



An Early Intervention Guide To Tele-Intervention

Providing EI services through tele-intervention presents unique challenges and opportunities in regards to building a caregiver's capacity to support the child. If what you typically do during a face-to-face visit doesn't translate well to a tele-intervention visit, you may want to reflect on whether you are creating dependence or building capacity.

Let's compare and contrast a few examples:

Dependency Creating	Capacity-Building
Caregiver sees tele-intervention as a huge change in service delivery and is fearful of having to be responsible for the intervention.	Caregiver sees tele-intervention as merely not sharing the same physical space with the practitioner and continuing to be responsible for helping the child learn.
The activity is created, provided, or decided by the practitioner	The activity setting for the visit is planned around what the caregiver naturally does with the child. No practitioner toy bag required on a televisit.
Practitioner has his/her hands on the child (literally).	Practitioner has his/her hands around the caregiver (figuratively). Tele-intervention builds the capacity of the practitioner to hone his/her coaching skills.
Practitioner tells the caregiver what to do.	Practitioner helps the caregiver reflect on what he/she knows and learn new strategies.

Learning only happens when the practitioner is present.	Learning happens as part of everyday activities with the caregiver and other family members based on a jointly developed between visit plan.
Caregiver says, "We can't do this without you!"	Caregiver says, "We got this!" Caregivers gain confidence when they see direct results from something <i>they</i> did.

Call to Action!

How will you take advantage of what some might perceive as "limitations" of tele-intervention and use them as a catalyst to build even more capacity in the families you serve?