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.

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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.

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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).

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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.

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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