



**RESEARCH ON INFANTS AND TODDLERS WITH DISABILITIES SHOWS THAT YOU ARE MORE IMPORTANT TO YOUR CHILD'S DEVELOPMENT THAN THE EARLY INTERVENTION PROVIDER!**

**YOU KNOW YOUR CHILD BETTER. YOU SPEND MUCH MORE TIME WITH YOUR CHILD THAN THE PROVIDER DOES. WHAT YOU DO WITH YOUR CHILD DURING YOUR TYPICAL ACTIVITIES PROVIDES TIME ALL DAY, EVERY DAY FOR YOUR CHILD TO LEARN.**



Ask the provider to schedule the visit during an ordinary activity YOU do with your child every day (toothbrushing, snack time, bath, looking at books) in which you and your child can learn something new. This can be a challenging time or a time things are going well.



Join with the early intervention provider to recognize what YOU are already doing and/or learn new ways YOU can help the child be part of family and community activities.



## **THE ROLE OF THE CAREGIVER IN EARLY CHILDHOOD INTERVENTION**



Make a plan with the provider for how YOU will continue to prompt your child's learning during the typical activity YOU did during the visit and other activities YOU do with your child throughout the day .



Take the lead with the child during the visit. YOU will be the one to do this activity with the child when the early intervention provider is not there.

**YOU AND THE OTHER IMPORTANT PEOPLE IN YOUR CHILD'S LIFE MAKE LEARNING FUN AND MEANINGFUL!**



Family, Infant and Preschool Program  
of the  
J. Iverson Riddle Developmental Center  
(C) 2022 Family, Infant and Preschool Program. All Rights Reserved.



NC DEPARTMENT OF  
HEALTH AND  
HUMAN SERVICES