Massachusetts Early Intervention Mission and Key Principles

# **Mission Statement:**

Massachusetts Early Intervention is a viable system that builds upon supports and resources for family members and caregivers to enhance the development and learning of infants and toddlers through individualized, developmentally appropriate intervention embedded in everyday activities.

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| **RESPECT ~ INDIVIDUALIZATION ~ FAMILY CENTEREDNESS ~ COMMUNITY ~ TEAM COLLABORATION ~ LIFE LONG LEARNING** |
| **Key Principles:** |  | **Administrative Responsibilities:** |  | **Clinical Knowledge and Skills:** |
| 1. Infants and Toddlers develop and learn through meaningful everyday experiences and interactions with familiar people in familiar places.
 |  | Determine Eligibility Family ParticipationService CoordinationIFSP DevelopmentIFSP ImplementationProcedural SafeguardsPolicies/ProceduresQuality Assuranceline of kids |  | Infant and Toddler DevelopmentEvaluation/AssessmentFamily Centered ServicesIFSPService CoordinationInterventionTeam CollaborationPolicy and Procedures |
| 1. ALL families with the necessary supports and resources can enhance children’s development and learning.
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| 1. The primary role of the Early Intervention Specialist is to establish relationships and foster equal partnerships with family members and caregivers to enhance development and learning through the IFSP process.
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| 1. Interventions must be based on developmentally appropriate practice, current research, and appropriate laws and regulations.
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| 1. The Early Intervention process, from initial contacts through transition, must be collaborative and individualized to reflect the child’s and family members’ priorities, learning styles and culture.
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| 1. The service coordinator ensures that the family’s priorities, needs and concerns are addressed through the IFSP team, coordinates the IFSP process and facilitates collaboration among all IFSP and community team members.
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| 1. IFSP outcomes must be functional and based on children and family’s needs, family identified priorities, and input from all members of the child’s IFSP team.
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