

New Hampshire Family-Centered Early Supports and Services

Recommended Practices

1. Family-Centered Service Delivery

Family-Centered Service Delivery recognizes the centrality of the family in the lives of children. It is guided by fully informed choices made by the family and focuses on the strengths and capabilities of these families within the context of their daily lives. To achieve positive outcomes for young children in early intervention programs, the major focus of intervention needs to include the family system.

2. Treatment model

As part of the individualized service planning, child-focused interventions that are child-initiated, family-guided, functional, activity-based and within natural learning opportunities are developed and implemented. Family-focused outcomes that support families to achieve their own goals and enable family members to have positive interactions that promote shared feelings of competence and success are also included in service plans. ESS provides services to enhance a child's performance in daily activities and relationships, through (1) determining meaningful child and family outcomes; (2) recognizing the multiple environments and daily demands that a child and family encounter; and (3) reach consensus on how to address priority areas.

3. Frequency of Services and Supports

The frequency of services and supports is guided by the following process accomplished through a professional-family partnership: (1) Determination of what the child needs to learn or do next; (2) Determination of which intervention strategies and natural learning opportunities will facilitate the child's specific developmental outcome; (3) Determination of whose expertise on the team is needed to help the child achieve desired outcomes; and (4) Determination of how (direct one-to-one interaction with child, integrated therapy in collaboration with other team members, or consultation with other caregivers to improve their understanding of and interaction with child) and where services should be provided. The frequency is the last step in the determination of service delivery and is directly related to the what, who, where and how of a specific desired positive outcome for the child.

4. ESS Teams

Service providers are committed to teaching, learning, and working across disciplinary boundaries in order to exchange information, knowledge and skills. In a transdisciplinary model, there is a continuous transfer of information, knowledge and skills among team members, with families as full, active and participating members of the team. In order to address desired outcomes for the child, a broadening from traditional discipline-specific roles is critical. Transdisciplinary describes a model of team organization and functioning and is not a service delivery model.

5. Service Delivery Model

The service delivery model of the New Hampshire Family-Centered Early Supports and Services is individualized, family-centered services and supports to achieve positive functional outcomes for infants and toddlers within the natural context of their family and community routines and activities.