Early Intervention in Natural Environments
Dr Robin McWilliam’s

Early intervention in Natural Environments

and

The Agreed upon Mission and Key Principles for Developing EI Services in Natural Environments

(OSFP TA Community of Practice)
The McWilliam’s Model

- Is evidence-based
- Focuses on routine-based interventions
- Is a path to child outcomes through caregiver competence
- Capitalizes on children’s learning opportunities afforded to them in daily routines
- Builds on NH’s FCESS strengths: family centered practice and the transdisciplinary team model
McWilliam’s Model (cont.)

- Provides a clear and consistent message regarding the purpose of early intervention and the concepts of family-centeredness, natural environments, and embeddedness.
- Provides tools for evaluation of quality supports to families and children.
- Provides a framework for professional training, curriculum development and continuous quality improvement.
Part C 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.
Key Principles

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.

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

3. The primary role of a service provider in early intervention is to work with and support family members and care givers in children’s lives.
Key Principles (cont.)

4. The Early Intervention process, from initial contacts through transitions, must be dynamic and individualized to reflect family members’ learning styles and cultural beliefs and practices.

5. IFSP outcomes must be functional and based on children’s and families’ needs and family-identified practices.
6. The family’s priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.

7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.
The McWilliam’s EINE Model emphasizes:

- All the intervention with the child occurs between specialist visits

- Therapy and instruction are not golf lessons – children cannot transfer skills well from one learning setting to everyday life

- Regular caregivers need to own the goals
The EINE Model......

**From This…**

**Definition of Early Intervention**

Services that meet the developmental needs of the child and family and enhances child development

**Intake**

Give information, emphasizing child centered services
Gather child history and information

**Assessment**

Developmental evaluation testing

**To This…**

Emotional, informational and material supports to the family

Emphasizes questions about what questions the family would like answered and questions to get to know the family

Routine-based interview-focus on family functioning, child engagement, social relationships and independance
The EINE Model (cont.)

**From This…**

**Determination of needs**
Based on developmental testing and are domain/discipline specific

**Services/supports Decision**
Specialist based on test results

**Group Care Consultation**
Individual or small-group pull-out

**To This…**

Outcome/goals selected from routine-based interview and are embedded in existing routines

Primary Service Provider with other consulting as needed

Partner with teachers to provide individualized activities within routines
The EINE Model (cont.)

From This…
Home-based Delivery Model
Multidisciplinary- two or more professionals provide regular home visits and do not communicate with each other

Home Visitor’s Primary Role
Provide direct, hands-on instruction to the child-parent may not be present

To This…
Pure Transdisciplinary: any professional provides regular home visits and receives consultation from other professional

Provides informational, material and emotional support to families
Patterns of Influence

Caregiver Competence and Confidence

Professional Support

Child Outcomes
# Model Components and Specific Practice

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Let’s Discuss…

- What excites you about this model?
- What concerns you about this model?
- What questions do you have about this model?
- How will this affect your ESS program?