



Early Childhood Intervention Service

Working in partnership with families

The Child ,the Family and The Community

Helping families build positive relationships with their children and develop the skills to meet their child's developmental needs



Department of Education

Who Are We



The Early Childhood Intervention Service is a statewide service for very young children with developmental delays and disabilities and their families.

This service is funded through the Department of Education, Tasmania

The ultimate goal of this support is to enable young children to be active and successful participants - in their homes with their families, in child care, pre-school or school programs, and in the community.

Timely access to Early Childhood Intervention Services can enhance child development, minimise potential delays, remediate existing problems and prevent further deterioration (Shonkoff & Meisels ,1990)



What is early childhood

intervention

ECIS aim to enhance the child's personal development, strengthen the family's own competencies and support the social inclusion of the child.

Services are tailored to meet the individual needs of the child

Families need support to manage the care-giving and emotional demands of caring for a child with developmental delays and disabilities.

Provide services to enhance the capacity of communities



How do we work

- Family centred practice : a collaborative relationship between professionals and families
- Based on building strong and meaningful relationships, listening and following the family's lead
- Natural environments : a child and family's everyday routines, activities and places of daily life
- Collaborative approach encouraging partnerships between the family, their community, service and health care providers, schools and childcare programs



Who can use the service

Children are eligible for the ECIS program if they have:

- A medically diagnosed condition that has a high probability of developmental delay
- A diagnosed disability attributable to an intellectual, physical or sensory impairment
- Delays in at least two developmental areas : cognitive, communication, physical, social or emotional, or adaptive development
- A child who is considered at risk of developmental delay due to biological or environmental risk factors



Identification : Screening and Assessment

- Referrals: family, paediatrician, Family Child Health Nurse, GP, NICU
- Developmental screening to confirm eligibility : ASQ , a questionnaire completed by parental report of current attainment of developmental milestones
- Identifies those children in need of further assessment
- Importance of early intervention



Specific Programs

- Autism Specific Programs
- Premature Infant Programs
- Active Learning : Complex, Multiple Disability



Issues and Challenges

- Introduction of universal Early Years programs
- The need to screen children routinely and repeatedly
- Importance of Parental report
- Referral to secondary level of developmental screening
- Team around the Child
- Increasing concerns over the number of children entering school with unidentified developmental problems



So...

- Universal early years service system provides numerous opportunities over time to detect emerging or established problems
- All professionals working with young children and families should engage them actively in discussions regarding their children
- We need to value the contribution of the personal knowledge and experience a mother brings
- More intensive effort into early recognition and the development of effective early intervention programmes



Our Shining Stars

Working in partnership with families.

stories from the
Early Childhood Intervention Service



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