

Seven Key Principles of Early Intervention

Developed by the Workgroup on Principles and Practices in Natural Environments (2008)

Infants and toddlers learn best through every day experiences and interactions with familiar people in familiar contexts.

All families, with the necessary supports and resources, can enhance their children's learning and development.

The primary role of the service provider in early intervention is to work with and support the family members and caregivers in a child's life.

The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.

IFSP outcomes must be functional and based on children's and families' needs and priorities.

The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.

Intervention with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws and regulations.

Missouri's Early Intervention Process

Utilizes an Early Intervention Team (EIT) approach to service delivery (2009)

Identification of First Steps Children
(Child Find activities)

Child and Family Assessment
(DAYC, RBI, other)

Determining First Steps Services
(Primary Provider)

Delivering First Steps Services to Children and Families (EIT)

Exiting the First Steps Program
(Transition, ECO)

EIT Members Receive Support
(Training, TA)

State Systemic Improvement Plan (SSIP)

According to OSEP, the SSIP is a comprehensive, ambitious yet achievable multi-year plan for improving the results for infants and toddlers with disabilities. The SSIP is created based on Analysis of Data and Analysis of State Infrastructure to Support Improvement.

Focus Area

State-identified Measurable Result(s)
Selection of Improvement Activities to Achieve Result