



Beyond Bubbles and Blocks:

Tips for MA EI Home Visitors



Did you know?

The Department of Public Health is collaborating with researchers at Massachusetts General Hospital for Children and Harvard Medical School on a research project examining the transition from early intervention (EI) to preschool for children with autism spectrum disorders (ASD). The project seeks to interview early intervention coordinators, providers, educators, specialty service providers and physicians who serve children with ASD in the EI and preschool systems. They are specifically interested in how the current service systems support or create challenges in providers' capacity to serve children with ASD, and what the barriers and facilitators of effective service coordination and relationship building are. They hope that the information collected will improve knowledge of how to best provide support for families of children with ASD who must make the transition from EI services to preschool-based services. We will be recruiting providers of children with ASD between the ages of 2.5-5 years old. If you're interested in participating in a brief 30-45 minute interview, please contact the Project Director, Morgan Crossman by email (mcrossman@mgh.harvard.edu)

Tips and Techniques...

What is the difference between parent coaching and the PIWI or Parents Interacting with Infants? Coaching is "An adult learning strategy in which the coach promotes the learner's ability to reflect on his or her action as a means to determine the effectiveness of an action or practice to develop a plan for refinement and use of the action in immediate future situations." Rush and Shelden (2005)

PIWI is an evidence based model that focuses on promoting the social and emotional development of infants and toddlers through support of the parent-child relationship.

When we use coaching practices we are focusing on the parent and their skills, where when we use PIWI we

are using triadic strategies to support the dyad and their relationship to ensure that they are experiencing competence, confidence, and mutual enjoyment. Although one might use coaching practices when implementing PIWI the two models are separate and should not be used interchangeably.

By using PIWI and focusing on social-emotional development through strengthening the parent-child interactions we are supporting the child's readiness to learn and the parent's ability to support their development.

Evaluation/ Assessment tip



An important part of functional assessment is observation.

When doing observation you want to make sure that you are regarding attentively or watching. Although EI providers are always watching kids it is important to take opportunities to clinically observe. You want to observe children in different environments and with different caregivers. This is going to give you a more whole and accurate picture of the child's skills across settings. It can sometimes feel awkward to step back and observe. However, this is an important tool used to gather information. Be sure to let parents know what you are doing and why your observations are so important moving forward with families.

This is a skill teams can practice using videos from YouTube or other websites. Talk about your observations and then discuss what is an observation versus an interpretation. Observations should be a first step in an assessment process. They serve as data that will inform the IFSP process.

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