

Mission and Key Principles: Facilitator's Information Guide

Developed by the Early Intervention-Early Childhood Professional Development Community of Practice – EI Curriculum Workgroup

The Mission and Key Principles module was developed by an international workgroup that formed out of the Early Intervention-Early Childhood Professional Development Community of Practice. Members of the workgroup have extensive experience developing and delivering early intervention training. This module is one part of a Universal Online Part C Early Intervention Curriculum that may be used to support quality early intervention practices.

This module is available as a PowerPoint with slide notes and links to video clips illustrating each principle and an asynchronous online format developed in Articulate with embedded audio, video clips and learning activities.

Use of Module:

The information in this module is applicable to every Part C program. Trainers may choose to insert state specific information in the PowerPoint presentation or may want to use state specific information as extension activities. This module can be viewed by an individual or a group of participants. Although the module is designed to be viewed online, trainers may choose to use the PowerPoint without the recorded audio to present the module in a face to face or webinar format using the slide notes.

This module and its content may be used without charge for instructional purposes but may not be used for commercial gain. Trainers may choose to use all or part of the presentation. You must attribute the work in the following manner

Early Intervention-Early Childhood Professional Development Community of Practice. (2014).

Mission and Key Principles. Retrieved from:

<http://universalonlinepartceicurriculum.pbworks.com/w/page/79643462/Mission%20and%20Key%20Principles>

Citation of the work should not suggest that the developers of the Universal Online Part C Early Intervention Curriculum endorse you or your use of the work.

Topics in the Module:

IDEA Part C and Federal Regulations – The participant is directed to explore the US Department of Education, **Building the Legacy: IDEA 2004** [website](#) for detailed information about the law

and its regulations. More information about the history and intent of IDEA can be found in the video, *Celebrating 35 Years of IDEA* (<https://www.youtube.com/watch?v=DUn6luZQaXE>)

In addition, participants are directed to explore the [ECTA website](#) to explore their state's Part C program. Facilitators may choose to insert information about the history of their Part C program or their states' rules and regulations immediately after this slide.

Mission and Key Principles of Part C – Participants are directed to download the [Key Principles](#) document and the [Looks Like/Doesn't Look Like](#) document during the module.

The Resources document linked at the end of the module provides extensive information about the Mission and Key Principles of Part C. These resources include:

- Pletcher, Lynda Cook and Younggren, Naomi O. *The Early Intervention Workbook: Essential Practices for Quality Services*. Brookes Publishing, 2013
<http://products.brookespublishing.com/The-Early-Intervention-Workbook-P704.aspx>
- **Search Tool: Literature Support for Key Principles and Practices in Part C Early Intervention** <http://ectacenter.org/topics/natenv/natenvbibfinder.asp>
- Whipple, Wendy. (2012) *Key Principles of Early Intervention and Effective Practices: A Crosswalk with Statements from Discipline-specific Literature*. Retrieved from http://www.rrcprogram.org/cms2/images/rrcpdata/documents/KeyPrinciplesEI_effectivepractices.pdf
- Workgroup on Principles and Practices in Natural Environments, OSEP TA Community of Practice: Part C Settings. (2008, February) *Agreed upon practices for providing early intervention services in natural environments*. Retrieved from http://www.ectacenter.org/~pdfs/topics/families/AgreedUponPractices_FinalDraft2_01_08.pdf

Video Clips

The following video clips are used in the module to illustrate the key principles of early childhood intervention.

- Introduction and history of the Key Principles: *Larry Edelman explains the history of the Mission and Key Principles documents*. - **2008 Early Intervention Training Institute, Austin, Texas**
https://www.youtube.com/watch?v=0cpWZgBFqHg&list=UUW7lxXGqUkqqr5jH2_Ci0IA
- Principle One - "Infants and toddlers learn best through every day experiences and interactions with familiar people in familiar contexts." **Early Intervention Home Visits – Connecticut Birth to Three**. Video produced by Deb Resnick. Funding provided by a SPDG Grant.

https://www.youtube.com/watch?v=fZ0rUBxYcJw&list=UUW7lxXGqUkqqr5jH2_CIOIA

- Principle Two – “All families, with the necessary supports and resources, can enhance their children’s learning and development.” **Early Intervention Home Visits – Connecticut Birth to Three.** Video produced by Deb Resnick. Funding provided by a SPDG Grant.

https://www.youtube.com/watch?v=gZoJoU6ISol&list=UUW7lxXGqUkqqr5jH2_CIOIA

- Principle Three – “The primary role of the service provider in early intervention is to work with and support the family members and caregivers in a child’s life.” (Robin McWilliam) **2008 Early Intervention Training Institute, Austin, Texas**

https://www.youtube.com/watch?v=wQVOCiMlggU&list=UUW7lxXGqUkqqr5jH2_CIOIA

- Principle Four – “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.” **Texas ECI: Family to Family.** Produced by the Texas Department of Aging and Disability (DADS) for Texas ECI.

https://www.youtube.com/watch?v=UJfvqVs0Cak&list=UUW7lxXGqUkqqr5jH2_CIOIA

- Principle Five - “IFSP outcomes must be functional and based on children’s and families’ needs and priorities.” **Bri, Her Family and Early Intervention. Bri IFSP Video, Chapter 4.1.** Video produced by the Illinois Early Intervention Training Program. Funding provided by the Illinois Department of Human Services, Bureau of Early Intervention in cooperation with United Cerebral Palsy of Greater Chicago and the Illinois Early Intervention Training Program.

https://www.youtube.com/watch?v=GjglwgCkCTM&list=UUW7lxXGqUkqqr5jH2_CIOIA

- Principle Six - “The family’s priorities needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.”

Early Intervention Home Visits – Connecticut Birth to Three. Video produced by Deb Resnick. Funding provided by a SPDG Grant.

https://www.youtube.com/watch?v=RgFJtpswLYs&list=UUW7lxXGqUkqqr5jH2_CIOIA

Embedded Activities:

The PowerPoint version of the presentation has a reflection activity for each principle, while the Adobe Presenter version includes a short guided practice activity for each principle. The culminating activity for all versions of the module is a video clip of a [final home visit](#) and the [Early Intervention Quiz](#). Participants receive feedback after each question and receive a final score. Trainers are welcome to modify and adapt the embedded activities as they see fit to meet the needs of their unique learners.

Discussion Questions:

The resources provided herein may be used to help facilitate discussions that take place in a face to face group or electronically via a listserv, discussion board, or blog. The modules may also be used as part of a state specific curriculum for early interventionists and an assignment for participants may be for individuals to reflect on questions individually. Here are some discussion questions you may want to consider for both experienced staff and new staff.

Staff with Experience	New Staff
1. What principle has been the most difficult to implement in your practice? Why do you feel this is the most difficult?	1. How do you plan to implement the key principles into your early intervention practices?
2. What principle has been the easiest to implement? Why do you feel this is the easiest?	2. Which principle do you feel will be the most difficult to implement? Which one will be the easiest to implement?
3. How do your state rules, regulations and other resources support implementation of the key principles?	3. What supports are available to help you implement the key principles?
4. Are there barriers for implementing the key principles? What are strategies for overcoming these barriers?	4. Who or what can help you if you encounter barriers for implementing the key principles?
5. How do the key principles fit with your license or practice act for providing services?	
6. What resources are offered by your board or professional organization that can support you in implementing the key principles?	

Reflection Questions and Guided Practice Activities:

The reflection questions and guided practice activities from the interactive version of the presentation are ones that could be adapted for small group discussions. Below you will find a list of the questions embedded in the Adobe Presenter version of the presentation that you may choose to modify, adapt and/or administer in a format that serves your learners best.

General Reflection Question (applicable to any/all principles): Think about how each principle was demonstrated in the video clip. What do you currently do that supports each principle? Are there new things that you learned that you might want to try? If so, what might they be? (*Suggestion: This could be put into a table where each principle is listed and there could be a column for the learner to answer each of the aforementioned questions*)

Principle 1 Guided Practice Activity: Which of the following do you think “looks like” the first principle? Select ALL that apply.

- a. Using toys that the provider brings to the visit

- b. Helping the family understand how to use or adapt materials in their home to help their son learn to walk.
- c. Teaching specific skills (like items missed on an assessment instrument) in a specific order in a specific way in a contrived setting
- d. Learning that the family likes to go to the local park and helping them strategize how their child can enjoy the swings.

Answers: B and D

Principle 2 Reflection Question: How do you demonstrate in all your practices that you believe ALL families can enhance and support their child’s development?

Principle 3 Reflection Question & Guided Practice Activity: What do you currently do that supports this principle? What are you doing to build trust and rapport with families? Are there new things that you learned that you might want to try? If so, what might they be?

Now take a moment to reflect on the third principle. Which picture depicts what principle three DOES look like. *Photos courtesy of Infant & Toddler Connection of Virginia.*









Answer: Picture A because in this photo the mother is an active participant while the early interventionist is providing support.

Principle 4 Reflection Questions: Pause and reflect on how principle four was demonstrated in the video clip. What words did the mother use? Did you hear her say the process “keeps changing, it’s not static and it’s individualized?” Does your practice reflect these key words? Are there new things you learned that you might want to try? If so, what might they be?

Principle 5 Reflection Question: What do you currently do that supports this principle?

Principle 6 Guided Practice Activity: Identify which statements look like the principles and which ones do not.

Statement	Looks Like/Doesn't Look Like	Answer Key
Sending the message that the more service providers involved the more gains the child will make		
Developing a team based on the child and family outcomes and priorities		
Making time for team members to communicate formally and informally		
Defining team from only the professional disciplines that match the child's deficits		
Having separate providers seeing the family at separate times and addressing separate outcomes		
Understanding when to ask for additional support and collaboration from team members		

Principle 7 Guided Practice Activity: Pick one professional organization and one professional journal to explore. *(This could also be given as an assignment for someone to explore and report back on.)*

Professional Organizations	Professional Journals
DEC	Journal of Early Intervention
ECTA	Topics in Early Childhood Special Education
Zero to Three	Young Exceptional Children
IDEA Infant & Toddler Coordinators Association	Infants and Young Children