

COLLABORATIVE EARLY INTERVENTION

How to identify and refer toddlers who require therapeutic intervention



Neurodiversity in your classroom

Your ECD classroom is a crucial step for a child whose neurological & developmental differences affect their learning style. Their experience in early childhood will shape the rest of their social & educational journey. As a teacher, you can make a significant impact on the life of a child by learning to distinguish the difference between developmental delays & disorders. Join the ECD Masterclass: Collaborative Early Intervention for an in-depth look into how to recognise, refer & meet the needs of neurodiverse children.

Domains of Early Childhood Development

Development in early childhood is described as 'typical or 'atypical.' While there is a wide range of typical development for children under 5, developmental domains remain unchanged:



Includes the senses, body awareness, development of fine & gross motor skills, develops in sequence



Comprehension, forming sentences, expanding vocabulary, ability to communicate wants & needs



Incorporating language into analysis of people & surroundings, logical functioning still developing



Awareness of self, interest in others, the ability to cooperate & express feelings & empathy



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Tips for talking to parents

As our classrooms & schools become more inclusive, you will likely need to discuss developmental concerns with parents at some point. Below are some Best Practice tips for effectively communicating your concerns with parents:



Check-in regularly

Don't limit communication to only when you have concerns. Talk with parents regularly about their child's development. Share resources & credible information with them.



Practice active listening

Listen carefully, make eye contact & don't interrupt. Consider how the parent might be feeling & acknowledge those feelings when you respond. Make parents feel seen & heard.



Highlight the child's strengths

Keep the conversation proactive & positive! Even if a child needs intervention, talk about what they do well & what milestones they are meeting.



Encourage parents to share concerns with a professional

Remember that it's not your role to make a diagnosis. Encourage parents to seek help from a healthcare professional. Remind parents of the importance of early intervention



Follow up

You play an important role in identifying possible delays & communicating that with parents. Reassure parents that you want the best for their child & you are there to help.