Early Intervention Application Competency 1: Facilitate Positive and Productive Communication Exchanges with Families

Interact with warm, positive regard, and encouragement (e.g., facial expressions, proximity, verbal invitations) to invite caregiver participation.

Listen with genuine interest and check for understanding to clarify caregiver’s reflection (e.g., active listening, rephrasing).

Comment or asks open-ended questions with ample response time (e.g., uses declarative statements, expansions of caregiver comments, reflective questions).

Validate the caregiver’s opinions and feelings (e.g., empathic listening, affirmations, perspective taking).

Address caregiver’s questions and concerns by encouraging reflection, joint problem solving, and by sharing information.

Reflect upon own opinions and personal values and how those believes influence the relationship between the provider, family, and child.

Describe the evidence base, purpose, and key components of an early intervention approach that supports caregivers to provide embedded learning opportunities in everyday routines and activities.

Demonstrate and provide meaningful examples of the caregiver’s role in EI supporting their children’s learning.

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Early Intervention Application Competency 2: Promote Family-Centered, Capacity Building, and Collaboration Practices

Develop a trusting and respectful partnership with caregivers in early intervention process.

Start with and build on what the family does, enjoys, and believes is important for their family.

Promote family and child interactions as primary contexts for learning (e.g., focus on parent-child interactions, involve siblings, provide video clips for grandma to see.

Help caregivers figure out ways to use their own resources (formal and informal supports) or access new/different resources or referrals to increase self-efficacy skills for family.

Share up-to-date, evidence-based, non-biased parent education/information to support the family’s informed decision making.

Tailor parenting knowledge and skills messages in ways that are flexible, individualized, and respectful of the caregiver’s experiences and expertise.

Adjust EI plan in response to and out of respect for the family’s concerns, priorities, and changing life circumstances.

Notice and comment upon what caregivers are doing to support their child’s development to build their competence and confidence.

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Early Intervention Application Competency 3: Integrate Adult Learning Principles into Communication and Coaching Practices

Connect current discussions and information sharing to prior knowledge and experiences of each adult.

Incorporate family history, values, and experiences throughout interactions to help the family see the connections between what they are doing and their child’s learning.

Introduce developmental information or instructional strategies and provides authentic examples in context using formats preferred by adult.

Support/scaffold caregiver’s/family’s active participation and decision making in relevant activities.

Increase or decrease support in response to the caregiver’s skill and familiarity with a strategy or routine, ensuring adequate opportunities to practice (e.g., repetition) and maintenance of skill.

Encourage caregiver to describe/review the key components of the intervention plan using their own materials, ideas, and sequence with the 5Q or other form of visual model.

Use multiple methods of sharing information with the caregiver (written feedback, video reflection, live coaching, etc.) based on their learning preferences.

Provide frequent opportunities to assess and self-assess learning including use of video reflection.

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Early Intervention Application Competency 4: Collaborate to Identify Everyday Routines, Activities, and Play Prioritized by the Family

Explain how naturally occurring routines, play, and activities support learning for children and their caregivers throughout the day.

Describe the caregiver’s role in the routine to support the child’s learning, engagement, and participation.

Collaboratively identify with caregivers their routines and play that are going well and those that are more difficult to address functional and meaningful learning targets.

Collaboratively plan a variety of child and family interest-based activities, play, chores, caregiving, literacy, and social routines with productive roles for the child to learn developmentally sensible skills.

Plan with caregivers to ensure opportunities to embed intervention that promotes multiple learning opportunities repeated throughout the day to ensure sufficiency of practice for learning.

Brainstorm other routines, activities, and play times for their potential to increase opportunities for learning and generalizing skills that have been acquired.

Expand routines and play across types of routines, places, people, and expectations for the child.

Problem solve with caregiver on how to make informed decisions on which routines are the most effective and efficient (uses expansions and subroutines to increase/decrease time and opportunities as family needs).

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Early Intervention Application Competency 5: Embed Intervention on Functional and Meaningful Child and Family Outcomes

Share information on typical child development, learning differences, and disability to guide caregiver’s informed decision making on priority outcomes.

Support caregivers and other team members to jointly identify developmentally sensible and meaningful and measurable outcomes aligned with family priorities for the child and family.

Individualize outcomes, routines, and strategies to match priorities and needs of child and family.

Ensure inclusion of measurable, functional criteria to use to review progress toward achieving IFSP outcomes.

Use toys, materials, and interactions that promote interest and strengths-based learning.

Review and expand the caregiver’s understanding of what and how to embed intervention on functional outcomes to support participation in everyday routines.

Embed targets and strategies intentionally within identified routines, activities, and play with sufficient repetition for learning.

Follow rules for efficiency of embedded intervention by:

Embed enough but not too much-just right amount of targets and trials to balance practice opportunities with caregiver time and interest to complete routine.

Make the least amount of change in the caregiver’s typical routine (maintain sequence) for the maximum impact (increased child opportunities).

Use familiar routines to teach new skills and new routines to generalize learning.

Incorporate the child’s natural/incidental learning opportunities in addition to targeted routines.

Identify and implement opportunities to enhance the child’s participation in community settings.

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