



Early Intervention:



What to Watch for in Families With Birth-to-Three Children

By: Linda Lazar, RN, MSN, CNP



What IS Early Intervention?

“Early intervention is the provision of support and resources to families of young children from members of informal and formal social support networks that both directly and indirectly influence child, parent and family functioning.”

-- Dunst, 2000

Early Intervention in Ohio is called:





Newborns



ELIGIBILITY

AT RISK

PART C

Eligibility for the Help Me Grow System of Services for families with children birth to three includes:

- Newborns and their families for Newborn Home Visits

Eligibility for the Help Me Grow System of Services for families with children birth to three includes:

- Infants and toddlers birth to three years who are experiencing a developmental delay in one or more areas, including cognitive, communication, social / emotional, physical and adaptive development as measured by a developmental evaluation tool and informed clinical opinion; or

Eligibility for the Help Me Grow System of Services for families with children birth to three includes:

- Infants and toddlers birth to three years who:
 - Have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.
 - Family support can be provided for those with prenatal diagnoses

Eligibility for the Help Me Grow System of Services for families with children birth to three includes:

- Infants and toddlers, pregnant women and their families with four or more risk factors

Help Me Grow Providers in Hamilton County

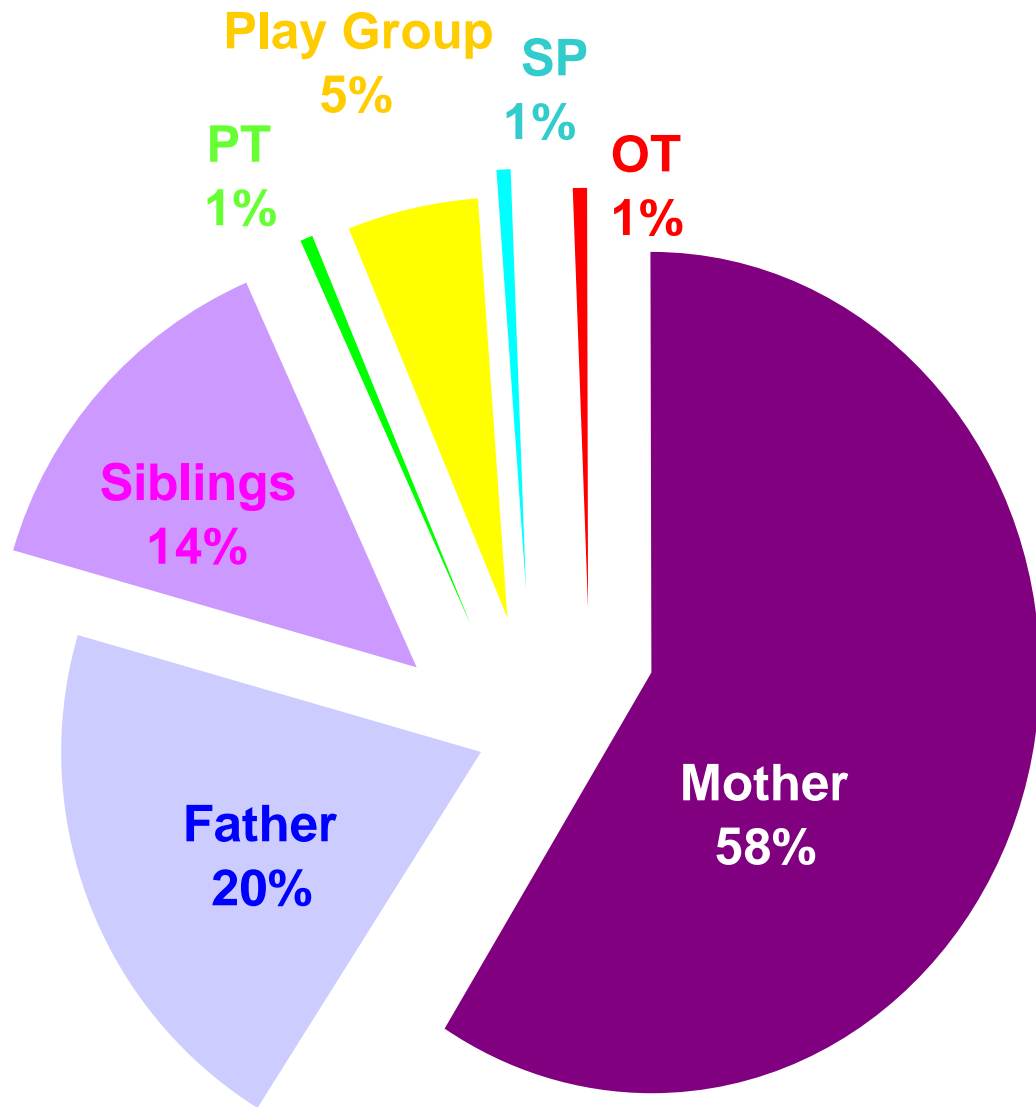
- Home Health Agencies
- City and County Health Departments
- Lighthouse Youth Services
- Every Child Succeeds
- Hamilton County MR/DD
- Healthy Moms and Babes



Core Services (at no cost to families)

- I. Child find
- II. Evaluation and assessment
- III. Service coordination
- IV. An IFSP
- v. Procedural safeguards
- vi. Family support

All intervention occurs between visits. When do learning opportunities occur?



Why Intervene Early?

- To Enhance the Child's Development
 - Development hinges on "nature and nurture"
 - Early care has decisive and long-lasting effects
 - Brain plasticity
 - Evidence shows effectiveness of prevention and early intervention

Why Intervene Early?

- To Provide Support and Assistance to the Family
 - Developing a network of support
 - Gaining information and skills
 - Developing positive attitudes about themselves and their child

Why Intervene Early?

- To maximize child's and family's benefit to society
 - Child's increased development and educational gains
 - Decreased dependence on social institutions
 - Family's increased ability to cope
 - Economic benefits to society

The Need for EI / HMG in Hamilton County

- Encouraging Birth Outcomes:
 - Decreased rates of women w/no PNC for whites & African-Americans
 - Decreased rates of teen birth rates for whites & African-Americans
- Concerning Outcomes
 - Rates of preterm births & low birth-weight births higher than state average
 - African-Americans rates worse than whites in
 - % preterm & LBW infants
 - % with no PNC
 - Teen birth rates
 - Hispanic rates worse than African-American rates

The Need for EI / HMG in Hamilton County

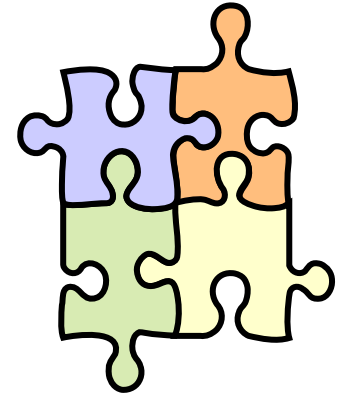
- Encouraging Infant/Child Outcomes
 - Increased well-child visits for children on Medicaid
 - Increased lead screening for infants and young children
- Concerning Outcomes
 - Infant mortality rates higher than state average
 - Increased accidental deaths for children under 1
 - Increased emergency room visits, especially for African-American young children
 - Medicaid well-child visits still less than general population

Developmental Milestones

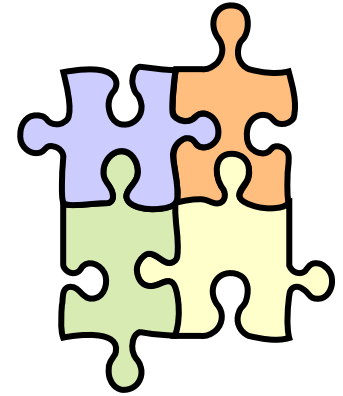
Remember: No two children are alike. Achieving milestones depends on multiple factors.

One Month

- Adaptive / Fine Motor
 - Grasp reflex (hands fisted)
- Language
 - Facial response to sounds
- Gross Motor
 - Lifts head when prone
- Personal / Social
 - Stares at face

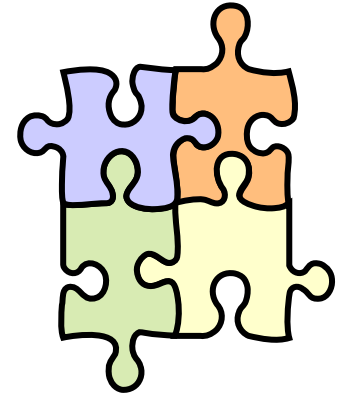


Two Months



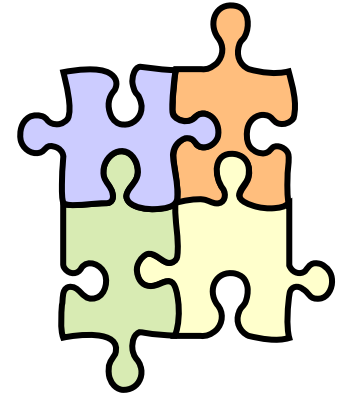
- Adaptive / Fine Motor
 - Follows objects with eyes past midline
- Language
 - Coos (vowel sounds)
- Gross Motor
 - Lifts head 45 degrees when prone
- Personal / Social
 - Smiles in response to others

Four Months



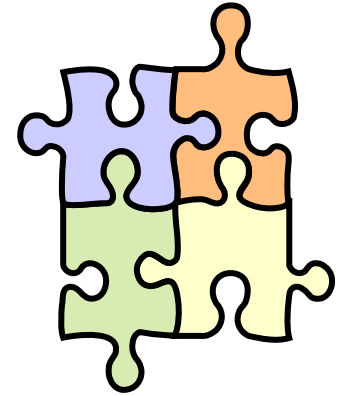
- Adaptive / Fine Motor
 - Brings objects to mouth
- Language
 - Laughs & squeals; turns to voices
- Gross Motor
 - Sits with head steady; rolls front to back
- Personal / Social
 - Smiles spontaneously

Six Months



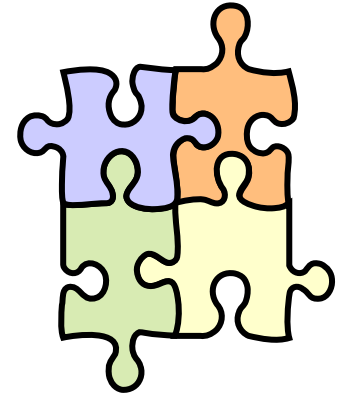
- Adaptive / Fine Motor
 - Grasps objects with palms
- Language
 - Babbles, consonant sounds
- Gross Motor
 - Sits independently; stands holding on
- Personal / Social
 - Reaches for toys; recognizes strangers

Nine Months



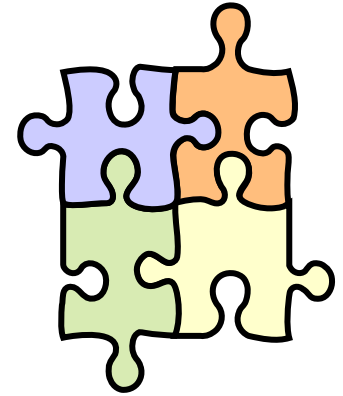
- Adaptive / Fine Motor
 - Pincer grasp
- Language
 - Says “mama”, “dada”; understands “no”
- Gross Motor
 - Pulls to stand
- Personal / Social
 - Feeds self; waves bye-bye

Twelve Months



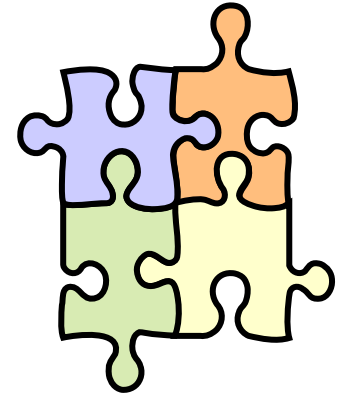
- Adaptive / Fine Motor
 - Helps turn book pages
- Language
 - Says 2-4 words with meaning
- Gross Motor
 - Stands independently; walks with hand held
- Personal / Social
 - Points to indicate wants

Fifteen Months



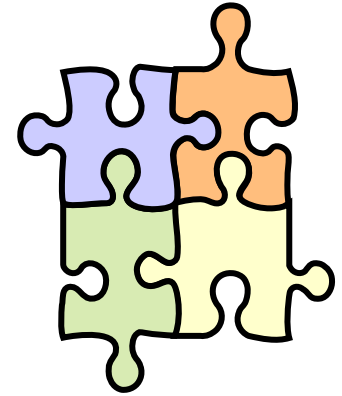
- Adaptive / Fine Motor
 - Scribbles
- Language
 - Says 4-6 words with meaning;
follows commands
- Gross Motor
 - Walks independently
- Personal / Social
 - Drinks from cup; imitates others

Eighteen Months



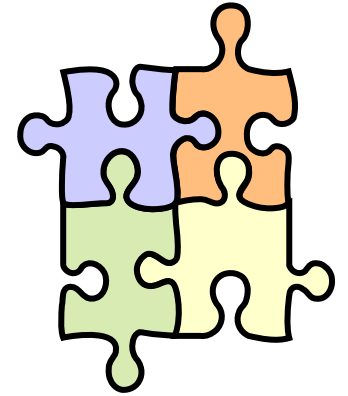
- Adaptive / Fine Motor
 - Turns book pages independently
- Language
 - Knows 10-20 words; points to 4 body parts
- Gross Motor
 - Walks up steps
- Personal / Social
 - Feeds self with spoon

Twenty-Four Months



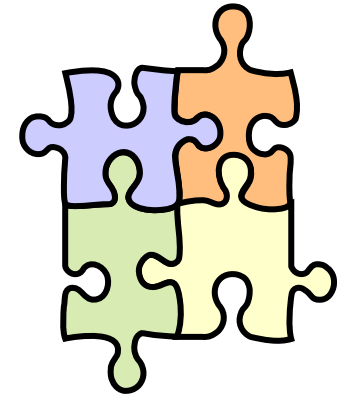
- Adaptive / Fine Motor
 - Solves single-piece puzzles
- Language
 - Combines 2-3 words; uses “I” and “You”
- Gross Motor
 - Jumps; kicks ball
- Personal / Social
 - Removes clothing; verbalizes wants

Thirty Months



- Adaptive / Fine Motor
 - Imitates horizontal and vertical lines
- Language
 - Can name all body parts
- Gross Motor
 - Rides tricycle using pedals
- Personal / Social
 - Pulls up pants; washes & dries hands

Thirty-Six Months



- Adaptive / Fine Motor
 - Copies circle; can draw person with 3 parts
- Language
 - Gives full name, age, sex; knows 2 colors
- Gross Motor
 - Throws ball overhand; can walk up steps with alternating feet
- Personal / Social
 - Toilet trained; puts on shirt correctly

Adapted from Schwartz, MW, Clinical Handbook of Pediatrics, 2003

Developmental Red Flags

See List

Social/Environmental “Red Flags”

- Parent who is unresponsive and shows little affection toward child
- Parent who is overly punitive or restrictive
- Children w/ multiple, inconsistent care providers
- Children whose environment appears unsafe
- Children w/ few or no appropriate toys or books, and/or parents who don't play with their children

STEPS TO TAKE

When Developmental or
Environmental Concerns are
Observed

Trust your instincts and your observation skills !

- Discuss your concerns w/ parent or caregiver
- Maintain an attitude that most behaviors & conditions can be improved w/ appropriate interventions
- Be mindful of environmental risk factors – assure child's safety and well-being

Be Mindful Of Developmental “Red Flags” – Refer All To Hmg !

- For help me grow referrals:
- Call in directly to 281-grow
or
- Complete and fax referral to Cincinnati Children’s, child find specialists, especially for developmental concerns

Take-Home Messages

- Early experiences clearly influence brain development, but the focus on birth to three begins too late and ends too soon
- Early intervention programs can improve the odds for vulnerable young children, but those that work are rarely simple, inexpensive, or easy to implement

Take-Home Messages

- How young children feel is as important as how they think, particularly with regard to school readiness
- Healthy early development depends on nurturing and dependable relationships
- Culture influences all aspects of early development through child-rearing beliefs and practices

Take-Home Messages

- Substantial evidence indicates that poor nutrition, specific infections, environmental neurotoxins, drug exposures, and chronic stress can harm the developing brain
- Significant parent mental health problems, substance abuse and family violence impose heavy developmental burdens on young children