

EARLY ACCESS EARLY INTERVENTION IN IOWA



EARLY ACCESS AND FAMILIES

What is Early ACCESS?

Early ACCESS is Iowa's early intervention system for infants and toddlers with or at risk for developmental delays or disabilities and their families. The focus of Early ACCESS is to support caregivers to help their children learn and grow throughout their everyday activities. This means Early ACCESS providers work with parents and other caregivers to help their children learn.

How do young children learn?

Children learn doing the activities that their caregivers and other children around them do all day long. Caregivers and other children are teaching young children without even realizing it!

Children learn in multiple places. Getting a drink or snack and then washing hands afterwards may occur in the family kitchen, at a restaurant, or at child care.

Children learn how to participate with their family and others in all their daily routines and activities.

How do caregivers learn to support their child's growth?

Early ACCESS service providers get to know families' daily activities, priorities, and hopes for their child. Together, service providers and caregivers plan and practice interventions that can be used throughout the day in routines and activities that the family already does.

Early ACCESS Vision & Mission

Vision:

Every infant and toddler with or at risk for a developmental delay and their families will be supported and included in their communities so that the children will be healthy and successful.

Mission:

Early ACCESS builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.



What are everyday routines and activities?

Routines are activities we do so much that we may not have to think about what we are doing to complete them. For example, changing diapers, getting snack, getting the mail, or picking up toys are all routines. Inviting children to assist with routines and activities is a way to help them learn and grow. Routines are predictable so we know what is coming next.

Other activities that may not be done as often as routines can be helpful for children too. For example, watering flowers, playing peek-a-boo, dropping brothers and sisters off at school, or feeding the dog can all be good teaching and learning activities.

Does this work? I am not a trained therapist or teacher.

Yes.

Service providers do not expect caregivers to do what they do. They support families by coaching them to help their child grow and learn. Everyday routines and activities are teaching and learning opportunities. The more children are able to practice skills, the more they are being supported in development.

What happens if I don't have time? Do I have to have a schedule?

There is no need for a special time or schedule. Children learn throughout the day when they are part of activities and routines, such as snack, bath time, getting dressed, and going in the car. Service providers work with caregivers to find ways to embed learning into these activities.

Family Guided Routines Based Intervention is a project within The Communication and Early Childhood Research and Practice Center (CEC-RAP). CEC-RAP is a collaborative center within the College of Communication and Information, School of Communication Science and Disorders at Florida State University. For more information, visit the FGRBI website at: <http://fgrbi.fsu.edu>.