

Activity 3 – Effective Practices Self-Assessment - Local Program B

Effective Practices	Level of Implementation		
	Not Yet Implemented	Needs Improvement	Implemented
1. During each intervention visit, participate with the family or caregivers and the child in activities and /or routines as the context for promoting new skills and behaviors.			
<ul style="list-style-type: none"> Apply knowledge of current research and evidenced based practices in early intervention to the development and implementation of strategies and interventions with the child and family (e.g., participatory learning, strength and asset-based interventions, interest-based learning, parent-mediated practices, coaching practices, resource-based interventions, relationship-based intervention, responsive care-giving) 			X
<ul style="list-style-type: none"> Plan and match learning experiences, strategies and adaptations to individual characteristics of the child and family (e.g., work with Jason’s aunt to help her feel more comfortable with him during bath time, so his mom can give his twin, Jack more attention). 		X	
<ul style="list-style-type: none"> Identify and implement strategies that enhance the child’s participation in natural learning opportunities across routines and community settings. 			X
<ul style="list-style-type: none"> Use toys, materials, interactions and locations that are familiar, of interest to, and motivating for the child and family during intervention (e.g., help the mother get comfortable feeding the baby in different parts of the house so that they don’t feel isolated from the rest of the family). 			X
<ul style="list-style-type: none"> Support and facilitate family and child interactions as primary contexts for learning and development (e.g., 5 year old brother crawls along the floor with toddler to find objects during playtime). 			X
<ul style="list-style-type: none"> Support parents’ and caregivers’ ability to implement strategies and activities within everyday routines and activities. 			X
<ul style="list-style-type: none"> Implement different strategies to support parents and caregivers, including modeling, problem solving, coaching and demonstration, based on individual child needs and parents’ priorities. 			X
Reflections and Comments: Our program is currently using the routines-based intervention model, along with a primary service provider model, to provide early intervention services. We have had extensive training from the state and have participated in mentoring to ensure that we are using the practices as intended. We provide services in many locations including home, child care, Sunday School, the park and even the playground at McDonald’s; our interventionists are good at scheduling around family needs and activities. Strong family-centered practices are used; we view the adult as the focus of intervention as the main source of support and learning for the child. We still need to work on coming up with individual strategies and adaptations; sometimes we use the same approach for children of the same diagnoses (i.e. creating picture schedules for every child with autism). Part of this issue comes from having providers on staff who have been here for a long time and are sure their approach always works; we also have some new staff that are clinically trained who struggle with this too.			