

Early Intervention Specialist (EIS) Knowledge Indicator Study Guide

The EIS knowledge indicators and associated examination focus on child development and the cultural, biological, and environmental influences. They also include the policies, procedures, systems, and supports to practice Early Intervention aligned with the current evidence base and field values. The knowledge indicators reflect both the science and art of Early Intervention practice. Through the examination, Early Intervention professionals demonstrate their nuanced understanding of the principles that guide Early Intervention. These are inclusive of families and their parenting role, infant-toddler development and developmental variability, and the intersection of systemic and disciplinary expectations, applied in an individualized approach for each and every family.

This study guide outlines the type of knowledge covered in the EIS examination. It is divided into the two knowledge indicator areas – Child Development and Professionalism. Within these areas, each knowledge indicator is described followed by reflection questions for you to self-assess your breadth and depth of that knowledge indicator. Each reflection question is denoted for the corresponding sub-indicator(s). For any topics you feel less confident about, resources and their web links follow the reflection questions, categorized under one or more sub-indicators, to boost your knowledge. The identified resources are free and accessible via the Internet. Other resources – books, articles, more intensive professional development – that require payment to access or unavailable on the Internet are not included. It is encouraged Early Intervention professionals who feel they need more than the identified resources can provide seek those more intensive learning opportunities.

CHILD DEVELOPMENT

The development of infants and toddlers is highly complex, with an individual child's developmental characteristics resulting from the transaction of their biology and their environment. For infants and toddlers whose families are enrolled in Early Intervention, this biological-environmental transaction includes those characteristics related to or resulting from the child's identified disability or delay. The environment is comprised of the characteristics of everyday routines, activities, and interactions as well as aspects of home and family life and neighborhood and societal contexts.

CD1: Knowledge of infant-toddler developmental sequences, indicators, and variations.

Infant-toddler development, while guided by a set of developmental principles or “universals” and commonly accepted ages in which specific developmental competencies are learned, there is great variability in how development unfolds, among children with and without identified delays or disabilities. This variability can result from family culture, defined broadly to include but not limited to one’s ethnic background. Developmental variations are seen in which developmental skills are valued, how certain child competencies are demonstrated, and how caregivers support the emergence of those competencies and skills. This variability is expected and recognized not as divergent from the historically recognized standard or reflective of delayed development, but as the standard that honors all cultural beliefs and understandings. *Early Intervention professionals ground their practice in a framework of developmental universals and cultural variations, particularly when determining whether or not a child could benefit from Early Intervention and also when intervening in ways aligned with individual family culture.*

Within this cultural framework, infants and toddlers develop through the contributions of their biology including brain development and genetics, and the characteristics they bring to the interaction such as temperament and regulatory competencies. The impact of brain development and genetics contributes to the building of a developmental picture during assessment and resulting intervention decisions. Relatedly, understanding (i.e., assessing) an individual child’s temperamental characteristics and regulatory coping – physiologic and sensory, motoric, emotional, and cognitive – leads to intervention approaches fit these characteristics and gradually scaffold self-regulation. *Early Intervention professionals understand how brain development and genetics contribute to a child’s developmental characteristics and identify individual temperament and self-regulation attributes to intervene as needed.*

The child’s characteristics transact with the environment in which they are developing. The environment is comprised of physical, temporal, and social characteristics. Research has found that families change or adapt environmental characteristics to align with their child’s strengths and needs, overall (e.g., slowing down getting to the car so the child can use their emerging skill of walking) and in the moment (e.g., feeding the child rather than expecting self-feeding as the child is too tired), supporting learning and participation. Families also read and respond to their child’s communicative cues during interactions. When infants and toddlers have developmental delays or disabilities, these adaptations may be more difficult for families to identify, a support early intervention provides. Early Intervention professionals know physical, temporal, and social environmental areas to assess and ways to adapt the environment as needed to promote child participation and interactions in everyday life.

Social interactions are based on each interactive partner (e.g., child and parent) understanding what each other are communicating. Young children use a variety of modes to communicate with others – crying and other physiological functions, movements, gestures and sign language (ASL), augmentative and alternative communication (AAC) devices, and vocalizations and verbalizations that span multiple languages and cultures. Understanding how communication unfolds in the infant-toddler years, including for multi-lingual learners, ASL speakers, and AAC users, informs assessment of the child’s current communication competencies and approaches to support caregivers in recognizing and responding to the child’s communicative intent. *Early Intervention professionals understand the multiple modes of communication and evidence-base behind communication variability to build interactive opportunities for further learning.*

While Early Intervention has long focused on the developmental domains of communication, cognition, gross and fine motor, social-emotional, and adaptive, the larger early childhood field has recognized that infants and toddlers are learning concepts that are the foundations of math, literacy, science, creative arts, and social studies, known as learning domains. Some of these concepts are already rooted in developmental domains. A child pointing to pictures when named in books is one way receptive communication competence is evidenced and also a literacy skill. A toddler counting each treat as they give three treats to their pet demonstrates the cognitive and math skill of one-to-one correspondence. Attending to learning domains alongside developmental domains builds a child’s functional participation in their current and future environments. *Early Intervention professionals know the learning domains and progressions expected of infants and toddlers and embed these skills into the everyday life of individual families by addressing child needs and strengthening child strengths.*

A strengths-based mindset believes that all children are competent and the resulting developmental profile reflects what the child does and can do versus what the child does not do, the latter considered a deficit framework. Strengths-based behaviors include building on child strengths as well as attending to child needs and describing the child’s current competencies rather than deficits. When needs are described, they are positioned as “next steps.” *Early Intervention professionals understand and utilize a strengths-based mindset when observing, interpreting, and discussing an individual child’s developmental characteristics.*

Reflection Questions

How confident do I feel in my understanding of:

1. The commonly accepted ages in which infants and toddlers develop specific skills in the physical (i.e., motor, sensory), cognition, communication, adaptive, and social-emotional domains across the birth to 36 month-age-range? (CD1.1)

- a. Take note of any domains in which you could use a refresher.
 - b. Take note of any ages in which you could use a refresher.
2. Cultural variations of these commonly accepted age ranges when specific skills develop? (CD1.1)
3. Developmental universals foundational across cultures and cultural variations that reflect the individual families' caregiving beliefs and interaction approaches? (CD1.3)
4. When differences in an individual child's development are outside that range for their age and cultural context? (CD1.2)
 - a. Take note of any domains in which you could use a refresher.
 - b. Take note of any ages in which you could use a refresher.
5. How an infant-toddler's biology influences their developmental characteristics including: (CD1.8)
 - a. The role of genetics
 - b. How the brain develops
 - c. Their constitution such as temperament
6. How an infant-toddler's environment influences their development including: (CD1.8)
 - a. Characteristics of social interactions with adults and other children and ways they can be more or less aligned to the child's individual developmental profile
 - b. Characteristics of the physical and temporal environments and ways they can be more or less aligned to the child's individual developmental profile
7. How each developmental domain impacts the other developmental domains which, taken all domains together, reflects a child's functional participation in everyday life? (CD1.1)
 - a. Take note of any domains in which you could use a refresher.
 - b. Take note of any ages in which you could use a refresher.
8. The developmental progressions of specific skills, including expected age ranges, in learning domains (e.g., math, literacy) across the birth to 36 month-age-range? (CD1.7)
 - a. Take note of any domains in which you could use a refresher.
 - b. Take note of any ages in which you could use a refresher.
9. How learning (e.g., math, literacy) domains and progressions are related to each developmental domain? (CD1.1 and CD1.7)
 - a. Take note of any domains in which you could use a refresher.
 - b. Take note of any ages in which you could use a refresher.
10. How specific skills in learning (e.g., math, literacy) domains and progressions are expressed and learned during the infant-toddler's participation in everyday life?
 - a. How to support this learning without adding materials or creating inauthentic experiences? (CD1.7)
11. The various ways infants and toddlers communicate and the research on those modes of expression and demonstration of understanding? (CD1.4)
12. The research on multi-language learning in infants and toddlers, including the importance of home language? (CD1.5)
13. Regulation and coping in infancy and toddlerhood, including (CD1.6):
 - a. The types of regulatory competencies infants and toddlers are learning?
 - b. Behaviors that suggest regulatory strengths and regulatory needs?
 - c. Caregiver behaviors that support regulation and coping

14. How a strengths-based mindset is conveyed in the words used and actions taken regarding child participation within everyday routines, activities, and interactions including (CD1.9):
- Cultural developmental variations?
 - The influences of culture on child development?
 - Developmental needs?

Related Resources

Did your reflection identify areas for further learning? Check out the resources listed by sub-indicator to enhance your knowledge.

CD1.1: Analyze how developmental strengths and needs across domains – physical (i.e., motor, sensory), cognition, communication, adaptive, and social-emotional – transact into functional participation.

AND

CD1.2: Identify developmental variability in each domain that signals need for individualized assessment and intervention (EI).

AND

CD1.3: Identify developmental indicators within universals and cultural variations with examples of cultural variations of infant-toddler development and how those variations result from caregiving beliefs, vision, and interaction style.

AND

CD1.9: Articulate a strengths-based mindset to cultural and developmental variations in child development and caregiving.

- *Applying Indicators and Theory to the Delivery of Early Care and Education Supports for Black Families with Infants and Toddler* report (Lloyd et al., 2021, FPG): <https://equity-coalition.fpg.unc.edu/wp-content/uploads/LG21031-CT-Early-Care-Ed-Supports-4-Black-Kids-Rep-r3.pdf>
- *Child Development* webpage (Centers for Disease Control (CDC)): <https://www.cdc.gov/ncbddd/childdevelopment/index.html>
 - CDC Updated Developmental Milestones in English: <https://www.cdc.gov/ncbddd/actearly/milestones/index.html?msclkid=083b1333ac7c11ec96759ab808c89102>
 - CDC Updated Developmental Milestones in Spanish: <https://www.cdc.gov/ncbddd/Spanish/actearly/milestones/index.html>
- *Connecticut Early Learning and Development Standards – Domains of Learning and Development* webpage (Connecticut Office of Early Childhood (CTOEC)): <https://www.ctoec.org/supporting-child-development/ct-elds/domains-of-learning-and-development/>
- *Developmental Warning Signs* module (Early Childhood Intervention Professional Development Center at Georgetown University): <https://www.learningei.org/DCHV/03DevWarningSigns/>
- *How Toddlers Think and Feel: What the Research Tells Us, Part 3* webinar (Head Start ECLKC (HS-ECLKC)): <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/babytalks>

- I-LABS learning modules: <https://modules.ilabs.uw.edu/learning-modules/>
 - *Understanding Emotions*
 - *Sharing Attention During Early Childhood*
 - *Learning to Make Things Happen: How Children Learn Cause-and-Effect*
- *Motor Development: First Year* module (Connecticut Birth to Three (CTB3)): Coming soon.
- Pathways Academy: <https://pathways.org/pathways-academy/>
Scroll down to resources for free content on domain-specific development. Courses for professionals available for a fee
 - Videos webpage: <https://pathways.org/videos/>
- *Role of Culture in Infant and Toddler Development* webinar (Administration for Children and Families (ACF)): <https://www.youtube.com/watch?v=TvtpbM8mFcg>
- *Support from the Start: Social-Emotional Development in Young Children Birth to Three* module (CTB3): Coming soon.
- *The Power of Babble: Language and Communication Development from Birth to 3 Years Old* module (CTB3): Coming soon.

CD1.4: Identify multiple modes of effective communication.

- *AAC in EI: Debunking Common Myths and Misconceptions* blog post (Virginia Early Intervention Professional Development Center (VEIPD)): <https://www.veipd.org/earlyintervention/2020/05/27/aac-in-ei-debunking-common-myths-and-misconceptions/>
- *Assistive Technology Guidelines on Guidance Documents* webpage (CTB3): <https://www.birth23.org/providers/provider-resources/guidance-documents/>
 - *Assistive Technology Guidelines Part C Birth to Three (Section 2)*
 - *AT Executive Summary*
- *Babbling Babies: Early Language Development* webinar (HS-ECLKC): <https://eclkc.ohs.acf.hhs.gov/video/babbling-babies-early-language-development>
- *Enhancing Early Communication through Infant Sign Training* (Thompson et al., 2007, JABA): <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1868823/>
- *I can participate! An Introduction to Assistive Technology* module (CTB3): Coming soon.
- I-LABS learning modules: <https://modules.ilabs.uw.edu/learning-modules/>
 - *Language Development: Learning the Sounds of Language*
 - *Language Development: From Listening to Speaking*
- *The Power of Babble: Language and Communication Development from Birth to 3 Years Old* module (CTB3): Coming soon.
- *Using Augmentative and Alternative Communication in Early Intervention Part I* webinar (VEIPD): <https://www.youtube.com/watch?v=LkuV0oY5HQ4>
- *Using Augmentative and Alternative Communication in Early Intervention Part II* webinar (VEIPD): <https://www.youtube.com/watch?v=qaK6f6Amg1M>

CD1.5: Describe how communication development unfolds in dual and multi-language learners and implications for assessment and intervention.

- *Bilingual Language Development* learning module (I-LABS): <https://modules.ilabs.uw.edu/learning-modules/>
- *Brilliant Bilingual Babies* research synthesis in English (Head Start ECLKC): <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/brilliant-bilingual-babies.pdf>
- *Brilliant Bilingual Babies* research synthesis in Spanish: <https://eclkc.ohs.acf.hhs.gov/es/publicacion/bebes-bilingues-brillantes>
- *Cultural Humility Part Two: Supporting Dual Language Learners* learning module (Institute for the Advancement of Family Support Professionals (IAFSP)): <https://institutefsp.org/modules/cultural-humility-part-two-supporting-dual-language-learners>
- *The Linguistic Genius of Babies* TED Talk by Patricia Kuhl: https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies?language=en
- *What Early Interventionists Need to Know About Bilingual Language Development Part 1* webinar (VEIPD): <https://www.youtube.com/watch?v=hy2zoxB7Zbk>
- *What Early Interventionists Need to Know About Bilingual Language Development Part 2* webinar (VEIPD): <https://www.youtube.com/watch?v=7ALQYcbYCYA>

CD1.6: Describe self-regulation and coping in the infant-toddler years, and indicators of external regulation needs.

- *Babies' Self-regulation: Taking a Broad Perspective* article (Elliot & Gonzalez-Mena, 2011, YC): <https://openlab.bmcc.cuny.edu/ece-209-lecture-fall-2019-longley/wp-content/uploads/sites/77/2020/01/Elliott-Gonzalez-Mena-2011.pdf>
- *Guide to Executive Function* web guide (Harvard Center on the Developing Child (HCDC): <https://developingchild.harvard.edu/guide/a-guide-to-executive-function/>
- *Helping Infants and Toddlers Learn Self-regulation* article (Walker, 2016, Child Care Quarterly): https://www.childcarequarterly.com/pdf/winter16_self-regulation.pdf
- *Promoting Self-regulation in the First Five Years: A Practice Brief* (Frank Porter Graham (FPG)): <https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/PromotingSelf-RegulationIntheFirstFiveYears.pdf>
- *Reflections on the Relevance of "Self-regulation" for Native Communities* report (ACF): <https://www.acf.hhs.gov/opre/report/reflections-relevance-self-regulation-native-communities>
- *Self-regulation Snap Shot #1: A Focus on Infants and Toddlers* report (ACF): <https://www.acf.hhs.gov/opre/report/self-regulation-snap-shot-1-focus-infants-and-toddlers>
- *Seven Key Principles of Self-regulation and Self-regulation in Context* two page handout (ACF): https://www.acf.hhs.gov/sites/default/files/documents/opre/4_principles_508.pdf
- *Social Emotional Development* learning module covering self-regulation (IAFSP): <https://institutefsp.org/modules/social-and-emotional-development-of-young-children>

CD1.7: Describe ways learning (e.g., math, literacy) domains and progressions are related to developmental domains and functioning.

- Connecticut Early Learning and Development Standards – Domains of Learning and Development (CTOEC): <https://www.ctoec.org/supporting-child-development/ct-elds/domains-of-learning-and-development/>
- Early Math Collaborative website (Erikson Institute): <https://earlymath.erikson.edu/>

- *Encouraging Literacy Development in Infants and Toddlers* website full of links to resources (Illinois Early Learning Project): <https://illinoisearlylearning.org/reslists/literacy-it/>
- *From Babbles to Books, Part 1* module (CTB3): Coming soon.
- *From Babbles to Books, Part 2* module (CTB3): Coming soon.
- I-LABS learning modules: <https://modules.ilabs.uw.edu/learning-modules/>
 - *Foundations of Literacy*
 - *Early Numeracy*
- *Infant/Toddler Cognition: Supporting Early Math* webinar (HS-ECLKC): <https://eclkc.ohs.acf.hhs.gov/school-readiness/teacher-time-series/infanttoddler-cognition-supporting-early-math>
- *Language and Literacy for Infants/Toddlers* webinar (HS-ECLKC):: <https://eclkc.ohs.acf.hhs.gov/school-readiness/teacher-time-series/language-literacy-infanttoddlers>
- *Numbers Count: Understanding Early Numeracy Development* module (CTB3): Coming soon.
- STEMIE website (FPG): <https://stemie.fpg.unc.edu/>
 - <https://www.icontact-archive.com/archive?c=1810601&f=5928&s=6810&m=66674&t=ee1127938236eb9a21a329592f9338a8fe42783ef6519e21f337abaadb45c387>

CD1.8: Explain how an infant-toddler's biology (e.g., genes, brain development, constitution such as temperament) and experiences contribute to their developmental profile.

- *A Guide to Adaptations* brief (STEMIE): <https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/A%20Guide%20to%20Adaptations%20r-3-7-2022.pdf>
- *Assessing the home Environment to Promote Infant-Toddler Learning within Everyday Family Routines* article (Keilty, 2020, YEC): <https://theenvelope.common.gc.cuny.edu/wp-content/blogs.dir/16032/files/2022/04/Keilty-Assessing-the-Home-Environment.pdf>
- *Brain Architecture* website (HCDC): <https://developingchild.harvard.edu/science/key-concepts/brain-architecture/>
- *Foundations of Social Emotional Development: Temperament* webinar (VEIPD): https://www.youtube.com/watch?v=U_JUOM2I96A
- *Gene-Environment Interaction website* (HCDC): <https://developingchild.harvard.edu/science/deep-dives/gene-environment-interaction/>
- I-LABS learning modules: <https://modules.ilabs.uw.edu/learning-modules/>
 - *Why the First 2,000 Days Matter: A Look Inside the Brain*
 - *Temperament in Early Childhood*
- *PEAT'S Suite* self-guided module (Division for Early Childhood (DEC)): <https://connectmodules.dec-sped.org/product/peats-suite/>
- *What is Early Childhood Development: A Guide to the Science* web guide (HCDC): <https://developingchild.harvard.edu/guide/what-is-early-childhood-development-a-guide-to-the-science/>

CD2: Knowledge of common characteristics and varying developmental and participatory impact of medical and developmental labels seen in EI.

There is as much developmental variability among infants and toddlers with the same medical or developmental label as there is among infants and toddlers without these labels. Labels can be derived from genetics such as Down syndrome and other trisomies, medical diagnoses such as prematurity and low birthweight, spina bifida, and cerebral palsy, developmental diagnoses such as autism spectrum disorder, and sensory disabilities such as hearing and vision impairments. Despite developmental variability within a particular label, knowing the characteristics that define and/or frequently seen in children with a particular medical or developmental label can ensure those characteristics are considered in the assessment process. Interventions can then be designed to adapt the social and physical environment, just like for all children in Early Intervention, to foster child's learning and participation in everyday family and community life (CD1.8). For those labels less commonly seen in Early Intervention, as well as other health knowledge such as potential implications of medications and nutrition on child functioning, professionals know where to go, including credible resources and other professionals, to learn more for informed decision making in assessment and intervention. The characteristics representing medical and developmental labels are viewed from the same strengths-based lens all aspects of child development (CD1.9). *Early Intervention professionals know the characteristics and potential participatory impact of labels, medications, and nutritional needs commonly seen in Early Intervention, and ways to obtain this knowledge for those less commonly seen through trustworthy sources in order to make informed, strengths-based decisions.*

Reflection Questions

How confident do I feel in my understanding of:

1. The main characteristics of specific genetic diagnoses commonly seen in Early Intervention? (CD2.1)
 - a. Which ones do I feel confident I know?
 - b. Which ones do I need a refresher?
2. How specific genetic diagnoses influence how children develop and their functional participation in everyday life? (CD2.1)
 - a. Which ones do I feel confident knowing?
 - b. Which ones do I need a refresher?
3. The main characteristics of specific medical diagnoses? (CD2.1)

- a. Which ones do I feel confident I know?
 - b. Which ones do I need a refresher?
4. How specific medical diagnoses influence how children develop and their functional participation in everyday life? (CD2.1)
 - a. Which ones do I feel confident I know?
 - b. Which ones do I need a refresher?
5. The main characteristics of specific developmental diagnoses? (CD2.1)
 - a. Which ones do I feel confident I know?
 - b. Which ones do I need a refresher?
6. How specific medical diagnoses influence how children develop and their functional participation in everyday life? (CD2.1)
 - a. Which ones do I feel confident I know?
 - b. Which ones do I need a refresher?
7. Where to access trustworthy information about genetic, medical, and developmental diagnoses that are less frequently seen in early intervention? (CD2.2)
8. What do I know about how medications frequently prescribed for infants and toddlers in Early Intervention can impact their learning and participation? (CD2.3)
9. What do I know about how nutrition impacts learning and participation? (CD2.3)
10. Where to access trustworthy information about medications and nutritional impacts on child development? (CD2.3)
11. How a strengths-based mindset is conveyed in the words used and actions taken regarding (CD1.9):
 - a. Developmental and medical labels?
 - b. Impact of those labels on child development and participation?
 - c. Impact of medications on child development and participation?
 - d. Impact of nutrition on child development and participation?

Related Resources

Did your reflection identify areas for further learning? Check out the resources listed by sub-indicator to enhance your knowledge.

CD2.1: Describe the potential developmental and participatory impact of genetic and medical labels frequently seen in EI, such as low birthweight, Down syndrome, and autism spectrum disorder, including the variability of attributes and impact on development and participation.

AND

CD2.2: Identify evidence-based resources to access information on genetic and medical labels seen less frequently in EI.

AND

CD2.3: Describe the potential impact of specific medications and nutrition on infant-toddler development.

AND

CD2.4: Articulate a strengths-based and individualized mindset for children with developmental and/or medical labels.

- Cleveland Clinic Health Library: <https://my.clevelandclinic.org/health>
- Laurent Clerc National Deaf Education Center at Gallaudet University: <http://www.clerccenter.gallaudet.edu/>
- Mayo Clinic: <https://www.mayoclinic.org/diseases-conditions>
- National Institute of Child Health and Human Development (NICHD): <https://www.nichd.nih.gov/>
- *Nutrition on Guidance Documents* webpage (CTB3): <https://www.birth23.org/providers/provider-resources/guidance-documents/> Coming soon.
- *Guidance Documents* webpage with links to guidelines for particular labels (CTB3): <https://www.birth23.org/providers/provider-resources/guidance-documents/>
- *Specific Conditions* website (CDC): <https://www.cdc.gov/ncbddd/childdevelopment/conditions.html>
- *Specific Disabilities Fact Sheets* (HS-ECLKC): <https://eclkc.ohs.acf.hhs.gov/browse/series/specific-disabilities-fact-sheets>

CD3: Knowledge of environmental factors that promote or impede infant-toddler development, including the impact of systemic racism for families with traditionally marginalized attributes and communities.

As identified in CD1, environments conducive to positive child development are essential, including the physical places in which they live, whose characteristics can promote or impede development. Other environmental factors are known to negatively impact development, most particularly trauma and other experiences that cause toxic stress. The developmental science field continues to build a knowledge base on the effects of systemic racism on child development. Research has uncovered ways professionals can hold implicit biases about children of different races and ethnicities, with these professionals unaware of how these biases influence their interactions with the child and the family. Families who have experienced biases in their lives, such as in learning experiences, may avoid having their child exposed to such experiences, which may result in limited learning opportunities. Knowing the impact of these environmental factors can attune one's assessment and intervention practices to prevent, advocate for prevention, and address any factors that negatively affect development. Early Intervention professionals partner with each and every family within their expertise. Sometimes, families' experiences and needs are beyond the scope of an individual professional's capacity. Early Intervention professionals access the expertise of others within and outside of Early Intervention to ensure the child as well as the entire family has the resources needed. These resources can also be

used to build the Early Intervention professional's capacity both directly in their interactions with the particular family and to use with future families. *Early Intervention professionals understand the impact of trauma, stress, and systemic racism on child health and development in the infant-toddler period specifically and childhood overall and know when to engage other professionals within and outside of Early Intervention.*

Reflection Questions

How confident do I feel in my understanding of:

1. Trauma in infancy and toddlerhood? (CD3.1)
 - a. What is considered trauma?
 - b. The kinds of experiences that can create trauma?
 - c. What trauma looks like in infants and toddlers?
2. The different types of stress? (CD3.1)
 - a. How different types of stress are defined?
 - b. The kinds of experiences that can create different types of stress?
 - c. The impact of each type of stress on child development?
3. How toxic stress influences brain development and overall child health? (CD3.1)
4. Ways to prevent and address toxic stress? (CD3.1)
5. How trauma and stress transact? (CD3.1)
6. What systemic racism is? (CD3.1)
 - a. How infants and toddlers experience systemic racism?
 - b. The impact of systemic racism on child development?
 - c. The impact of systemic racism on child health?
7. Who and when to go to others to support infants and toddlers experiencing trauma and/or toxic stress? (CD 3.2)

Related Resources

Did your reflection identify areas for further learning? Check out the resources listed by sub-indicator to enhance your knowledge.

CD3.1: Describe how trauma and toxic stress influences development, and the factors that could ameliorate or exacerbate the impact.

AND

CD3.2: Identify when other professionals and/or agencies are needed to promote children's development, participation, and healthy functioning.

- *A Guide to Toxic Stress* web guide (HCDC): <https://developingchild.harvard.edu/guide/a-guide-to-toxic-stress/>

- *Bias isn't Just a Police Problem, It's a Preschool Problem* video (NPR): <https://www.youtube.com/watch?v=ucEAcIMkS0c>
- *How Racism Can Affect Child Development* webpage (HCDC): <https://developingchild.harvard.edu/resources/racism-and-eed/>
- *Place Matters: The Environment we Create Shapes the Foundations of Healthy Development* web guide (HCDC): <https://developingchild.harvard.edu/place-matters-the-environment-we-create-shapes-the-foundations-of-healthy-development/>
- *Recognizing and Addressing Trauma in Infants, Young Children, and their Families* tutorial (Center for Early Childhood Mental Health Consultation at Georgetown University (ECMHC): <https://www.ecmhc.org/tutorials/trauma/index.html>
- *Resilience* web guide (HCDC): <https://developingchild.harvard.edu/science/key-concepts/resilience/>
- *Trauma and Early Childhood Development, Part 1* webinar (VEIPD): <https://www.youtube.com/watch?v=zBP2EeaLtRc>
- *Trauma Informed Care* eModule (Pyramid Pieces): <https://www.scpyrampieces.org/resources/pyramid-model-resources/>

CD4: Knowledge of responsive adult-child interactions and the role of the family system and culture as the foundation of EI.

Infants and toddlers develop within the context of relationships. Most directly, adult-child interactions known to positively impact child developmental outcomes are caregiver responsiveness approaches that are sensitive, consistent, contingent, and scaffolding. Just like overall development described in CD1, these caregiver responsiveness universals will look different and used in different ways depending on the individual family culture. Assessing adult-child interactions as the social environment in which a child develops provides information on interactive strengths and needs of caregivers from which to intervene by affirming strengths and addressing needs. *Early Intervention professionals understand the key features comprising caregiving responsiveness and their relationship to infant-toddler development, and identify those features within diverse interactional styles.*

These interactions, as well as all of child development, occur within the family. Each member of the family influences the other family members. Families have multiple priorities, or outcomes, including but not limited to health and learning experiences for each and every family member, time as a family and free time to do what one enjoys, feeling good about oneself and as a parent, emotional and social supports, and financial resources. Meeting these priorities have been shown to have direct and indirect effects on child development outcomes. When families feel their individual priorities, known as family outcomes in Early Intervention, are met, they can attend more on their child's development. Beyond

direct child effects however, meeting family outcomes creates a positive environment for all family members, including the child. Early Intervention professionals address family outcomes alongside child outcomes. *Early intervention professionals know and can explain to families the reason Early Intervention identifies and actively supports families to meet their family-identified outcomes, for their entire family as well as individual family members.*

Specific aspects of family life can affect family functioning and therefore meeting their everyday and long-term family outcomes. CD1.3 focuses on the impact of trauma and stress on child development. As would be expected, the same trauma and stress experienced by individual families can impact their overall functioning as well as individual family members. Family experiences with systemic racism may impact achieving their family outcomes similar to meeting the outcomes for their child. Families may choose not to engage with resources that could meet particular family outcomes based on their previously negative experiences with systems, professionals, and/or procedures. Sometimes, families' experiences and needs are beyond the scope of an individual professional's capacity. Early Intervention professionals access the expertise of others within and outside of Early Intervention, such as mental health and social services, to ensure the families are connected to those who can be support their outcomes. These resources can also be used to build the Early Intervention professional's capacity both directly in their interactions with the particular family and to use with future families. *Early Intervention professionals understand the impact of trauma, stress, and systemic racism on child health and development in the infant-toddler period specifically and childhood overall and know when to engage other professionals within and outside of Early Intervention.*

Every family has priorities they are working to meet – everyday and future goals for individual family members and their family as a unit. While their child's developmental delay or disability may result in family outcomes (e.g., getting a job that is flexible to attend doctor's appointments), research has shown that families adapt so that they can meet their outcomes. Therefore family priorities are not unique to those in Early Intervention. While certain families or family members may have stressors known to negatively affect child and family outcomes, families without such stressors still have goals and priorities for their family. When family outcomes are viewed as priorities rather than needs – a given for all families – stigma associated with family outcomes, child disability, and family stressors can be neutralized in the family-professional partnership. This strengths-based mindset avoids judging families for their family stressors or assuming families have deficits due to their child's delay or disability or family situation. Strengths-based perspectives view families and each and every family member as competent and an essential member of the family. Strengths-based behaviors building on family strengths and already existing resources as well as attending to real family priorities. *Early Intervention professionals understand and utilize a strengths-based mindset when uncovering and discussing individual family priorities and situations.*

Reflection Questions

How confident do I feel in my understanding of:

1. The impact of adult-child interaction on infant-toddler development? (CD4.1 and CD4.2)
2. Responsive caregiving? (CD4.1 and CD4.2)
 - a. The various features of responsive caregiving?
 - b. The universal strategies that evidence responsive caregiving features?
 - c. Why these responsive caregiving strategies are important to infant-toddler development?
 - d. How these universal strategies may look different according to individual *family cultural contexts*?
 - e. How these universal strategies may look different according to *individual child characteristics*, such as age and developmental characteristics?
3. Why Early Intervention focuses on families as opposed to solely the individual child? (CD4.3)
 - a. How the family and individual family members influence each other?
 - b. How the family and individual family members influence child development?
 - c. The kinds of priorities – short and long-term – families work to meet?
 - i. Current research on the impact of developmental delay or disability on family functioning? (CD4.6)
 - ii. Current research on the impact of stress and trauma on family functioning? (CD4.5)
 - iii. Current research on the impact of systemic racism and inequities on family functioning? (CD4.7)
 - d. How to explain family priorities and resulting outcomes, as well as why Early Intervention focuses on family outcomes, to families? (CD4.3)
4. Who and when to go to others to support families experiencing trauma, toxic stress, and/or systemic racism? (CD4.4)
5. How cultural variations and systemic racism are different? (CD4.7)
6. How a strengths-based mindset is conveyed in the words used and actions taken regarding the family, individual family members, and family functioning? (CD4.8)

Related Resources

Did your reflection identify areas for further learning? Check out the resources listed by sub-indicator to enhance your knowledge.

CD4.1: Describe the key features of caregiving responsiveness and the impact of adult-child interaction on infant-toddler development.

AND

CD4.2: Describe the ways caregiving responsiveness can vary by family cultural context and child attributes.

- *Assessing the home environment to promote infant-toddler learning within everyday family routines* article (Keilty, 2020, YEC): <https://theenvelope.commons.gc.cuny.edu/wp-content/blogs.dir/16032/files/2022/04/Keilty-Assessing-the-Home-Environment.pdf>
- *Attunement and Responsive Relationships* learning path (VEIPD): <https://www.veipd.org/main/learningpaths/se-lp5.html>
- *Early Essentials Websode 8: Responsive Interactions* webinar (HS-ECLKC): <https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-8-responsive-interactions>
- *Foundations of Social Emotional Development - Attachment* webinar (VEIPD): <https://www.youtube.com/watch?v=WS3b6LQBoyw>
- I-LABS learning modules: <https://modules.ilabs.uw.edu/learning-modules/>
 - *The Importance of Early Interactions*
 - *The Power of Learning Through Imitation*
 - *Development of Attachment*
 - *Sharing Attention During Early Childhood*
- *Promoting Responsive Parent/Caregiver-Child Interactions During Natural Learning Activities* epub (Davis, 2014, FIPP): https://fipp.ncdhhs.gov/wp-content/uploads/caseinpoint_vol6_no1.pdf
- *Responsive Caregiving as an Effective Practice to Support Children’s Social and Emotional Development* webinar (HS-ECLKC): <https://eclkc.ohs.acf.hhs.gov/video/responsive-caregiving-effective-practice-support-childrens-social-emotional-development>
- *Serve and Return* web guide (HCDC): <https://developingchild.harvard.edu/science/key-concepts/serve-and-return/>
- *Support from the Start: Social-Emotional Development in Young Children Birth to Three* module (CTB3): Coming soon.
- *Supporting Parent-Child Interactions* learning module (IAFSP): <https://institutefsp.org/modules/supporting-parent-child-interactions>
- *The Importance of Early Interactions* module (Institute for Learning & Brain Sciences, University of Washington): <https://modules.ilabs.uw.edu/module/importance-early-interactions/>

CD4.3: Explain why families and family outcomes are integral to EI success.

- *Family Well-being* resource (HS-ECLKC): <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-family-well-being.pdf>
- *Moving from Resilience to Recharge* webinar (VEIPD): <https://www.youtube.com/watch?v=pxWIosaXeOA>

CD4.4: Identify, using evidence-based knowledge, when other professionals and/or agencies are needed to support families in expert areas such as mental health, attachment, and resource needs.

AND

CD4.5: Describe how trauma and stress could influence family functioning.

- *Adult Mental Health Part Two: Perinatal Depression* learning module (IAFSP): <https://institutefsp.org/modules/adult-mental-health-part-two-perinatal-depression>
- *Families First: Supporting Families Experiencing Challenging Situations* module (CTB3): Coming soon.

- *Family Wellbeing: Strategies to Support Family Safety, Health, and Financial Stability* brief (HS-ECKLC): <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/family-well-being-strategies.pdf>
- *Leaning In: Trauma and Resilience* (IAFSP): <https://institutefsp.org/modules/leaning-in-trauma-and-resilience>
- See CD3.1 for learning resources on trauma and stress
- *Starting Life without a Home* video (ZERO to THREE): <https://www.zerotothree.org/resource/starting-life-without-a-home/>
- *Supporting Children and Families Experiencing Homelessness* learning modules (HS-ECKLC): <https://eclkc.ohs.acf.hhs.gov/family-support-well-being/article/supporting-children-families-experiencing-homelessness>

CD4.6: Describe the current evidence base on how a child’s developmental delay or disability may influence family functioning.

- *Family Life Goes On* article (Farrell & Krahn, 2014, Family Relations): <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4501905/>
- *The Unplanned Journey* blog post (Brown et al., 2020, Center for Parent Information and Resources): <https://www.parentcenterhub.org/journey/>

CD4.7: Describe how systemic racism and historical inequities could influence family functioning, access to resources, and interactions with EI personnel.

- *Confronting Racism and Bias Within Early Intervention: The Responsibility of Systems and Individuals to Influence Change and Advance Equity* (Blanchard et al., 2021, TECSE): <https://www.mnafee.org/uploads/1/3/7/0/13709464/confronting-racism-and-bias-within-early-intervention.pdf>
- *Effects of Racism on Child Development: Advancing Antiracist Developmental Science* report (Iruka et al., 2022, FPG): <https://fpg.unc.edu/publications/effects-racism-child-development-advancing-antiracist-developmental-science>
- *Equity in Early Intervention Part 1: Looking Inward* webinar (VEIPD): <https://www.youtube.com/watch?v=4b8JMMFEZ6Y>
- *Equity in Early Intervention Part 2: Looking Outward* webinar (VEIPD): <https://www.youtube.com/watch?v=Fe1g4ijYiRk>
- *Reducing Implicit Bias* eModule (Pyramid Pieces): <https://www.scp pyramidpieces.org/resources/pyramid-model-resources/>
- *Thought Provocations - Beth Harry and Lydia Ocasio-Stoutenburg* web discussion (The Envelope): <https://www.youtube.com/watch?v=w7zUh6Ns168&t=3s>
- *Virtual Training Portal Equity Series* webpage (ECMHC): <https://www.iecmhc.org/virtual-trainings-portal/>
 - 2020 Equity Series: <https://www.iecmhc.org/resources/equity/equity-webinars/>

CD4.8: Articulate a strengths-based and individualized mindset for all families and family cultural context and attributes.

- *Beyond Cultural Competence: How to Effectively Work with ALL Families, Part 1* webinar (VEIPD): <https://www.youtube.com/watch?v=fLAHIBuVT3g>

- *Beyond Cultural Competence: How to Effectively Work with ALL Families, Part 2* webinar (VEIPD): <https://www.youtube.com/watch?v=DTT3gBt1Z2Y&feature=youtu.be>
 - *Cultural Humility Part One: Supporting Immigrant Families, A Culturally Humble Approach* learning module (IAFSP): <https://institutebsp.org/modules/cultural-humility-part-one-supporting-immigrant-families-a-culturally-humble-approach>
 - *Cultural and Linguistic Competence in Early Childhood Mental Health Consultation* tutorial (ECMHC): <https://www.ecmhc.org/tutorials/competence/index.html> Mental Health Consultation (ecmhc.org)
 - *Here for All: Building Cultural Competence When Working with Families in Their Home and Community* module (CTB3): Coming soon.
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PROFESSIONALISM

Early intervention work is situated within federal and state legislation, regulations, and procedures. Professionals are also guided by discipline-specific and cross-disciplinary ethics, positions, and practice standards. These requirements result from the current evidence-base, vision and principles of Early Intervention, and goal of assuring effective and equitable implementation of Early Intervention systems, programs, and services. Knowing the requirements, the rationale behind them, and relationship to recommended practices fosters their implementation, not as black and white rules, but adhering to them in ways that fit each and every individual family and situation.

PR1: Knowledge of Birth to Three-specific mandated and expected practices, procedures, and outcomes as outlined in service guidelines, policies, and procedures.

Like all states, the Connecticut Birth to Three System is responsible for assuring effective and efficient Early Intervention supports to enrolled families. To do this, systemic, programmatic, and practitioner requirements are outlined in laws, regulations, procedures, and guidelines. These requirements are aligned with the vision and mission of Early Intervention and drawn from current theories, research, recommended practices, and federal policies and guidance (see PR2). The Birth to Three System collects data (i.e., monitoring or quality assurance) on these efforts which are subsequently reported to the federal government. These data include specific child and family outcomes expected to be achieved through Early Intervention, as required by the United States Department of Education. *Early Intervention professionals understand and follow the policies, procedures, and service guidelines, including quality assurance outcomes, and how these requirements facilitate achieving the vision and mission of Early Intervention.*

Reflection Questions

How confident do I feel in my understanding of:

1. The Connecticut laws and regulations that govern the Birth to Three System? (PR1.1)
 - a. Which State laws and regulations could I use a refresher?
 - i. State law specific to Birth to Three
 - ii. State regulations specific to Birth to Three
 - iii. State insurance statutes
 - iv. State act on children's mental, emotional, and behavioral health
2. Why these laws and regulations were designed as they were, considering the current Early Intervention evidence-base, vision, and principles? (PR1.2)
 - a. How do I use these laws and regulations in my everyday early intervention work?
 - b. How do I meet these laws and regulations in ways that might look different for different families?
3. Why these laws and regulations were designed as they were to assure effective and equitable Early Intervention? (PR1.2)
 - a. How do I use these laws and regulations in my everyday early intervention work?
 - b. How do I meet these laws and regulations in ways that might look different for different families?
4. The Connecticut Birth to Three System procedures, including required timelines? (PR1.1)
 - a. Which procedures could I use a refresher related to:
 - i. Evaluation
 - ii. IFSP development
 - iii. Intervention
 - iv. Transition?
5. Why these procedures were designed as they were, considering the current Early Intervention evidence-base, vision, and principles? (PR1.2)
 - a. How do I meet these procedures in ways that might look different for different families?
6. Why these procedures were designed as they were to assure effective and equitable Early Intervention? (PR1.2)
 - a. How do I meet these procedures in ways that might look different for different families?
7. The Connecticut Birth to Three System guidance documents? (PR1.1)
 - a. Which guidance documents could I use a refresher related to:
 - i. Evaluation
 - ii. IFSP development
 - iii. Intervention
 - iv. Transition?
8. Why these guidance documents were designed as they were, considering the current Early Intervention evidence-base, vision, and principles?
 - a. How do I meet these procedures in ways that might look different for different families?
9. Why these guidance documents were designed as they were to assure effective and equitable Early Intervention? (PR1.2)

- a. How do I meet these procedures in ways that might look different for different families?
10. The child outcomes required for federal reporting including: (PR1.3)
 - a. What comprises each of the child outcomes?
 - b. How the child outcomes are measured?
 - c. Why the child outcomes are measured?
 - d. How the child outcomes are aligned with current Early Intervention evidence-base, vision, and principles?
11. The family outcomes required for federal reporting including: (PR1.3)
 - a. What comprises each of the family outcomes?
 - b. How the family outcomes are measured?
 - c. Why the family outcomes are measured?
 - d. How the family outcomes are aligned with current Early Intervention evidence-base, vision, and principles?

Related Resources

Did your reflection identify areas for further learning? Check out the resources listed by sub-indicator to enhance your knowledge.

PR1.1: Identify requirements, including timelines, outlined in Birth to Three policies, procedures, and service guidelines for various EI processes (e.g., evaluation, IFSP development, intervention, transition).

AND

PR1.2: Explain how Birth to Three mandates and expected practices, procedures, and guidelines align to the vision and mission of EI.

- *Birth to Three Initial Certificate* required training: <https://www.birth23.org/providers/pd/rtsct-2/>
- *Connecticut Birth to Three Transition* module (CTB3): Coming soon.
- *Guidance Documents* webpage with all Birth to Three service guidelines (CTB3): <https://www.birth23.org/providers/provider-resources/guidance-documents/>
- *IFSP Requirements and Timelines* module (CTB3): Coming soon.
- *Laws and Regulations* module (CTB3): Coming soon.
- *Procedures* webpage with all Birth to Three procedures (CTB3): <https://www.birth23.org/providers/provider-resources/procedures-2/>
- *Related Laws and Regulations* webpage (CTB3): <https://www.birth23.org/aboutb23/lawsnreg/>
- *Service Coordination Roles and Responsibilities* module (CTB3): Coming soon.
- *Service Coordination Certificate* required training (CTB3): <https://www.birth23.org/providers/pd/rtsct-2/>

PR1.3: Connect quality assurance outcomes and indicators to the vision and mission of EI.

Child Outcomes

- *Child Outcomes Step-by-Step* video (Early Childhood Technical Assistance Center (ECTA): <https://ectacenter.org/eco/pages/videos.asp>)
- *Child Outcomes Summary on Procedures* webpage (CTB3): <https://www.birth23.org/providers/provider-resources/procedures-2/>
- *Child Outcomes Summary (COS) Process Module: Collecting and Using Data to Improve Programs* module (The Center for IDEA Early Childhood Data Systems (DaSy)): <https://dasycenter.org/child-outcomes-summary-cos-process-module-collecting-using-data-to-improve-programs/>
- *Public Reporting* webpage (CTB3): <https://www.birth23.org/how-are-we-doing/pr/>
Select the pdf under 3a, 3b, and 3c for each of the three child outcomes data by program

Family Outcomes

- *Family Outcomes Survey Data* webpage (CTB3): <https://www.birth23.org/fs/>
Birth to Three family outcome data for entire state
- *Public Reporting* webpage (CTB3): <https://www.birth23.org/how-are-we-doing/pr/>
Select the pdf under 4a, 4b, and 4c for each of the three family outcomes data by program
- *Supporting Children by Improving Family Outcomes* video (DaSy): <https://dasycenter.org/supporting-children-by-improving-family-outcomes/>

PR2: Knowledge of federal laws, regulations, and guidance for EI systems, supports, and services.

The State laws, regulations, and guidance in PR1 must adhere to the requirements outlined in federal laws and regulations. Understanding federal expectations for Early Intervention systems, supports and services contributes to understanding the State laws as they are the basis from which to set state-specific expectations. Like state requirements, federal requirements are designed to set a minimum standard to align Early Intervention programs and practices with the vision and mission of Early Intervention. *Early Intervention professionals know the federal laws, regulations, and guidance that impact their practice, as well as resources on where to go when they have questions.*

Reflection Questions

How confident do I feel in my understanding of:

1. The federal laws and regulations that govern the Birth to Three System? (PR2.1, 2.2)
 - a. Which federal laws and regulations could I use a refresher, including timelines and specific requirements?
 - i. Individuals with Disabilities Education Improvement Act (IDEA)

- ii. Regulations to IDEA
 - iii. Family Education Rights Privacy Act
 - iv. State act on children's mental, emotional, and behavioral health
2. Why these laws and regulations were designed as they were, considering the current Early Intervention evidence-base, vision, and principles? (PR2.3)
 - a. How do I use these laws and regulations in my everyday Early Intervention work? Why do I use them that way?
 - b. How do I meet these laws and regulations in ways that might look different for different families? Why do I use them that way?
 3. Why these laws and regulations were designed as they were to assure effective and equitable Early Intervention? (PR2.3)
 - a. How do I use these laws and regulations in my everyday Early Intervention work? Why do I use them that way?
 - b. How do I meet these laws and regulations in ways that might look different for different families? Why do I use them that way?

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Related Resources

Did your reflection identify areas for further learning? Check out the resources listed by sub-indicator to enhance your knowledge.

PR2.1: Identify timelines required for various EI processes (e.g., evaluation, IFSP development, transition).

AND

PR2.2: Define requirements outlined in federal laws and regulations for EI systems, supports, and services.

AND

PR2.3: Connect federal requirements to vision and mission of EI.

- *Birth to Three Initial Certificate* required training: <https://www.birth23.org/providers/pd/rtsct-2/>
- *Evaluation and Assessment* module (CTB3): Coming soon.
- *Family Education Rights Privacy Act* (National Archives): <https://www.ecfr.gov/current/title-34/subtitle-A/part-99>
- *IDEA and FERPA Crosswalk* document (US Department of Education (USDOE)): https://studentprivacy.ed.gov/sites/default/files/resource_document/file/IDEA-FERPA%20Crosswalk_08242022.pdf
- *Individuals with Disabilities Education Act* website (USDOE): <https://sites.ed.gov/idea/>
- *Individuals with Disabilities Education Act* webpage (ECTA Center): <https://ectacenter.org/idea.asp>
Jumping off point to related webpages
- *Laws and Regulations* module (CTB3): Coming soon.
- *Service Coordination Certificate* required training (CTB3): <https://www.birth23.org/providers/pd/rtsct-2/>
- *Service Coordination Roles and Responsibilities* module (CTB3): Coming soon.
- Understanding the Confidentiality Requirements Applicable to IDEA Early Childhood Programs FAQs (USDOE): https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_idea-confidentiality-requirements-faq.pdf

PR3: Knowledge of professional ethics, practice standards, and responsibilities as an EI practitioner.

In addition to federal and state laws, regulations, and procedures that govern Early Intervention, professionals are also guided by their professional ethics and practice standards. Many of these standards – mandated reporting, legal practices such as confidentiality and family and professional participation in research – are outlined in those federal and state laws, regulations, and procedures (See Indicator PR1 and PR2) and the ethics and practice standards of one’s interdisciplinary and

disciplinary professional organizations (See Indicator PR4). Applying these responsibilities within a particular context and/or with a particular family requires a nuanced understanding to meet both the letter and intent of those responsibilities. *Early Intervention professionals adhere to and reflect on the ethics, practice standards, and professional responsibilities to guide their day-to-day decisions with diverse families in diverse situations.*

Early Intervention is one of many systems designed to support families with infants and toddlers. These systems – medical homes, Early Head Start and other home visiting programs, mental health, social services – have their own set of federal and state laws, regulations, and procedures, as well as professional practices that guide system design and practice implementation. In order to collaborate effectively with these programs, *Early Intervention professionals have a fundamental understanding of related systems’ policies, procedures, and expected impact on families in Early Intervention.*

Reflection Questions

How confident do I feel in my understanding of:

1. Specific mandated reporting requirements of my role as an Early Intervention professional? (PR3.2)
2. Specific confidentiality requirements for my role as an Early Intervention professional? (PR3.3)
3. Specific requirements on research participation for professionals and families related to my role as an Early Intervention professional? (PR3.3)
4. Specific documentation maintenance requirements for my role as an Early Intervention? (PR3.4)
5. The federal policies and programs that govern childcare, early childhood education, and other systems with which I interact? (PR3.1)
 - a. Which federal laws and regulations could I use a refresher?
 - i. Childcare
 - ii. Early Head Start and Head Start
 - iii. Early Hearing Detection and Intervention
 - iv. Other home visiting programs
6. The Connecticut policies and programs that govern childcare, early childhood education, and other systems with which I interact? (PR3.1)
 - a. Which Connecticut laws and regulations could I use a refresher?
 - i. Childcare
 - ii. Early Head Start and Head Start
 - iii. Early Hearing Detection and Intervention
 - iv. Other home visiting programs
 - v. Medical home
7. How other systems support families and my Early Intervention practices in collaborating and/or connecting families with those systems including: (PR3.5)
 - a. Medical home and other health services
 - b. Social services

- c. Child welfare
- d. Early childhood education
- e. Early Head Start and Head Start
- f. Early Hearing Detection and Intervention
- g. Other home visiting programs

Related Resources

Did your reflection identify areas for further learning? Check out the resources listed by sub-indicator to enhance your knowledge.

PR3.1: Describe state and federal regulations for childcare, early childhood education, and other systems in which EI practitioners interact.

AND

PR3.5: Describe the impact of other systems, such as health, social services, child welfare, and early childhood education, on supporting families and related EI practices.

- *Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs* joint statement (US Department of Health and Human Services (USDHHS)/USDOE): <https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>
- *Collaboration and Coordination of The Maternal, Infant, and Early Childhood Home Visiting Program and The Individuals with Disabilities Education Act Part C Programs* joint statement (USDOE/USDHHS): <https://sites.ed.gov/idea/files/ed-hhs-miechv-partc-guidance.pdf>
- Connecticut Office of Early Childhood: <https://portal.ct.gov/OEC>
- *DEC Position Statement on Child Maltreatment* position statement (DEC): <https://www.decdocs.org/position-statement-child-maltreatme>
- *Early Intervention, IDEA Part C Services, and the Medical Home: Collaboration for Best Practice and Best Outcomes* AAP statement (Adams et al., 2013, Pediatrics): <https://publications.aap.org/pediatrics/article/132/4/e1073/64821/Early-Intervention-IDEA-Part-C-Services-and-the?autologincheck=redirected>
- *Inclusive Care* article (Child Care Technical Assistant Network): <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/pd-ta-professionals/relationship-based-care/inclusive-care>
- *Keys to Successful Child and Family Outcomes: Strong EHDI & Part C Partnerships* presentation: https://dasycenter.org/wp-content/uploads/2021/07/EHDI2021_DaSy_-_KeysToSuccessfulOutcomes_Final_Acc.pptx.pdf
- *Services for Infants with Significant Disabilities in Early Head Start Programs* webpage: <https://eclkc.ohs.acf.hhs.gov/publication/services-infants-significant-disabilities-early-head-start-programs>

PR3.2: Identify the mandated reporting requirements.

- *Abuse and Neglect on Procedures* webpage (CTB3): <https://www.birth23.org/providers/provider-resources/procedures-2/>

PR3.3: Identify legal practices, including confidentiality and rules regarding research participation for professionals and families.

- *Procedures* webpage (CTB3): <https://www.birth23.org/providers/provider-resources/procedures-2/>
 - *Procedural Safeguards*
 - *Records*
 - *Research*
- See PR2 regarding FERPA

PR3.4: Articulate the importance of maintaining documentation.

- *Records* on *Procedures* webpage (CTB3): <https://www.birth23.org/providers/provider-resources/procedures-2/>
- See PR1

PR4: Knowledge of professional organizations and resources to guide and update disciplinary and cross-disciplinary EI practices.

Professional fields continue to evolve through generation of research, ongoing review of recommended practices, and application of field-based values resulting from the community of practitioners, families, administrators, researchers, and professional development providers. Interdisciplinary and discipline-specific professional organizations provide opportunities for these community conversations and to disseminate current knowledge, through policy and practice briefs, research syntheses, recommended practices, and professional development opportunities. These organizations frequently outline and participate in assuring professionals are qualified to practice, including accreditation of preservice preparation program accreditation and endorsement of licensure and certification. In addition to these professional homes, national centers – standalone and larger networks – also contribute resources that guide evidence-based practices. The challenge for Early Intervention professionals is to discern those trusted sources of vetted and field-endorsed resources from those that may represent limited experiences, outdated assumptions, and/or viewpoints from a few as opposed to field-based consensus. *Early intervention professionals rely on interdisciplinary and discipline-specific professional organizations and national centers as trusted sources to stay up to date on expected Early Intervention practices.*

Reflection Questions

How confident do I feel in my understanding of:

1. Interdisciplinary professional organizations that provide trustworthy, up-to-date evidence-based resources either directly about or related to Early Intervention practice? (PR4.1)
 - a. How do I know these organizations or associations are trustworthy?
 - b. What resources do I access from the websites of these organizations or associations?
2. National centers that provide trustworthy, up-to-date evidence-based resources either directly about or related to Early Intervention practice? (PR4.1)
 - a. How do I know these national associations are trustworthy?
 - b. What resources do I access from the websites of these national associations?
3. Discipline-specific professional organizations or associations that provide trustworthy, up-to-date evidence-based resources either directly about or related to Early Intervention practice? (PR4.2)
 - a. What is my professional association? What resources do I access from that website to guide my Early Intervention work?
 - b. What are the professional associations of other Early Intervention disciplines? What resources do/could I access from the website of those professional associations to guide my Early Intervention work?
 - c. How do I know these organizations or associations are trustworthy?
 - d. What resources do I access from these organizations or associations?
4. Other organizations that provide trustworthy, up-to-date evidence-based resources either directly about or related to Early Intervention practice? (PR4.1)
 - a. How do I know these organizations and subsequent resources are trustworthy?
 - b. What resources do I access from the websites of these other organizations?

Related Resources

Did your reflection identify areas for further learning? Check out the resources listed by sub-indicator to enhance your knowledge.

PR4.1: Identify interdisciplinary professional organizations and national centers that provide current, evidence-based resources on EI practices and expectations.

AND

PR4.2: Identify discipline-specific professional and other organizations that provide current, evidence-based resources on EI practices and expectations.

Interdisciplinary Professional Organizations

- Alliance for the Advancement of Infant Mental Health: <https://www.allianceaimh.org/>
- Connecticut Association for Infant Mental Health: <https://www.ct-aimh.org/>
- ZERO TO THREE: <https://www.zerotothree.org/>

National Centers

- Association of University Centers on Disabilities: <https://www.aucd.org/template/index.cfm>
 - Connecticut University Center for Excellence in Developmental Disabilities: <https://uconnucedd.org/>
- Frank Porter Graham: <https://fpg.unc.edu>
 - Early Childhood Technical Assistance Center: <https://ectacenter.org/>
- Harvard Center on the Developing Child: <https://developingchild.harvard.edu/>
- Head Start Early Childhood Learning and Knowledge Center: <https://eclkc.ohs.acf.hhs.gov/>

Discipline-Specific Professional Associations

- American Physical Therapy Association: <https://www.apta.org/>
 - Academy of Pediatric Physical Therapy: <https://pediatricapta.org/index.cfm>
- American Speech-Language-Hearing Association: <https://www.asha.org/>
- American Occupational Therapy Association: <https://www.aota.org/>
- Division for Early Childhood, Council for Exceptional Children: <https://www.dec-sped.org/> (*open to any discipline*)