



Tips and Techniques used by service providers.

- Cite research and statistics to school admin/school psychologists when advocating for early identification.
- Build connections with providers through networking done by staff who live closer to the cities and bring in speakers from other programs to keep our staff abreast of other services, supports, and current information.
- Collaborate with others in the field to share new resources and techniques and talk things through.
- Talk to experts in the field.
- Collaborate with the child's care team to provide multifaceted services with a flow of information across services (i.e. pediatrician, PT, counselor, social worker, schools)
- Partner with providers to coordinate care.
- Advocate for the family by talking to coordinators and setting up appointments and services with or for families.
- Encourage families to start services prior to diagnosis, (e.g., IEPs for school services, OT, PT, SLP, etc.)
- Help families connect with or provide referrals to schools, early intervention programs, county social workers, Help Me Grow, FAP, OT, PT, SLP, PHN, mental health providers, and pediatricians.
- Advise families to get on more than one waitlist and find services for families to support them while they are on a waitlist.
- Explain there are many parts to development including gross motor, speech, cognition, and social development that impact a child's overall development.
- Inform families that early interventions are available for all children.
- Discuss the difference between the medical and educational routes.
- Know services that meet the needs of the families including free or sliding fee services and provide them to families.
- Assist families as needed with filling out applications/intake forms, help navigate the systems, and guide them through the process.
- Encourage families to follow the Department of Human Services ASD path.
- Offer flexibility by scheduling virtual, providing evening hours, and combining services when possible.
- Send reminder texts and emails.
- Find/provide resources and education (keeping them available during visits helps) and provide families with an up-to-date list of local organizations and service providers.
- During home visits bring up Medical Assistance, travel reimbursement and other forms of assistance.
- Early intervention can occur in a group setting (i.e. daycare) to provide services.



- Do fun activities to demonstrate things that support development and leave activities for parents to do with their children between visits.
- Do ASQ, ASQ-SE, and/or other early childhood screenings and review results including any concerns with guardians. Help families to connect with other families.
- Get interpreters and have cultural liaisons as needed.
- Learn about other cultures and the barriers that they face.
- Communicate with families at their level of understanding and use plain language.
- Continue communication with families even if they decline services, screening, and testing initially and continue to check-in.
- Keep consistent connections and follow-up/check-in with families to support parents to advocate for their child/children.
- Allow families time to process after evaluations and be available/follow up for later questions and concerns.
- Be curious about the family's concerns, barriers, and worries and their overall experience to better learn what will help.
- Help families feel supported by building relationships, providing trustworthy reliable services, promoting strong communication, and meeting them where they are on their journey.