

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

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: We have some providers who have heard of and been trained in coaching practices; they are trying to show the rest of the providers in our program how to use coaching. Most people use that together with direct, hands-on intervention with the child, but not as the only way to provide services. We are good at modeling and demonstrating, and trying to use the coaching to support parents’ ability to follow through between visits. We haven’t started bringing in siblings into intervention visits, and when we provide services in child care, we’re often asked to go out into the hall to not disturb the other children. Our interventionists provide all the materials for intervention visits – most people don’t feel comfortable with what families have on hand. We’ve had discussions about using familiar toys but we’ve had a lot of push-back because of concern for the quality of those materials. Our intervention visits are one hour on the floor with the child; we aren’t yet looking at routines. We’re also providing services only in home and child care; scheduling doesn’t allow us to be flexible from week to week where and when we see each child.			