ✓ Collect data on shared targets
 - ✓ Evaluate data for child progress
- ✓ Reflect to see if the plan is working



Discussion



Evidence of Effective Collaboration



Children who receive supports in multiple settings have interconnected opportunities (McWilliam 2011).

Each member of the team plays a role in collaboration and communication (Murata & Tan 2009; Vakil et al. 2009; Hart Barnett & O'Shaugnessy 2015).

5 Key Strategies



1. Defining roles
2. Exchanging information across settings after gaining consent
3. Utilizing communication logs
4. Scheduling meetings
5. Gathering and using data

All Team Members Have a Voice

- ✓ In your small groups, read through the one-page handout.
- ✓ Identify one thing you're doing well already.
- ✓ Identify one thing that you could strengthen in your current partnerships.



Honor
Other's
Time

Value
Knowledge
and Input
of Others

Honor
Everyone's
Values,
Beliefs,
and
Culture

Try to see
another's
point of
view

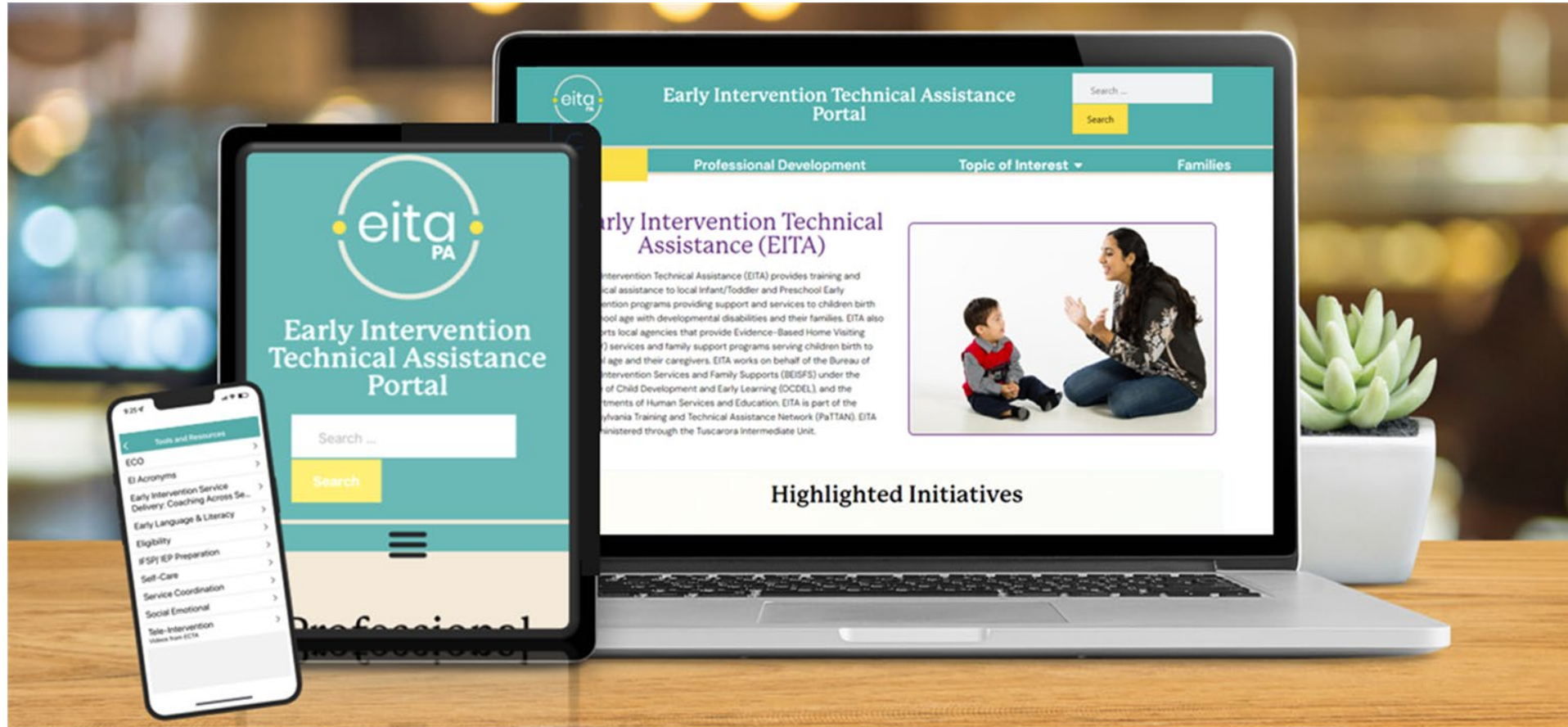
Exhibiting Respect at Work

Working with Other Professionals

- ✓ In your small groups, read through the nine items on the checklist.
- ✓ Identify one thing you're doing well already.
- ✓ Identify one thing that you could strengthen in your current partnerships.

Pennsylvania Resources





eita-pa.org



Early Intervention Technical Assistance Portal

Search ...

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Home

Professional Development

Topic of Interest ▲

Families

Assistive Technology

Augmentative and Alternative Communication

Autism

Deaf-Blind

Dual Language Learners

Early Childhood Outcomes

Early Intervention Service Delivery

Early Language & Literacy

Hearing/Deafness

Inclusion

Infant/Toddler Service Coordination

Leadership

Screening, Assessment and Evaluation

Social Emotional

Traumatic Brain Injury

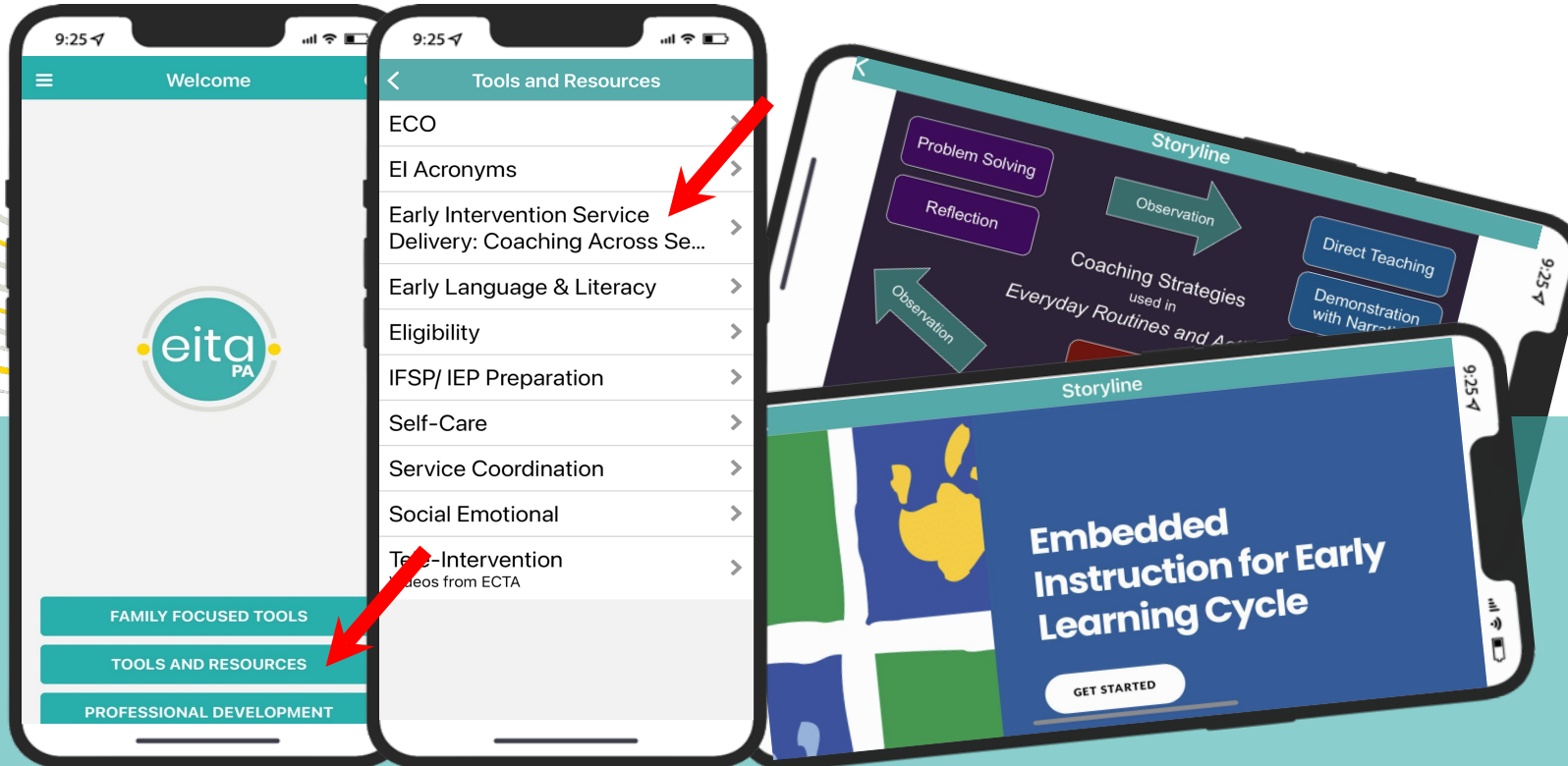
Transition

Vision Blindness



www.eita-pa.org

Search "EITA Mobile" to download from your app store





Search...



GETTING STARTED

PROFESSIONAL DEVELOPMENT

PROGRAM QUALITY

+ **Preschool ePyramid Module Package**

+ **NEW! Prevent-Teach-Reinforce for Families**

+ **Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension & Expulsion**

+ **Trauma-Informed Care & the Pyramid Model**

+ **Wellness: Taking Care of Yourself**



PD
Registry
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Early Learning
Resource Centers



Thank you for your time and attention!

Melissa Mecke
mmecke@pattan.net

Jen Furness
jfurness@pattankop.net

