







7 Key Principles of Early Intervention

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

3. 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.

4. 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.

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

DEC Recommended Practices

F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.

INS3. Practitioners gather and use data to inform decisions about individualized instruction.

INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines. INS10. Practitioners implement the frequency, length, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.





What is the most common frequency and length on IFSPs in your program?

Why do you think we use these so often?















