



Practice Documents and Core Elements from Professional Organizations

Core elements of ***coordination and collaboration, family-centered practice, and data-based intervention/instruction*** are common to all personnel serving infants and young children with disabilities, aged birth through 5 years, and their families. The following resources from professional organizations support those foundational elements of service delivery as outlined in OCDEL Announcement EI - 20 - 03:
Early Intervention Service Delivery: Coaching Across Settings.

The American Occupational Therapy Association

[The Role of Occupational Therapy in Early Intervention](#) discusses the concepts of collaboration, teamwork, and family-centered care. This document indicates that although Early intervention services and supports are typically provided to children under the age of 3 years and their families, these services may extend to children through 5 years of age.

[The Role of Occupational Therapy with Children and Youth](#) provides information on how occupational therapists collaborate with parents/caregivers and other professionals to support successful learning and participation in daily routines and activities.

American Physical Therapy Association

[Early Intervention Physical Therapy: IDEA Part C Fact Sheet](#) states that physical therapists provide service by collaborating with the team, exchanging information with the family, and integrating interventions into everyday routines, activities, and locations.

[The Role of School-based Physical Therapy: Successful Participation for ALL Students Fact Sheet](#) indicates that school-based physical therapist collaborate with other specialized instructional support personnel and school community members. They assist classroom teachers and other educational personnel in incorporating movement and activity into instruction.

American Speech-Language-Hearing Association

[Early Intervention in ASHA's Practice Portal](#) identifies appropriate roles for SLPs that include collaborating with families, caregivers, agencies, and other professionals to help them implement intervention strategies in everyday routines.

[Roles and Responsibilities of Speech-Language Pathologists in Schools](#) identifies collaboration with teachers and other school professionals, community agencies who teach or provide services to children, and families as critical for designing and implementing programs.

The Division for Early Childhood of the Council for Exceptional Children

[DEC Recommended Practices](#) guide practitioners and families in supporting young children who have, or are at-risk for, developmental delays or disabilities across a variety of early childhood settings. They bridge the gap between research and practice by highlighting practices that have been shown to result in better outcomes for young children with disabilities, and the personnel who serve them.

National Association for the Education of Young Children

[Professional Standards and Competencies](#) provide guidance to realize the early childhood profession's vision that every child, birth through age 8, have equitable access to high-quality learning and care environments.

Zero To Three

[Critical Competencies for Infant-Toddler Educators](#) provide guidance on what adults who care for and educate infants and toddlers should know, understand, and do to support child development outcomes.