

# **GO PRINCE PROJECT - INTENSIVE STUDY PROGRAMME**

**- Inclusive Education in Early Childhood Education: Developing Good Practices -**



## **Early Childhood Intervention in Portugal**

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- **ANIP**: National Early Intervention Association
- **SNIP**: National Early Childhood Intervention System
- **Intervention Model**: Good Practices





Associação Nacional de Intervenção Precoce



- ✓ **Born** in 1998 as a **National Association** and based on PIIP – Coimbra experience
- ✓ **Goal:** to disseminate Good Practices in early intervention at national level
- ✓ **Intervention Areas:**

Supporting  
implementation of EI at a  
national level

**SNIPi**  
**Participation:**  
**Coimbra and**  
**Aveiro**

Children, families and  
professionals support

**CAIPDV**  
and  
**Nursery/  
Kindergar-  
den**

Training

**EI Training  
Referential**  
and Early  
Intervention  
Conference

Research

**Univ. Minho**  
**Univ. Porto**  
**(FPCE)**  
**Univ. Aveiro**  
**FMH**  
**ISPA**  
**ISEC**

# Development of Early Childhood Intervention in Portugal

## Contribution of ANIP

1989

Coimbra EI Project - A precursor of the National Model

1998

Constitution of ANIP as a national association

1999

Publication of legal provision 89/99

(not implemented throughout the country)

2000

Constitution of ANIP as a Private Institution of Social Solidarity

2009

Establishment of the National Early Childhood Intervention System – Public Law 281/09



## National Early Childhood Intervention System (SNIPPI)

DL N° 281 /2009, de 6 de Outubro

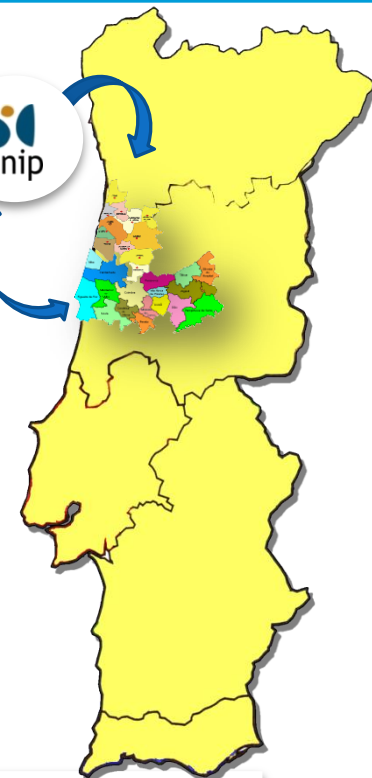


- The SNIPI consists of a set of organized institutional entities with a mission to ensure the Early Childhood Intervention (ECI) on an integrated basis.
- National, regional, and local coordination structures involving, at each level, **shared responsibility** from the **Ministries of Health, Education, and Solidarity and Social Security**, with the collaboration of Private Institutions of Social Solidarity
  - National Coordination Committee
  - 5 Regional Subcommittees
  - 21 Technical Supervision Nucleus
  - 149 Local Intervention Teams



National Early Childhood Intervention  
System (SNIPI)

## Local Intervention Team (ELI)



Local involvement of the community services

**Health**

Doctor  
Nurse

Early Childhood Teacher

**Education**

**Solidarity and  
Social Security**

Psychologist  
Social Worker  
Speech Therapist  
Physiotherapist





## National Early Childhood Intervention System (SNIPI)

### ■ **Strenghts:**

- Primary Prevention
- Coverage Age (0 to 6 years)
- Surveillance of cases ineligible
- Community Involvement
- Mandatory IFSP (PIIP)
- Technical Supervision Nucleus.

# Early Childhood Intervention (ECI)

- What is?
- Target population?
- Main Goals
- Intervention Model



## WHAT IS ECI?

Set of interventions for children from 0-6 years old, their family and community, with the goal to respond as soon as possible, to transitional or permanent needs, of children with disturbances in their development or who are at risk of having. These interventions should consider the whole child and be planned by a team of professionals, with a inter- or transdisciplinary orientation, in conjunction with the family.

Livro Branco de Atención Temprana (2000)

## TARGET POPULATION?

The SNIPi covers children between **0 and 6 years**, with **changes in body functions or structures that limit participation in typical activities for their age and social context** or **serious risk of developmental delay**, as well as their families.

(Artigo 2º, Decreto-Lei nº 281 /2009, de 6 de Outubro)

# GOALS of ECI



- Ensure the protection of children's rights and the development of their capacities;
- Detect and reference all children in need of early intervention;
- Intervene with children and families, according to the identified needs, in order to prevent or reduce the risk of developmental delay;
- Support families in accessing services and resources of social security systems, health and education;
- Involve the community by creating articulated mechanisms of social support.

(Artigo 4º, Decreto-Lei nº 281/2009, de 6 de Outubro)

# Intervention Model: Good Practices



# Intervention Model: good practices

**Evidence-based Practice (empirical and scientific) and internationally recognized:**

1. Everyday Child Learning Opportunities;
2. Family Centered Practices;
3. Transdisciplinary Teamwork.

# 1 – Everyday Child Learning Opportunities

## » Settings it matters... a lot!

**The places, routines, activities, rituals, and settings that children experience every day matter a great deal in terms of child's learning and development.**

- Some of these experiences have positive effects.
- Some of these experiences produce little or no effects.
- Unfortunately, some experiences have negative effects (often without a person knowing or recognizing those negative effects)

Dunst, 2010

# 1 – Everyday Child Learning Opportunities

## » What is “contextually based learning”?

Contextually based learning or situated learning refers to learning that takes place in everyday, real-life settings and activities that provide a child with a basis for acquiring functionally meaningful and culturally relevant behavior. Situated learning is learning that occurs in the same place where the behavior that is learned is typically used.

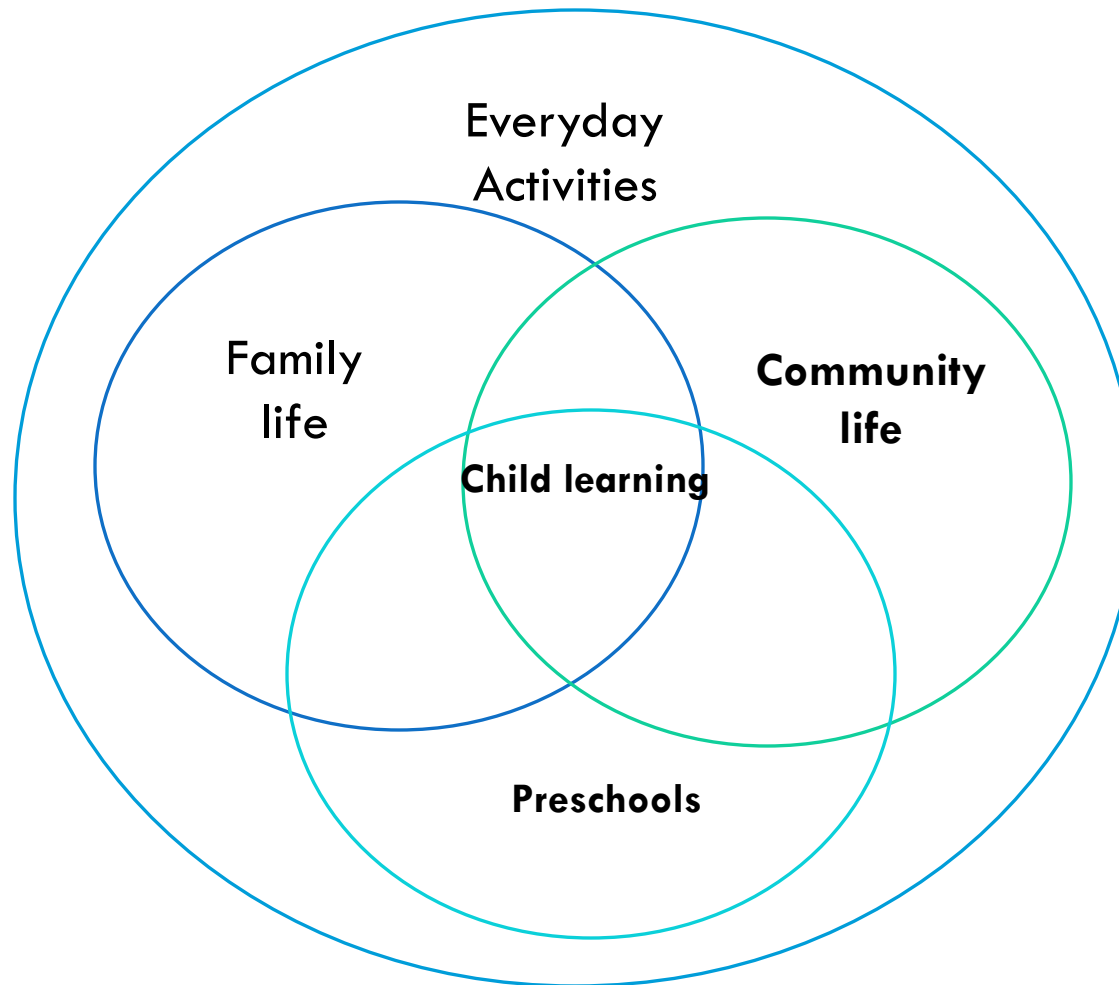
Dunst, 2010





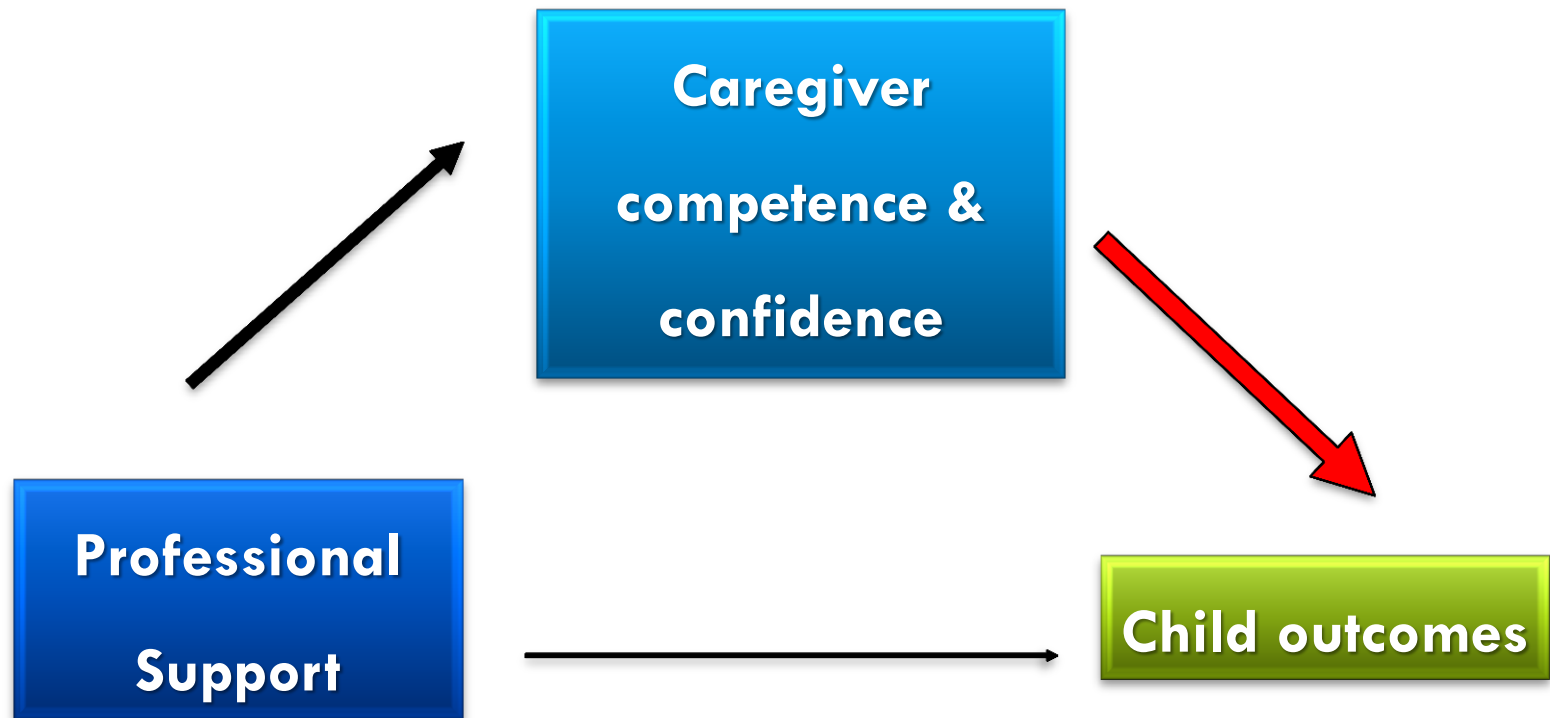
# 1 – Everyday Child Learning Opportunities

## » Three sources of everyday child learning opportunities



# 1 – Everyday Child Learning Opportunities

## » Who has influence on what?

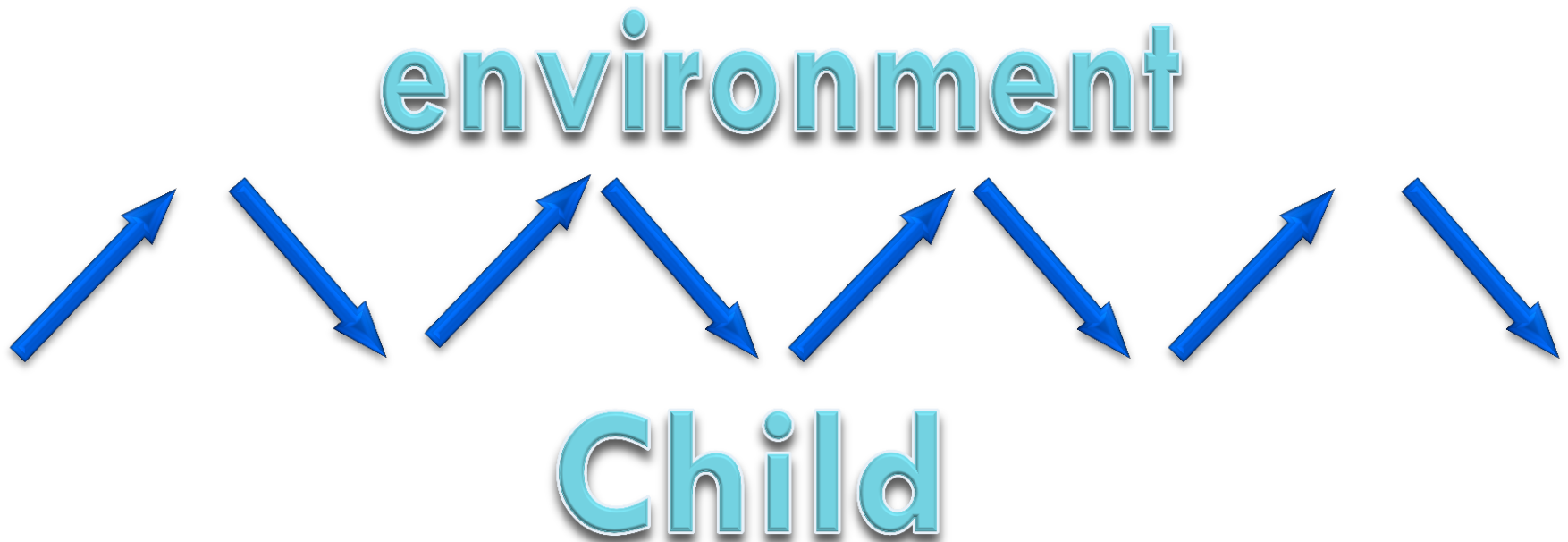


**Figure 1: Pattern of influence**

McWilliam (2002, 2007); Espe-Sherwindt, (2003)

# 1 – Everyday Child Learning Opportunities

» How do young children learn...



Through repeated interactions with the environment  
over time.

Not through condensed repetitions.

# 1 – Everyday Child Learning Opportunities

» ... between visits



# 1 – Everyday Child Learning Opportunities

## » Situate Contrasting Types of Early Childhood Intervention in Perspective

- ✓ Early intervention provided by a professional in the absence of parental involvement in a non-contextual scenario, one hour twice a week for 50 weeks accounts for only about 3% to 4% of the hours in which a 2-year-old is awake; is hardly enough time to make a difference in learning and child development.
- ✓ Increase children's participation in only 15 daily activities, 4 or 5 days a week and provide the child only 10 learning opportunities in each activity equals more than 35,000 learning opportunities per year (a very conservative estimate). On average, children birth to 6 years of age, participate in more than 60 different family and community activities every day.

# 1 – Everyday Child Learning Opportunities

» So:

Early intervention builds upon and provides  
supports and resources to assist family  
members and caregivers to enhance children's  
learning and development through everyday  
learning opportunities.



## 2 – Family Centered Practices

“Early childhood intervention should give families a sense of confidence and competence about learning and the current and future development of your child.

Parents should receive information in a manner that supports their parenting skills towards their child and facilitate learning without betraying his selfconfidence, culture, religion and/or family traditions. ”

Bruder, 2000

## 2 – Family Centered Practices

### » Family Centered Approach

#### Definition:

“The provision of family-centered services, ... recognizes the central importance of family in the lives of individuals. Is guided by a set of properly informed choices made by the family and focuses on the strengths and capabilities of families.

Allen e Petr (1996; pp.66)



## 2 – Family Centered Practices

- ⦿ Built on the recognition that the family is the primary influence on a child.
- ⦿ Recognize and support the role of families in decision making.
- ⦿ Recognize and support the strengths of the child and family.
- ⦿ Support the skills and confidence of the family in improving the learning and development of children.
- ⦿ Recognize and support the cultures, values and traditions of families.

Edelman, 2004

## 2 – Family Centered Practices

### » Family Centered Approach

#### *Enabling and Empowering Families*

(Dunst et al, 1988, 1994)

- ★ **Enabling** – means creating opportunities for all family members can acquire and demonstrate skills that strengthen family functioning.
- ★ **Empowering** – emphasizes the family's ability to achieve their needs and aspirations, so as to promote a clear sense of control and mastery over important aspects of family functioning.

(Dunst et al, 1988)

## 2 – Family Centered Practices

### » Family Centered Practices effects

#### CHILD

- ⊙ ↑ skills of the child, including psychomotor development gains
- ⊙ ↑ children psychological adjustment

#### FAMILY

- ↑ mother psychological well-being
- ↑ competence perception, self-efficacy and sense of control
- ↑ knowledge about child development and the ability to identify the children conquests

- ↑ intervention program participation
- ↑ mother's perception of infant temperament
- ↑ home context developmental appropriateness
- ↑ family satisfaction with the evaluation process
- ↑ family satisfaction with caregiving

NO NEGATIVE RESULTS OBSERVED!

### 3 – Transdisciplinary Teamwork

- ❑ Several researchers as *Briggs* (1997), *Bruder* (2000), *Guralnick* (2001), *Carpenter* (2005) and *McWilliam* (2010) recognize the **transdisciplinary teamwork model as the recommended practice in early childhood intervention.**
- ❑ “If we want to meet the complex needs of families, we need a coordinated and coherent approach. This approach requires new ways of working that are neither multidisciplinary or interdisciplinary but transdisciplinary.”

(Carpenter, 2005)

## 3 – Transdisciplinary Teamwork

### » underlying principles

1. It is the caregiver that influences the child and we can influence the family.
2. Children learn throughout the day.
3. Early intervention is not providing weekly lessons.
4. All interventions for children occur between visits.
5. Children need maximized interventions and not maximized services.

(McWilliam, 2007; 2010)

### 3 – Transdisciplinary Teamwork

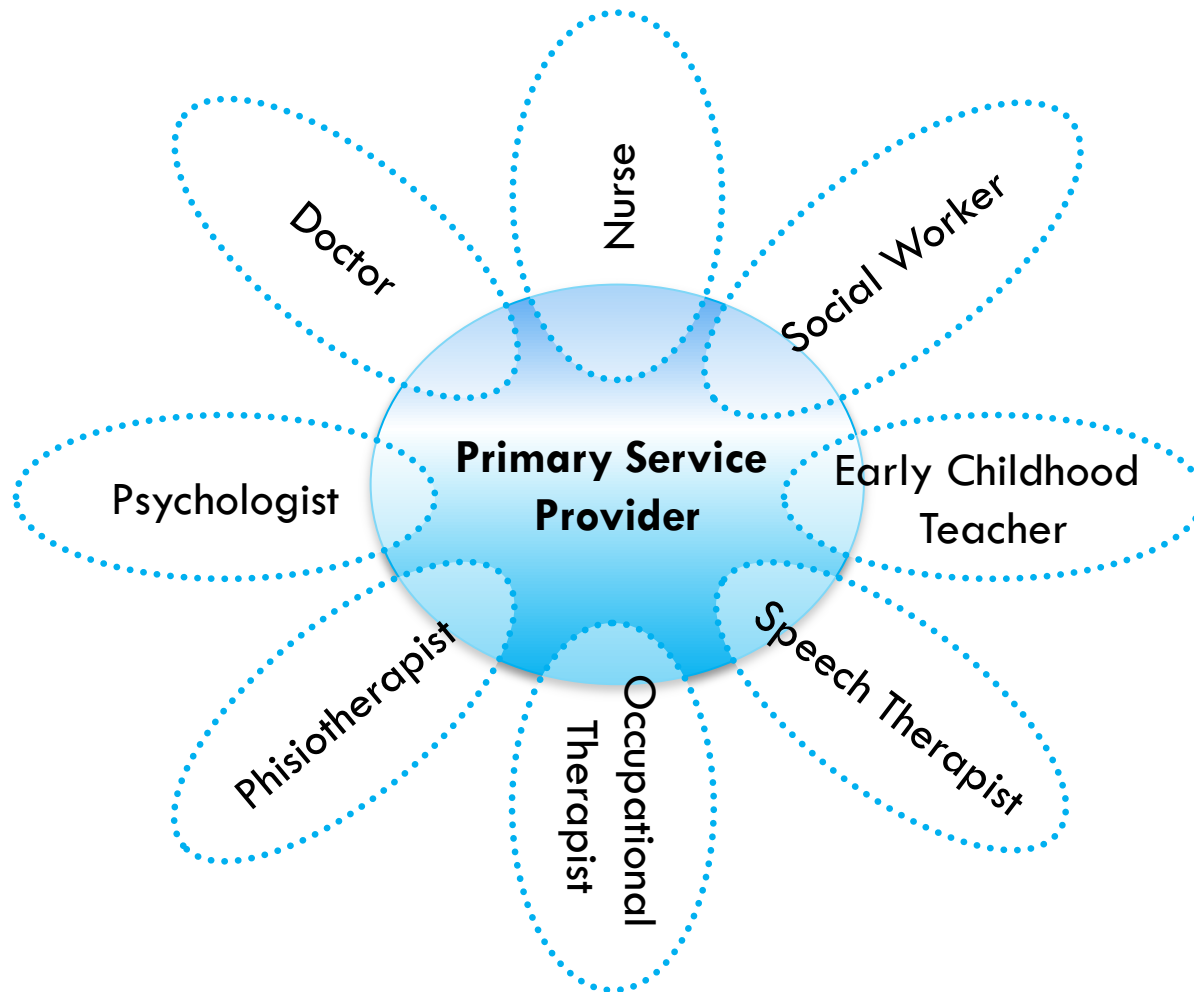
- ▶ Professionals of different disciplines working together, planning, sharing, solving problems, teaching and learning beyond their disciplines.
- ▶ "Dilution" of roles, which makes each discipline less distinct.
- ▶ The Family is a team member with decision-making power and authority.
- ▶ Primary Service Provider



**Transdisciplinary**

# 3 – Transdisciplinary Teamwork

## » Primary Service Provider



## 3 – Transdisciplinary Teamwork

### » Primary Service Provider

- ☐ Only one professional provides a weekly family support
- ☐ Support from other team professionals: joint home visits, primary service provider.
- ☐ Primary service provider makes weekly home visits and can also act as a consultant to other families of the team.



## 3 – Transdisciplinary Teamwork

### » Primary Service Provider

#### Assumptions and Benefits:

- Family support in a **cohesive, coordinated and integrated** manner.
- The family receives support from one person, limiting the number of professionals visits that families often have to contact.
- Allows the family to develop a **true partnership** approach.
- Allows the **same number of goals**, but **more adequate** for the family.
- More effective use of existing resources (less costs)

# 3 – Transdisciplinary Teamwork

## » Decision making:

### ➤ Primary Service Provider (PSP)

☐ Usually the team considers the following factors:

- ✓ geographical distribution
- ✓ professionals caseload
- ✓ experience / skills of PSP
- ✓ interest in the case of PSP
- ✓ family opinion.

### ➤ Type of support

- ☐ Ideally, the type of support should be decided after setting goals to work with the child.
- ☐ In this sense, the choice of an appropriate type of support will depend heavily on the help that the PSP will need.

### 3 – Transdisciplinary Teamwork

#### » Conditions to develop a Transdisciplinary Teamwork model

- ☐ Time to discuss cases.
- ☐ Team members must be experts in their discipline.
- ☐ Availability for share knowledge with other team members.
- ☐ The elements of the team have to respect, value and trust each other and in the skills and knowledge that each element brings to the team.

(Linder, 1983; Lynch & Lewis, 1988)

### 3 – Transdisciplinary Teamwork

#### » Transdisciplinary Teamwork Challenges:

- Precise and clear rules of the conceptual model: training and supervision.
- Articulation Services.
- Availability to share knowledge
  - ✓ fear of misapplication
  - ✓ loss of professional identity (specialty / status).
- Readiness to create opportunities for mutual knowledge, dialogue, reflection and learning among professionals.

# Notes to “take home” :

- ☺ Child's learning needs to be contextualized and this results in functional and culturally significant outcomes.
- ☺ Parents play an important role in the promotion of children's participation in daily activities and supporting children's learning in these activities.
- ☺ Using **daily activities** as a form of early intervention provides children many more opportunities for learning that the child-centered intervention.
- ☺ Professionals that use this approach in early intervention support and encourage parenting skills and create a sense of competence and confidence.

Dunst, 2010

**This is NOT Early Childhood Intervention!**

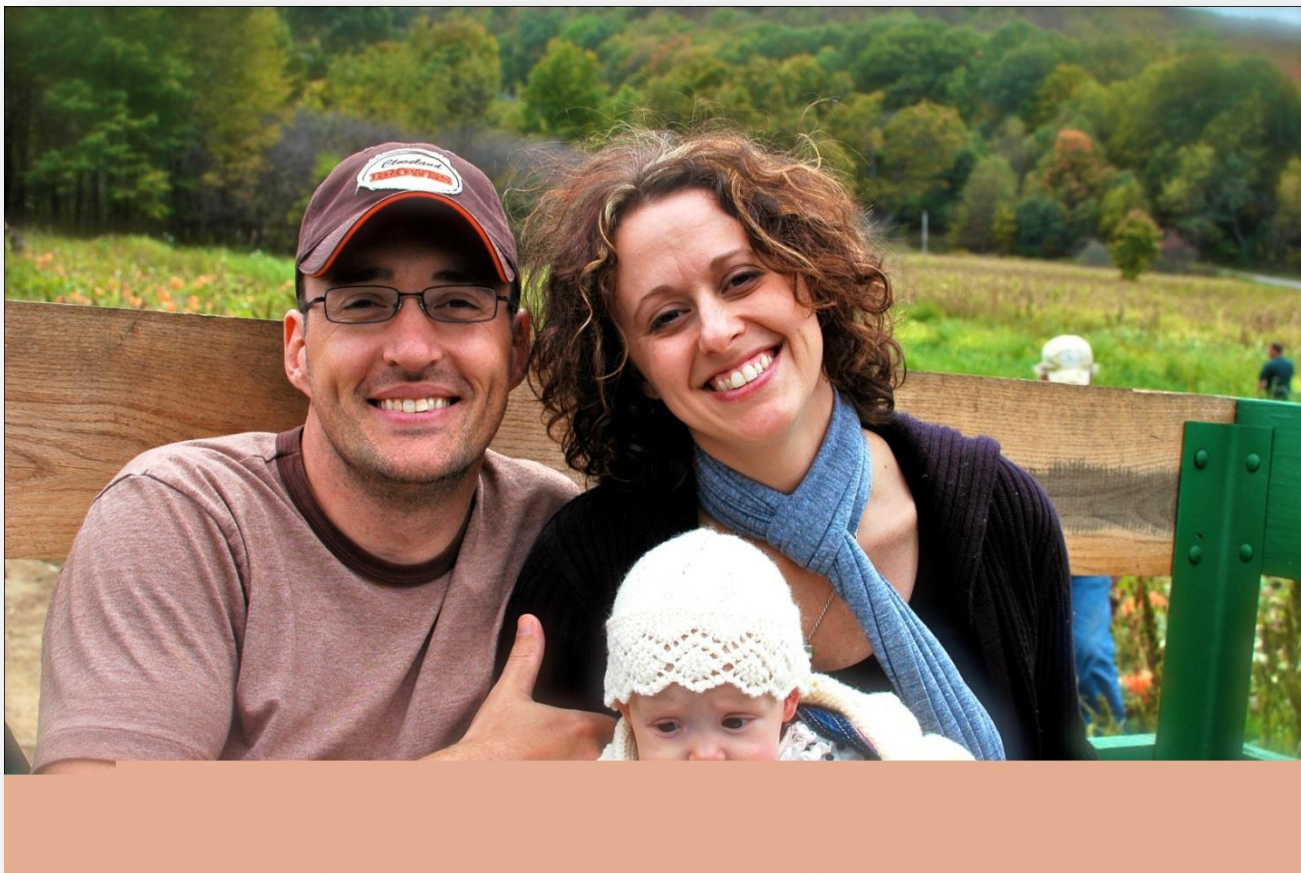




**This is EARLY CHILDHOOD INTERVENTION!**







“Family seems to be the most effective and economic system to promote and sustain the development of the child. Without family involvement, intervention may be unsuccessful, and the few effects that can reach disappear once the intervention ends.”

*(Bronfenbrenner, 1974)*



workgroup

How is early  
childhood  
intervention in  
your country?



ANIP: On behalf of good practices in early intervention...



Early Childhood Intervention System			
Country:			
Target population		Service provision in natural settings: How does it work?	Is the system Private or Public? What services are involved?
Children age	Eligibility criteria (disabilities; risk)		

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# Assessment and Intervention in Natural Settings

- study case -

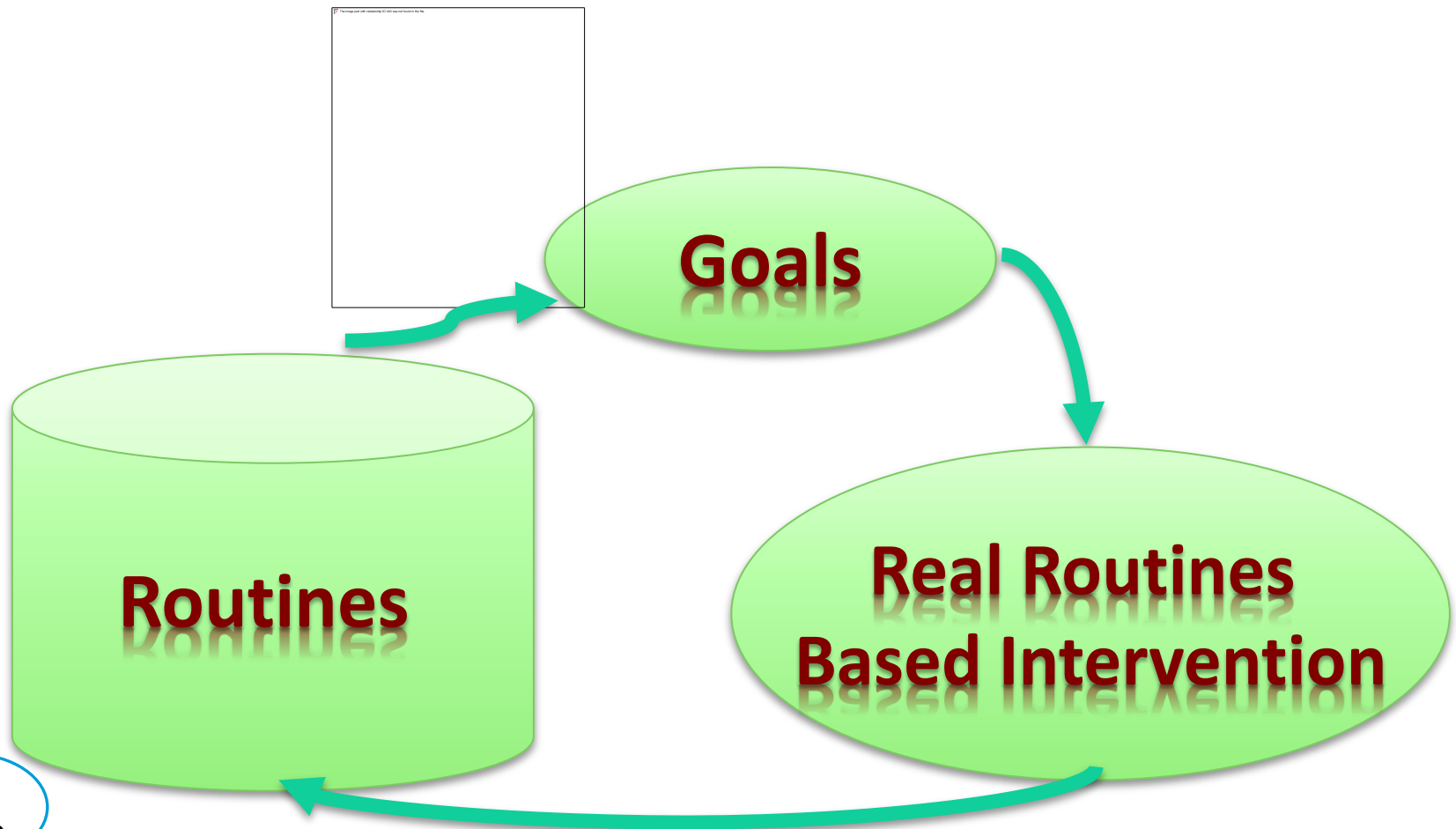
# Natural Settings

Family, community life, daycare, Kindergarten ...



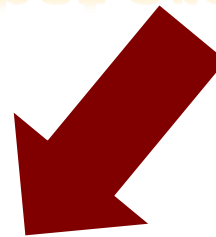
Settings that provide multiple opportunities for learning experiences and development of skills, providing great intervention scenarios

# Intervention should **START** and **ADDRESS** natural settings



**Diagnostic assessment**  
**“What’s wrong?”**

**Intervention assessment**  
**“What are the needs?”**



**Routines Based  
Interview (RBI)**

# What are ROUTINES?

- ❑ naturally occurring activities happening with some regularity
  - caregiving events
  - hanging out times
- ❑ Provide a natural way of training opportunities essential to learning

McWilliam, 2003

**ATTENTION! Routines  
are not activities the professional sets up  
with the family.**

# Routines Based Interview (RBI)



**Identification of routines, activities and events  
that occur in the various settings of the child's life:**

- it's important to understand how the child day-to-day runs
- it's important that caregivers understand the importance of using "trivial" activities as opportunities for teaching / learning - promoting the development

# Routines Based Interview characteristics

## □ Purpose:

- Produces a 6 to 10 list goals for IFSP
- Rich description of family and child functioning
- Establishes a positive relationship with family

## □ Vehicle for the family to have a significant role in the development of the intervention plan (IFSP)

## □ Indicates how important are the family's daily routines for children's development *desenvolvimento da criança*





# Need for a routines based assessment

## ☐ Functional goals (target behaviors)

- Addressing needs of engagement
- Address needs for independence
- Address the needs of social relations

## ☐ Family priorities reflected in IFSP

- ☐ Functional goals **specific** and **broad** enough at the same time
- ☐ Strategies aimed at functional aspects (priority)
- ☐ Investment of other caregivers outside the family, in IFSP

# Study Case

**Name:** Daniel

**Age:** 3 years

**Referencing:** Neurodevelopment and Autism Unit – Coimbra  
Children's Hospital

**Diagnóstico:** ASD (Autism Spectrum Disorder)

**Needs Assessment:** RBI at home

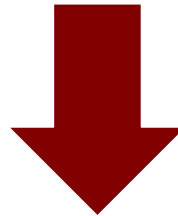


# **Entrevista** **Baseada nas Rotinas**

# Routines Based Interview

## □ RBI Introduction

General question “What are your concerns?”



**Not everything that is relevant happens in routines.**



# Routines Based Interview

## □ Routines exploration

Talk about daily life of the family, activities or events that occur during the day. Major focus on family and not specifically on the child.

### **In each routine, it is important to understand :**

- What does everyone else do? For home routines, this means other family members; for classroom routines, it means other children.
- What does the child do?

a)what is his or her **engagement** like — how and how much does the child participate in the routine?

b)what is his or her **independence** like - how much can the child do by him or herself?

c)what are his or her **social relationships** like — how does the child communicate and get a long with others?

- How satisfied is the caregiver with the routine?



# Routines Based Interview

## ❑ RBI conclusion

- Other Community routines - explore a range of events such as going shopping, visiting others, going to the park, etc.
- Routines in school structures - explore the routines of other settings in which the child spends more than 15 hours per week (eg, preschool, daycare, etc).
- The two final questions - can reveal new needs and in-depth knowledge of what really worries the family.





# Routines Based Interview

## □ Review

- Review areas marked as potential priorities for the family and make sure they were properly marked.

## □ Goals selection

- The family selects areas that would like the team to work (team where the family is part of!)

# Routines Based Interview

❑ During the process many kinds of needs could arise:

- **Child** needs (eg. sit independently at different times of the day);

- **Family** needs **related to the child** (eg. learn a way to know what are the meals child's preferences);

- **Family** needs (eg. the couple have time for each other without the presence of the child).

❑ Establish priorities

❑ Place the areas in order of importance to the family

# Priorities

Concerns	Routine participation
Communication: That Daniel participates in conversations, reporting what happened in the preschool	Social Relationships
Attention / Concentration: That Daniel can stay focused playing a game or watching a book	Engagment
Sleep: That Daniel participates in the routine of sleep by going to bed on time and staying in bed throughout the night	Independence

# RBI and goals functionality

- ❑ RBI allows the definition of more functional goals

Embedded in natural settings (routines),

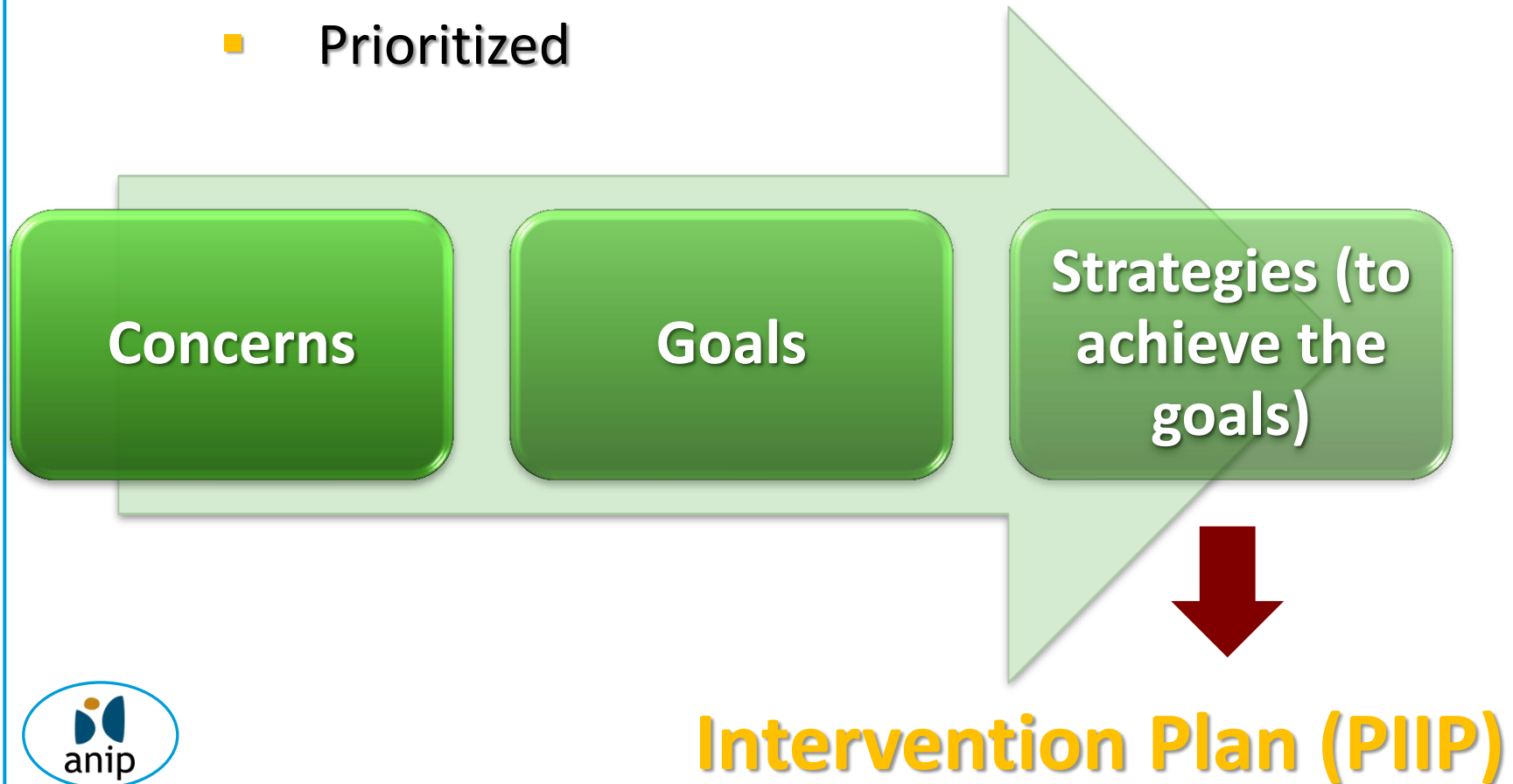
that specify what the child and family will do,

meeting the concerns of the family and / or  
other educators,

are designed to the needs of engagement,  
independence and social relationships

# How emerge potential goals?

- From family concerns expressed in RBI
  - Listed
  - Prioritized



# Individualized Early Childhood Intervention Plan - PIIP

1. Identification of elements involved in PIIP
2. Record of meetings / family meetings with technicians
3. With whom the child lives
4. People with whom the family can count
5. Services with which the family can count
6. Needs / family priorities
7. Evaluation of the child in the family
8. PIIP Goals
9. Signature of other elements involved in PIIP



# Individualized Early Childhood Intervention Plan - PIIP

What we want to achieve	Who does (support source)	How (strategy)	When we think achieving	Assessment with family	
				Date	Satisfaction level
That Daniel participates in conversations, reporting what happened in the preschool	Parents Teachers Assistants PSP	Using photographs of various areas and routines of preschool, as visual cues, describing them to Daniel. Later ask him to identify what he did that day (that area was, what they ate for lunch, etc).  Descriptive comments about the preschool routine (based on the activities of preschool table information).	When Daniel, at the end of the day, pointing / naming the images corresponding to the activities of that day, for 5 minutes on 3 consecutive days.		



*Giving Families a Chance To Talk  
So They Can Plan*

# Early Childhood Intervention & The Power of Families

[opensocietyfoundations.org](https://opensocietyfoundations.org)

