

Interagency Coordinating Council (ICC) on Early Intervention Meeting

April 19, 2024



Housekeeping



Interpretación en español: haga clic en el globo blanco en la parte inferior de la pantalla con la etiqueta "Interpretation." Luego haga clic en "Spanish" y seleccione "Mute original audio."



ASL interpreters have been "Spotlighted" and live closed captioning is active.



This meeting is being recorded.



Materials are available at: <https://www.dds.ca.gov/services/early-start/state-icc-on-early-intervention-overview/>.



Submit written comments via email to: earlystart@dds.ca.gov.

Housekeeping – Interpretation Services

● **ASL INTERPRETERS**

ASL interpreters will be spotlighted during the meeting.

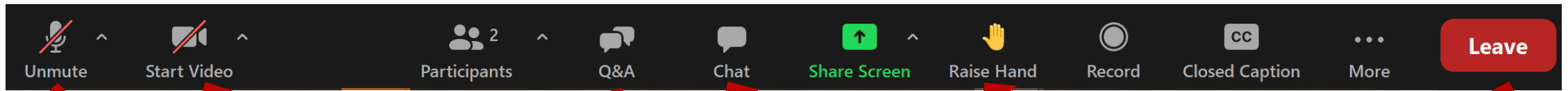
● **WHEN SPEAKING**

Please introduce yourself by stating your full name and who you represent.

● **PLEASE SPEAK SLOWLY**

To support our interpreters with accurately interpreting the information discussed during the meeting, please speak slowly.

Zoom Tips



Unmute mic only when it's your turn to speak



Turn your webcam on/off

All attendees can type questions/comments in the Q&A

Chat is available for Workgroup members only

Workgroup members can raise your hand when you want to speak

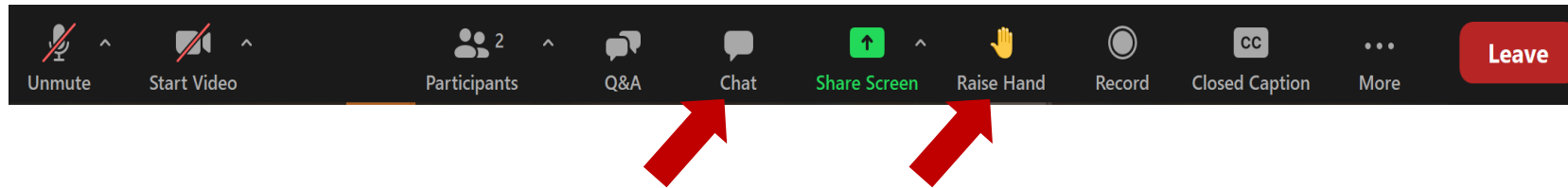
Leave the webinar at the end of the meeting



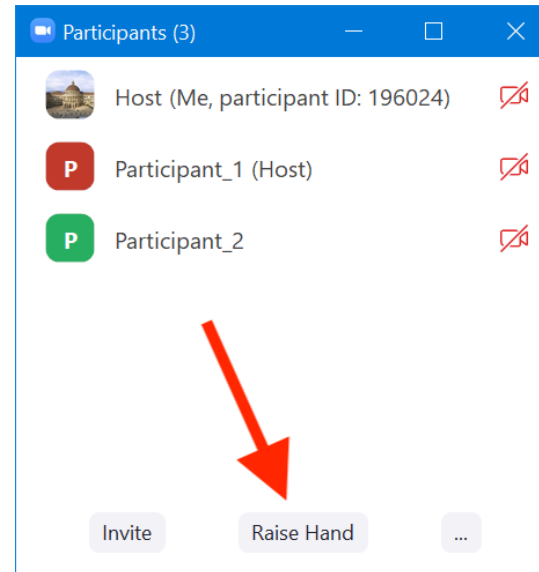
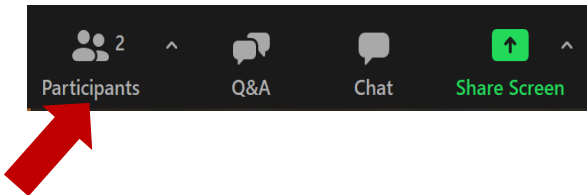
- For attendees, your video and microphone will not be available
- You will only see/hear workgroup members, DDS staff and presenters on screen
- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants

Providing Comments – Appointed Members

Appointed Members: Please use the “Chat” or “Raise Hand” to comment



You may need to click on “Participants” and a new window will open where you can “Raise Hand”



Agenda

- I. Welcome and Roll Call
- II. Review ICC Mission and Purpose
- III. ICC Council Reports
- IV. Break**
- V. Presentation: Prelinguistic Development
- VI. Committee Reports & Approval for Projects
- VII. Public Input
- VIII. Recap and Closing Remarks

ICC MISSION AND PURPOSE

To promote and enhance a coordinated family service system for infants and toddlers, ages birth to three years, who have, or are at risk for having a developmental delay or disability, and their families, by utilizing and encouraging a family-centered approach, family-professional partnerships, and interagency collaboration



ICC Council Reports

Ashley Franklin, Department of Social Services

Leanne Wheeler, CDE Homeless Education

Nancy Bargmann, Department of Developmental Services

Michelle Dove, Head Start Agency

Pamela Riley, Department of Health Care Services

Sarah Neville-Morgan, CDE Preschool Services

Shanice Orum, Department of Social Services

Susan Ducore, Indian Health Care

Suzanne Sherinian, Department of Managed Health

BREAK

Presentation

Prelinguistic Development

Anne Davis, MS, CCC-SLP
PCDA

Prelinguistic Development

Anne Davis, MS, CCC-SLP

PCDA

Presented to ICC

April 19, 2024

Human Connection

- Awareness
- Affect
- Communication
- Thought
- Speech
- Comprehension
- Expression

The Infant's Brain

What we do in response to a baby's actions is the beginning of communication

The infant's brain develops in response to what it experiences

Without a contingent response communicative intention will not develop, or if already developed it will fade

Language: Skill or Ability?

To talk about language as a skill that is taught diminishes it

Thought and language are built on the sensory experiences

visual

auditory

olfactory

gustatory

tactile

proprioception

interoception

vestibular

When I meet a young child

- Authentic sense of wonder and curiosity
- This ability called talking, that some families think just happens, in actuality never, just happens.
- There is underlying development that needs to happen first.
- Our understanding that we need to be ready for a “Conversation without Words” (Stanley Greenspan) can make a difference.
-

First Words are not the beginning

Words are Spoken, Signed, or Accessed through AAC

Non-speaking does not equal Non-verbal

Require:

- communicative intention

- concept of idea to communicate

- coordination of physical movement to express that intention to another

Communicative Intention

The desire to communicate comes from within – Amy Wetherby

Building the connection

through observation

building a hypothesis

pacing

Reinforce Spontaneous Behaviors

Reinforce spontaneous behaviors (Yoder, Warren 1999)

- Response to sounds (body orientation or changes in breathing, muscle tension)
- Facial expressions
- Body movements
- Eye gaze

Communication attempts decrease when not reinforced

Respond as if the movement were purposeful and the movement will become purposeful

Construction of Communicative Behaviors

Stages of Intentionality

Spontaneous Behaviors (reflexive communication)

Intentional Behaviors (cause/effect)

Intentional Communication (gestures)

Symbolic Communication (word/signs/symbols)

Communication Tools Model (Cynthia Cress, 1999; Number of “hard things” (Cress, 2006; 2007), Cress, CJ, (2002), Yoder and Warren (1998)

Intentionality

Eye gaze

Visual referencing

Natural gestures

Body movements

Pointing

Sounds

Vocalizing

Speech sound development or Vocal Play

- Undifferentiated vowels
 - Differentiated vowels
 - Cooing
 - Babbling
 - Jargon
-
- Word approximations
 - Prosody development and phrases

Readiness to Communicate

Developmental models

Naturalistic

Meaningful to the child

Interactive

Enable simultaneous social, emotional, cognitive, communicative, linguistic and motor development

DIR[®]

- Development – Functional Emotional Developmental Capacities

“You have to look at how a child’s developmental abilities, including language, cognition, motor planning, affect and emotions, work together as an integrated unit” Dr. Stanley Greenspan

- Individual Differences

Unique biologically-based ways each child processes and responds to the sensory environment

Includes motor planning and sequencing of actions and ideas.

- Relationships

Warm and caring relationships with family, caregivers, therapists, pairs and others who adjust affect based interventions to the individual child are essential for growth in all areas of development.

Development

Functional Emotional Developmental Capacities (FEDC)

Core Capacities

- Capacity 1: Regulation and Interest in the World
- Capacity 2: Engaging and Relating
- Capacity 3: Purposeful Two-Way Communication
- Capacity 4: Complex Communication & Shared Problem Solving
- Capacity 5: Using Symbols & Creating Emotional Ideas
- Capacity 6: Logical Thinking and Building Bridges Between Ideas

DIR[®] FEDDC 1- Regulation and Interest in the World

“Self-Regulation and Interest in the World

Shows interest in different sensations for 3+ seconds

Remains calm and focused for 2+ minutes with your help

Recovers from distress within 20 minutes.

Shows interest in you (i.e. not only in inanimate objects)”

As described in the ICDL Functional Emotional Developmental Capacities Basic Chart (icdl.com)

DIR[®]FEDDC 2- Engaging and Relating

- Responds to your overtures (with a smile, frown, reach, vocalization, or other intentional behavior)
 - Responds to your overtures with obvious pleasure
 - Responds to your overtures with curiosity and assertive interest (e.g. by studying your face)
-
- As described in the ICDL Functional Emotional Developmental Capacities Basic Chart (icdl.com)

DIR[®]FEDDC 2- Engaging and Relating

Slide 2

- Anticipates an object that was shown then removed (e.g. smiles or babbles to show interest)
 - Becomes displeased when you are unresponsive during play
 - Protests and grows angry when frustrated
 - Recovers from distress with 15 minutes with your help
-
- As described in the ICDL Functional Emotional Developmental Capacities Basic Chart (icdl.com)

FEDC 3 – Purposeful Two-Way Communication (Slide 1)

Reciprocity, Initiation

- Responds to your gestures with Intentional Gestures (reaches out in a response to your outstretched arms, returns your vocalizing or look)
- Initiates interactions with you (e.g. reaching for your nose or hair, raises arms to be picked up)

As described in the ICDL Functional Emotional Developmental Capacities Basic Chart (icdl.com)

DIR[®] Purposeful Two-Way Communication (Slide 2)

Demonstrate the following emotions:

- Closeness
- Pleasure & Excitement Assertive curiosity Protest or anger
- Fear
- Recovers from distress within 10 minutes by being involved in social interactions

As described in the ICDL Functional Emotional Developmental Capacities Basic Chart (Greenspan and Wieder; www.icdl.com)

Putting it All Together

Learning to communicate is complicated.

Early intervention using a developmental model with family involvement can be crucial.

Emotional attunement and mindfulness of a child's individual biological sensory and motor profile can help.

Thank you!

Committee Reports

Improving State Systems
Communication and Outreach

PUBLIC INPUT

Public Input Guidelines

COMMENTS CAN BE IN WRITING OR SPOKEN

All comments are published as part of the public record and provided to ICC members

EACH PERSON HAS 2 MINUTES TO COMMENT

We want to make sure there's time to hear from everyone. Longer comments? Submit them in writing to ensure your full message is shared

COMMENTING ON BEHALF OF OTHERS

One person is welcome to share input from others, please just be mindful of time, summarize key points and turn in any written statements

PLEASE BE SPECIFIC

A clear statement-including specific suggestions for addressing any concerns you may have- is most helpful

WANT TO SHARE A POWERPOINT OR VIDEOS AS PART OF YOUR PUBLIC COMMENT?

Email EarlyStart@dds.ca.gov at least 14 days in advance with any audio/visual needs

THANK YOU FOR JOINING OUR MEETING



ICC Webpage: [State ICC on Early Intervention Overview](#)

DDS Early Start Mailbox: earlystart@dds.ca.gov

