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Book Review
Family-Centered
Early Intervention:
Supporting Infants
and Toddlers
in Natural Environments
by
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Family-Centered Early Intervention: Supporting Infants and Toddlers in Natural Environments is a guide book that provides knowledge and skill for families need to promote optimal development in children with and at risk for developmental delay from birth to age 3. Edited by Ph. D., Sharon A. Raver and M. Ed. Dana C. Childress, the book has significant contributions in the field of early childhood intervention. In the book, the information provided is well written and easy to understand for families, teachers and working professional. The book moves beyond general issues of how to work with young children from birth to three and their families and provides greater depth regarding how to actually plan interventions that will address the needs of children and families.

The book is organized into ten chapters and four sections. The first section is entitled "Foundations of Early Intervention" and lays the foundation for the early intervention. The second section, "Supporting Families in Natural Environments" describes the details of individualized family service plan.

The third section is called "Enhancing Infant and Toddler Development and Participation" and highlights the acquisition and use of knowledge and skills to meet needs.

The final section, "Supporting Children with Diverse Abilities", presents specific intervention strategies for facilitating development with particular delays. Each chapter begins with a case study of an infant/ toddler served through early intervention.

The first two chapters of the book provide the foundations of early intervention and followed by a chapter on collaboration and teamwork with families and professionals. This first chapter begins with early interventions characteristics according to Part C of Individuals with Disabilities Education Improvement Act (IDEA) and describes the key principles of early intervention. The first chapter also introduces laws and policies in the system of early intervention. Family-centered practices, intervention in natural learning environment, routine-based intervention, participation-based intervention and coaching and consultation are discussed in the chapter. Collaboration and teamwork with families and professionals are explained in chapter two. In chapter two, authors discuss the importance of family-professional collaboration, the family-centered approach and family systems theory, the early intervention team and strategies for effective collaboration and communication. The authors describe the process of the family-centered approach and roles of team members in early intervention process.

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Common problems in team experiences (expectations, communication, disagreement, confidentiality) are included. This chapter provides deeply information that will help team members to know and apply the principles to the family-centered early intervention.

The second section of the book focuses on supporting families in natural environment. The individualized family service plan (IFSP) process is described in chapter three. This chapter describes the important step of the individualized family service plan including referral, intake, evaluation and assessment. Authors also emphasize the collaborative process in the development of IFSP. Chapter three focus on team members' roles and explain that team members in the IFSP depend on who is most appropriate to develop an individualize plan for the child and family. In chapter four, author moves readers into the next step in intervention. The chapter discusses the implementation of early intervention within the context of families' everyday routines, activities and settings. The author provides a framework for developing about how families support the child's development in daily routines and activities. An extensive review of the literature on family guided routines based intervention which was initially developed Woods (2012), can be found in the chapter by with recommendations for using phases (program planning, intervention, community teaming and collaboration, progress monitoring and transition).

Section II, in my opinion, is the strongest portion of the book. This section provides detailed information on issues to enhance infant and toddler development and participation in natural environment with families. Developing positive social-emotional and communication skills is covered in Chapter 5. The authors first examine typical communication and social skills and then how to adjust or modify activities an any natural environment to better support a child's social-emotional and communication development. This chapter will help user to spend time engaging the child in social play, reading books and having conversation every day. Chapter 6 discussed issues related to learning to use knowledge and skills. It begins with a discussion typical cognitive development and Piagetian theory and effects of early experiences. The chapter also includes adaptations of material, equipment, furniture

and space influence how and what children participate in and learn. It encourages families to use situated learning, contingency responsiveness and responsive contingent learning to guide children in how to make sense of their world. The authors explain that using a child's strengths and interests, arranging all environments for increased control by the child and addressing multiple skills within one activity or routine promote a child's acquisition of knowledge and skills.

In chapter 7, Toby M. Long discusses how infants and toddlers become more independent by learning how to manage some of their personal needs including the following: gross and fine motor development, adaptive development, service delivery model, assessment practices, and assistive technology. The author recommends that depending on a child's needs, physical therapists, occupational therapists and other service provider work together to encourage a child to practice adaptive skills, and the use of low and high assistive technology maximize a child's functional skills. Chapter 7 continues the discussion of using appropriate behaviors to meet the infant and toddler's needs. Early intervention service providers often assess a child's development in preparation for writing the individualized family service plan. These assessment purposes are discussed in the chapter.

The fourth section of the book is about supporting children with diverse abilities. Three chapters make up this section. Strategies and supports for infants and toddlers with Autism Spectrum Disorder are explained by Childress, Meyer and Maedan in chapter 8. This chapter begins with describing autism and provides information dispelling myths, prevalence and etiology about autism. Communication and social interaction which are the most commonly affected in very young children are then described. Importance of early identification and screening in autism are discussed and some case studies are examined how to implement intervention practices and prevention of challenging behavior. Although specific intervention steps are not described for each of case studies, the authors provide summaries of effective strategies that interventionists can investigate further.

Chapter 9 addresses the infants and toddlers with sensory disabilities. This chap-

ter discusses issues relating to serving children with sensory disabilities and their families including the following: causes of visual and hearing impairments, impact of visual impairment or hearing loss on child development, best practices highlights for children with visual and hearing impairments. The authors acknowledge that early intervention personnel should be to understand the child's visual impairment and determine which senses are viable avenues of learning. The chapter also suggests that early intervention personnel should talk with families having a child with hearing impairment about their communication preferences and integrate their choice into intervention sessions. Several interventions designed to increase the potential of children with disabilities are also included in this chapter. Chapter 10 continues the discussion of infants and toddlers with cognitive and/or motor disabilities. This chapter discusses the causes, prevalence and types of associated disorder and disabilities. It is mentioned that early detection opens the door to early initiation of appropriate medical and developmental interventions for the children and their families. Neuromotor disorders and chromosomal, genetic, metabolic and endocrine disorders are discussed in the chapter. Chapter 10 also describes that there will be a diverse group of professionals with medical, health care, and early intervention training to guide the family having a child with cognitive and/or motor disabilities. This chapter also gives information that children with cognitive and/or motor delays and disabilities often require additional supports. Because of this collaboration and coordination between the child's medical specialists and the early intervention team are seen essential.

This book provides an integrated and well-organized look at intervention process for the early childhood period. Overall, this book is a valuable resource because it describes how to build interventions for children with special needs and their families. It could be a useful book to support courses preparing early childhood and early childhood special teacher. Also, it could be used for other personnel in early intervention team. The authors provide the necessary framework to help teachers and specialists build interventions (i.e., the screening, evaluation process, assessment components and intervention

activities). This book illustrates the entire intervention planning and implementation process and includes examples of interventions. This book is a fine addition to any practitioner's library.

Reference

- Sharon, A. R., A.S. & Childress, C. D. (2015). *Family-centered early intervention: Supporting infants and toddlers in natural environments*. Baltimore: Paul. H. Brookes Publishing.