



Tele-Intervention and Childcare

The Three Rs

Three parts of an effective childcare visit:

1. Revisit Previous Plan

Revisit: The presence of other children in the classroom means that the teacher and early intervention practitioner will have to be particularly thoughtful about how technology is used to protect the privacy of all students. Understand what is and is not permissible from the start. It can be helpful to include both classroom teachers and center directors in these conversations. Once you get started with the visit, begin by reviewing how the previous joint plan has been working in the classroom.

2. Engage in a Routine

Routine: Setting up a one-on-one conversation with the classroom teacher by phone or teleconference is a great first step for providing tele-intervention in the classroom. It can also be helpful to include the classroom teacher in the IFSP review process at this time to ensure that families, EI providers, and classroom teachers are all working toward shared goals. You may or may not have previously provided supports in classroom routines, but this is a good time to reassess how routines may have changed. The more helpful your services are in making an existing routine easier and more successful, the more buy-in you will have from teachers.

3. Review New Joint Plan

Review: Establish routines for televisits early on, including what you will need to see, how long the visit can reasonably last, and what the joint planning process will entail. Remember that busy classroom environments may mean that shorter, targeted visits are more useful in this setting. You will also want to have a plan for what you will do if other children in the classroom become distracted by the tele-intervention technology, such as turning off your video or briefly putting the call on mute. Routines for televisits will allow teachers and providers to focus on the activities in the classroom rather than the technology itself.