### Guiding Principles in Providing Support and Services in Early Intervention...

- All children are unique, with their individual strengths and talents. The presence of a disability or special need is not the defining characteristic of any child.
- Children grow and develop in the context of relationships with their families and other care givers.
- All children have the right to belong, to be welcomed, and to participate fully in the typical places and activities of their communities.
- Children with and without special needs learn important things from one another.
- Everyday routines, activities, and places offer countless opportunities for children to learn and develop.
- The lives of families are enhanced when they are successful in maintaining their ordinary lives and relation-ships.

#### Transdisciplinary Team Practices...

The transdisciplinary team consists of parents and professionals. The team bases its services and supports on the needs of the child and family within their daily routines. Intervention is most effective when parents and professionals work together utilizing everyone's strengths and knowledge.





Early Intervention Colorado for Infants, Toddlers & Families

#### For additional information call

1-888-777-4041 or visit www.eicolorado.org



**Colorado Department of Human Services** people who help people

Funded under federal grant #H181A080097 from the Office of Special Education Programs. (11/2008)



# Transdisciplinary Team/Primary Service Provider Model

### What Does Transdisciplinary Early Intervention Look Like?

- The team relies on the family. An initial conversational interview with a member of the transdisciplinary team is set up to learn about the routines of the child and the family. Based on this interview, the family decides, along with the Individualized Family Service Plan (IFSP) Team, what their main concerns and priorities are and how those will be addressed. The child's IFSP, including the determination of supports and services, is based on the outcomes of this meeting.
- At the IFSP meeting, a primary service provider, who is determined by the team to be the best fit for the child and family, is designated. This team member is the primary contact between the family and the transdisciplinary team.
- There is regular contact between the primary service provider and the transdisciplinary team. There is regular communication among the family, service coordinator, and primary service provider to judge how well the early intervention is working. The team, including the family, will adjust the amount and type of services if necessary. Having a primary service provider reduces the number of professionals and visits that a family has to have in their home.
- The primary provider meets with the family to focus on ways the family can support the child's development within their everyday routines, activities, and places (ERAP). In addition, the primary provider gathers ideas to support the child and family from the team meetings with other providers. In this way, the family and child benefit from the expertise of the entire team of providers.

- Sometimes the primary provider may have another team member visit the family for consultation or the child may be videotaped for team observation.
- Professionals and families rely on the support from one another as a team to provide quality services to children.

#### Who is the Transdisciplinary Team?

The Transdisciplinary team includes the parent(s) and early intervention professionals.

#### **Research tells us:**

- Parents are their child's best teacher
- A child has multiple learning opportunities all day, every day in events that are meaningful to the child and family
- Providers can give parents/caregivers strategies to maximize their child's natural learning in every day routines, activities and places.

Psychological Services

Social/Emotional Intervention

Speech-Language Pathology

• Respite Care

Transportation

Vision Services

## Allowable Early Intervention Services

- Assistive Technology
- Audiology Services
- Developmental Intervention
  Service Coordination
- Health Services
- Nutrition Services
- Occupational Therapy
- Physical Therapy

Visit www.eicolorado.org website to learn more about the early intervention services provided by Early Intervention Colorado.

#### **References:**

Woodruff, G. & McGonigel, M.J. (1988). Early Intervention Team Approach: the transdisciplinary model. In J.J. Gallegher, P. Huntinger, J.B. Jordan, and M.B. Karnes. (Eds) *Early Childhood Special Education: Birth to Three*. Reston, Va: Council for Exceptional Children. pp(164–181)

Popper, B. (1996). Achieving change in assessment practices: A parent's perspective. In S. Meisels & E. Fenichel (eds) *New visions for the developmental assessment of infants and young children* (pp.59–65) Washington, DC: Zero to Three, National Center for Infants, Toddlers and Families.

Campbell, Suzann K. Therapy Programs for Children That Last a Lifetime. *Physical & Occupational Therapy in Pediatrics*, Vol 17(1) 1997: 1–14

Hanft, B. & Pilkington, K. (2000). Therapy in natural Environments: The Means or End Goal for Early intervention. *Infants and Young Children:* 12 (4):1–13

Hanft, B. & Feinberg, E. (1997) Toward the Development of a Framework for Determining the Frequency and Intensity of Early Intervention Services. *Infants and Young Children*: 10(1): 27–37

