

Virginia's Early Intervention Approach

Shifting paradigm from:

- Deficit based → interest/strengths based
- Treatment based → providing supports
- Services → resources
- Expertise driven → capacity building

Key Components/Characteristics:

- Evidence-based
- Contextualized (not contrived) outcomes, goals and intervention
- Starts with/focuses on activity settings/learning opportunities, not concerns, deficits and discreet skills
- Emphasis on increasing child's participation (being and doing) and increasing family's confidence and competence with helping their child
- Primary service provider
- Coaching

Traditional	Virginia's Early Intervention Approach
Deficit-based	Asset and Interest-Based
Evaluation is used to determine eligibility; assessment is ongoing.	Evaluation is used to determine eligibility; functional assessment provides information needed for establishing outcomes and planning intervention, and for assessing effectiveness of strategies and determining progress.
Focus of intervention is on treatment - to improve child's skills and functional abilities.	Focus of intervention is on increasing child's participation in family and community activities identified by the family and on promoting confidence and competence of caregivers .
Therapists/special instructors are the experts; family members are important members of the team.	Therapist/special instructors have specialized knowledge and skills; family members are partners/equal team members
Hands-on services with the individual child and teaching family/caregivers how to practice the specific skills are primary mechanisms for accomplishing the outcomes.	Accommodations, adaptations, coaching caregivers, and expanding activity settings are primary mechanisms for accomplishing the outcomes. Hands on services are not eliminated; hands-on is used to assess and to model strategies.
Parent/caregiver teaching focuses on showing the parent/caregiver how to carryover specific activities when the therapist is not there. (Homework)	Parent/caregiver teaching focuses on expanding the parents'/caregiver's confidence and competence to identify learning opportunities and help their child.
Necessary functional skills are identified and therapists/special instructors (determined by the child's deficit areas) work with the child and help family/caregivers brainstorm ways to practice the skills throughout the day	Activity settings/activities that the child is already participating in are identified as well as activities that the family would like to do; primary service provider helps family identify opportunities to help the child learn and practice during those activities.

Goals for Training:

- Present clear picture of and rationale for Virginia's Early Intervention Approach
- Provide information that allows providers to determine where their beliefs and practice are in congruence with the approach and where they differ
- Provide "how-to" information that supports providers' efforts to make changes in their practice

Ultimate Goal: a statewide system of early intervention that is family-centered, evidence-based, meaningful and effective.

Key Concepts:

There is evidence that the family-centered, asset-based, promotional, coaching, primary service provider approach is more effective as well as more meaningful for families than the traditional approach.

While there are some very different aspects of the traditional, deficits-based approach and the promotional, asset-based approach to intervention, the providers' knowledge, skills and expertise are equally important and valued.