

Welcome to the Dutchess County Early Intervention Program

The goal of the Early Intervention Program (EIP) is to support families in helping their children learn and develop. The EIP providers job is to help families understand their children’s strengths and abilities, using everyday activities to help their children develop.

If your child is found eligible for the EIP, your Early Intervention team of provider(s), ongoing service coordinator and Early Intervention Official Designee (EIOD) will learn from you. You know your child best, and are an important part of your child’s team.

Tell the team about:

- Your child’s interests, and what helps him/her learn;
- What he/she does and does not like; and
- Everyday activities that are hard for you to do with your child

This information will be used during visits, to help you and your child’s provider(s) choose the skills you want to work on with your child. You and the provider(s) will figure out what you can do during mealtimes, bath times, and other daily activities to help your child learn and develop. This way, your child will work on new skills many times each day.

It is this practice that counts!

Children learn by practicing new skills every day, not just during visits from the provider(s). Also, they learn best when they practice with the most important and familiar people in their lives, during their every day routines.

Within each routing activity, your child is learning and practicing many things:

Everyday activity/ Natural routine	Examples of the skills your child can learn
Food Shopping	<p>Balance: sitting in the cart, standing, and bending down.</p> <p>Movements: reaching and picking up food and putting it into bags or in the cart.</p> <p>Building language: pointing when you name foods, objects, and people.</p> <p>Naming things: saying milk, fruit, lady, boy and “go faster Mommy”</p> <p>Concepts: counting items; identifying colors and learning about size</p> <p>Memory: knowing what your family does when you go to the store and what foods your family likes to eat.</p> <p>Social: Spotting people and greeting them – Saying “hi” or “bye”; learning to wait at the check-out line.</p>
Bathing	<p>Sitting: using balance in the tub</p> <p>Movements: Reaching for and grasping toys in the water; using a washcloth on the toy or on him or herself.</p> <p>Building Language: pointing to body parts and objects (e.g., water, soap) or repeating their names</p> <p>Concepts: learning about hot and cold</p>

	<p>Memory: knowing what your family does when it is bathing time and knowing what to do when undressing and dressing.</p> <p>Social: playing games with the family such as peek-a-boo</p>
Meal Time	<p>Balance: head control, leaning to the sides and turning around</p> <p>Movements: reaching for a spoon or food while sitting for a period of time; bringing hand to mouth or spoon to mouth while eating.</p> <p>Building Language: knowing and saying the names of different foods and family members; gesturing and pointing.</p> <p>Concepts: learning about different foods that your family eats; learning about textures and sharing likes and dislikes.</p> <p>Memory: knowing what your family does when it is meal time.</p> <p>Social: learning how your family eats together and what to do.</p>

Together, we will find ways to help your child. You and everyone working with your child will learn, coach and share information, ideas and feedback.