

## "We make ALL the Difference in Intervention in the Early Years: a Case Study of ELI VFX/Lisbon Area"

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### **RESUME:**

This Poster is intended to present an example of our intervention, in one of SNIPI's Local Intervention Teams in the Metropolitan Area of Lisbon, in Vila Franca de Xira's Municipality, which is characterized by its proximity to the capital, with a wide range of therapeutical responses agreed with the National Health and Social Security System or Private ones. By Lisbon's Pediatric Hospital Pedopsychiatry Service guidance, R was referred to ECI, in addition to the-rapeutic guidelines in Occupational Therapy and Speech Therapy. During these 6 months, an interesting Early Intervention Program has been developed, with great involvement of the Family and the entire support network for this child: kindergarten, hospital and therapists involved.

According to the Family, our intervention is making ALL THE DIFFERENCE in the child's development and well-being and in everyone around him.



# ELI opecial Education Teachers (f Team Coord inato

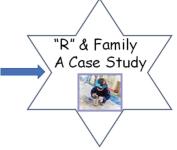
## 2022

N= 421 children/families 156 - 0-36 months 265 - > 36 months

### ECI Site

22 Home

4 Home & Nurseries/Kindergartens 370 Nurseries/Kindergartens



#### September 2022 Reference to the LEIT VFX from Pediatric Central Lisbon Hospital:

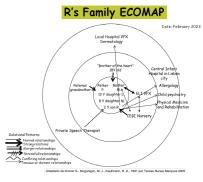
- 20th months boy;
- Developmental concerns: language delay; he doesn't respond to his name; no symbolic game; food selectivity;
- Attends daycare in a Nursery in VFX;
- Oriented to Clinical Occupational and SpeechTherapies

#### 27/07/2022 First telephone contact with Family, Team meeting and attribution of an EC Professional

26/08/2022 First approach of ECI Professional with child/family to understand concerns, needs and resources

Understand formal and informal resources of "R" and his Family

#### Professional Concerns Food selectives, Reflux Initial insomnia Low weight school/service articula Support with strategies to Develop child develop-Promote the global de Needs apply in home context ment skills, sensory inte gration, socialization, home and at daycare frustration tolerance rrustration tolerance, sleep disturbance due to early insomnia, directing and maintaining atten-tion, static-dynamic balance and motor planning Resources Interested and coopera CEBI - Educator and Psy tive family with all those chologist the family nvolved in R's develop HDE - allergology, Prithe educational contex ies, child psychiatry, Extended family with MER Nutrition MFK, Nutrition HVFX - Dermatology ELI-VFX Occupational therap and speech therapy



#### 07/09/2022 First Child Assessment

Settings: Home/Nursery

Assessment Model: Naturalistic evaluation/ Developmental Checklist

(Psychologist/Social Worker)/Kindergarten teacher

<u>Skills:</u> Makes some vocalizations, Asks the adult for affection and lap with gestures, Says two words "dá" and "tó"; Eat baby food alone, Take off his sneakers; Interacting with strangers, Accepting the presence of strangers, Scribble on a sheet, Walk well, Grab toys, Run. <u>Difficulties</u>: Doesn't help with undressing and dressing, Doesn't look for peers; sometimes refuses to walk, suspected restless legs syndrome; difficulties falling asleep, resisting frustration, opposition to adults, food selectivity. (1sr Assessment: Chronological age: 25m;

#### Portage Program Stakeholders: "R"; Mother/Father/ ECI Professionals

Developmental age 9m; Developmental Quotient: 36).

### Our Intervention:

- 14 Sessions with Mother/Father/Kindergarten teacher
- 4 Work meetings/Contacts with OT & ŠT

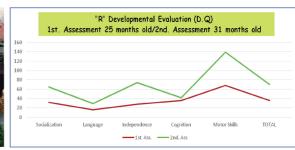
### Family Program Strategies:

- · Sensory mat construction with R's mother, later shared with his friends at kindergarten.
- · Sensory tent shared with all family members.
- · Participation in motor activities riding a swing.
- · Weight Blanket use for falling asleep.
- · Start of potty training.

#### Individual Early Intervention Plan

ı	What we want to achieve	Who does (support sources)			Who does (support sources)		When we think to	Evaluation with the Family	
	(goals)						reach	Date	Satisfaction levels
	Promote the development of competences in	LEIT	VFX	Case	Skills	Development	During the school	07/02/2023	2
	terms of cognition, motor skills, language,	Mediator			Program		year		
	autonomy and socialization of R. , at home and	Classroom Educator							
	at daycare		Psychologist						
	Promote coordination between all services	LEIT	VFX	Case	Family Sup	oport Program	During the school	07/02/2023	2
	involved in R's development process	Mediato	Mediator				year		
	Ensure the necessary support to the family in the	LEIT	VFX	Case	Family Sup	oport Program	During the school	07/02/2023	5
	emotional, informational and other areas	Mediate	or				year		
1	Assessment levels NA. No larger an elicative/panel 1. Objective not achieved 2. Venn goals 2. Coal achieved but not to family extisfactions 4. Coal partially achieved 5.								





#### After 6 months of ECI Programm...

07/02/2022 Second Child Assessment:

Results: gains are visible in R's global development, going from a DQ of 36 to a DQ of 70.

According to the Parents: ECI MAKES ALL THE DIFFERENCE!!!





