Parent’s Guide on Early Intervention
CONTENT

PART 1: Early Intervention

• Early Intervention: Why is it really important
• Early Intervention Programme for Infants & Children (EIPIC)
• Getting involved: How you and your family can play a role in supporting your child
• What lies ahead: Things you should look out for

PART 2: Community Resources and Support

• Parent support group: Caregivers supporting caregivers
• Available resources from SG Enable
Going Beyond Intervention...Acceptance & Embrace

• Focus on what the child can do – recognise & nurture their talent:
  - Stephen Hawking (physicist)
  - Jamie Brewer (actress)
  - Anthony Hopkins (actor)
  - Satoshi Tajiri (Pokemon creator)
  - Glenn Gould (master pianist)
  - Temple Grandin (professor of animal science)

• Diagnosis – it is not a “label”

• Build support system within family (siblings, grandparents etc.)

• Me & Child, not Me vs Child
Part 1: Early Intervention
A child’s developmental progress is typically tracked by developmental milestones.

There are 5 main areas of development:

- Cognitive Development
- Social & Emotional Development
- Speech & Language Development
- Fine Motor Skills Development
- Gross Motor Skills Development

Example of health booklet (e-version available on HealthHub)
Examples of Milestones for Toddlers (2 years old)

**Social & Emotional**
- Imitates others’ actions
- Shows defiance
- Excited to be around other children

**Cognitive**
- Begins to sort shapes and colours
- Plays simple make-believe games
- Follows simple instructions

**Speech & Language**
- Says 2-4 word sentences
- Points to things/objects when they are named
- Repeats words that are overheard

**Physical**
- Begins running
- Copies straight lines/circles
- Can kick/throw a call

Reference: Centers for Disease Control and Prevention
Role of Early Intervention in a Child’s Development

Early Intervention (EI):

- Likely to be more effective when provided earlier in life rather than later, as connections in a baby’s brain are most adaptable in the first three years of life
- Can alter a child’s developmental path and improve outcomes for children, families, and communities
- Equips families to better meet child’s needs from an early age and throughout their lives

References:
Proven Benefits of Early Childhood Interventions
By Lynn A. Karoly, M. Rebecca Kilburn, Jill S. Cannon

Efficacy of early interventions for infants and young children with, and at risk for, autism spectrum disorders
By Rebecca J. Landa
Early Intervention (EI):

- Services provided to infants and children observed to face difficulties meeting 1 or more developmental milestones
- Helps maximise the development of the child through various intervention approaches
- Comes in various forms – Early Intervention Programme for Infants and Children is (EIPIC) is one of them
Available Therapies for Early Intervention

Types of therapies

• Speech and Language Therapy (SLT)
• Occupational Therapy (OT)
• Physical Therapy
• Behavioral Therapy
  – Applied Behaviour Analysis (ABA)

Important Note: To choose only evidence-based therapy (by medical professional)
Early Intervention Programme for Infants and Children

- **Early Intervention Programme for Infants & Children (EIPIC)** and provides developmental and therapy services for infants and young children with developmental delays

- EIPIC equips children with improved motor, communication, social, self-help and cognitive skills

- For children who have made sufficient progress in EIPIC, the **Development Support Plus (DS-Plus)** programme provides them with intervention support within the preschool setting
## What is EIPIC?

<table>
<thead>
<tr>
<th>EIPIC is not:</th>
<th>EIPIC is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ For children of all ages</td>
<td>✓ For preschool children, to better prep them for mainstream primary / special school education</td>
</tr>
<tr>
<td>✗ A replacement for preschool programme</td>
<td>✓ A specialised programme focused on your child’s developmental needs</td>
</tr>
<tr>
<td>✗ 1:1 therapy service</td>
<td>✓ A group-based intervention service (typically 1:1 to 2:8)</td>
</tr>
</tbody>
</table>

💡 You are encouraged to enroll your child in EIPIC and preschool concurrently
Choosing an EIPIC Centre

- **Location**
  How far is centre from home and preschool?

- **Transport Availability**
  Does the centre provide transport? Do I need transport?

- **Estimated Wait Time**
  How long do I need to wait for a vacancy?

- **Caregiver’s Presence**
  Does the centre require the same caregiver to be present at every session? Am I able to be there if a caregiver is needed?

- **Class Schedule**
  Does the EIPIC class schedule work for my child?

- **Fees**
  Are the fees affordable for me?

*Refer to “A Guide to EIPIC” for EIPIC Service and Fees Matrix*
EIPIC is a Team Effort

At EIPIC, a group of teachers and other professionals will work with your child on his/her areas of needs in the following areas:

- Speech, language and communication skills
- Social skills
- Cognitive learning
- Motor skills
- Daily living skills

💡 Communicate regularly with your child’s preschool and EIPIC teachers, to maximise your child’s developmental potential
**Intervention Begins at Home: You Play A Part!**

**ECHO** provides an easy way for you to work with early intervention professionals to embed intervention goals in daily routines:

**Watch**... observe your child

**Act**... increase range of your child’s behaviour

**Hi-five**... praise your child!
• Allows children with little or no communication abilities to communicate using pictures
• Children approach another person and give them a picture of desired item in exchange for that item

Reference: http://trainland.tripod.com/pecs.htm
Intervention Begins at Home: You Play A Part!

Social Stories (by Carol Gray):

• Easy and effective way of teaching appropriate behaviours
• Written or visual cues that help guide children who struggle to navigate unfamiliar social situations (e.g. school, clinic etc.)

Credit: https://carolgraysocialstories.com/social-stories/what-is-it/
Helpful Tools for Everyday Tasks

Visual Supports:

Token Economy:

“What I’m Working For” Token Economy

What I’m Working For

NEW

TOY
Tackling Everyday Challenges: Tantrums vs Meltdowns

**TANTRUM**
- A) Driven by want/goal
- B) Child checks that you are paying attention to his/her behaviour
- C) Child reacts this way in front of people
- D) Behaviour ceases when child gets his/her way

**MELTDOWN**
- A) Driven by reaction to stimuli
- B) Result of sensory overload (overwhelmed)
- C) Child does not care if he/she gets attention
- D) Behaviour will only cease when child calms down and regains control

**BOTH**
- Behaviours such as kicking, shouting, biting, screaming, etc.
# Handling Meltdowns Like a Pro

<table>
<thead>
<tr>
<th>What to Say</th>
<th>What to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep your chatter to a minimum.</td>
<td>Make sure your child is safe.</td>
</tr>
<tr>
<td>Talk to your child in a very quiet, calm voice.</td>
<td>Give your child space.</td>
</tr>
<tr>
<td>&quot;I am here when you are ready for me.&quot;</td>
<td>Diversions:</td>
</tr>
<tr>
<td>&quot;Take a deep breath.&quot;</td>
<td>Calm down jar,</td>
</tr>
<tr>
<td>&quot;I notice you are very frustrated.&quot;</td>
<td>Calming music,</td>
</tr>
<tr>
<td>&quot;I’m here.&quot;</td>
<td>Essential oils,</td>
</tr>
<tr>
<td>&quot;It’s okay to feel this way.&quot;</td>
<td>A favorite stuffed animal.</td>
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<tr>
<td>&quot;Relax your hands.&quot;</td>
<td>Tight squeezes.</td>
</tr>
<tr>
<td>&quot;Relax your feet.&quot;</td>
<td>IF NOT SAFE:</td>
</tr>
<tr>
<td>&quot;You are safe.&quot;</td>
<td>Evacuate the surroundings.</td>
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<tr>
<td></td>
<td>Remove dangerous items</td>
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<tr>
<td></td>
<td>Remove breakables</td>
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<tr>
<td></td>
<td>Remove other children</td>
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## What to Avoid

Don't let your own emotions take over.
Remove all guilt and all embarrassment.
Don't try to reason with your child.
### Parent's Chart

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>S</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hugged my kid for no reason</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Helped my kid clean their room</td>
<td></td>
<td></td>
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<tr>
<td>Took a calming breath before talking</td>
<td></td>
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<tr>
<td>Played a board game with my kid and had fun</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Apologized when I got upset</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed GRACE to my kid when they got upset</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Did something silly, just to make my kid laugh</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Did something just for me, because when I am not calm neither is my kid</td>
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Observe your child to find other simple ways of showing love, care, respect.
Planning for the Future’s Important Too

Child’s readiness for life
• Training child to be independent
• Independence different from being knowledgeable or skilled

Child’s education
• Choose the right preschool
• Know the different pathways for your child

Financial planning
• Providing for child’s future needs – savings, trusts, etc.
• Insuring your child

Care planning
• Assisted Deputyship – Continue making legal decisions for your child after he/she turns 21
• Self-care – take time for yourself
Self-Care: Caring For Yourself Is Important

Take time to do simple activities for yourself

5-Minute Self Care Breaks

**Activating**
- Wall Sit/Plank
- Run in place
- Take a walk
- Listen to an upbeat or energetic song
- Have a mini dance party
- Learn something new
- Drink ice cold water
- Chew gum
- Arm circles
- Wiggle/Shake arms and legs

**Relieving**
- Hold something tactile while working
- Use essential oils
- Coloring breaks
- Doodle
- Do some stretching
- Listen to your favorite song(s)/music
- Read a book
- Journal
- Warm cup of tea or hot chocolate
- Do a puzzle/word search/connect the dots/etc
Part 2: Community Resources & Support
### Activities Based

<table>
<thead>
<tr>
<th>Shoulders Group</th>
<th></th>
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<tbody>
<tr>
<td>- Regular activities (Standing pedal, farming, art</td>
<td></td>
</tr>
<tr>
<td>and crafts)</td>
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<tr>
<td>- 2 Whatsapp group and 1 Telegram group</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Friends of ASD Families</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>- Sharing by Meilan (a full time mom who look of her</td>
<td></td>
</tr>
<tr>
<td>ASD boy) and encouragements to caregivers</td>
<td></td>
</tr>
<tr>
<td>- Activities for special needs children (story</td>
<td></td>
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<tr>
<td>telling, concert and etc)</td>
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</tbody>
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## Forum Based

**Caring and Sharing Parents Ever Resilient (CASPER)**
- Conduct forum every 2 months
- To empower parents and caregivers with relevant skills and knowledge
- Private FB Group
- Sharing and exchange knowledge/skills
- Send email to casperpsg@yahoo.com.sg

## Activities Based

**Hope for the Journey (HOJ)**
- Regular activities with Youth Corp (Big Brothers Big Sisters)
- Private FB Group
- Sharing and exchange knowledge/skills

Find more parent support groups at: [https://www.enablingguide.sg/caring-for-caregivers/informal-support-groups](https://www.enablingguide.sg/caring-for-caregivers/informal-support-groups)
Enabling Guide: Resource Portal for Caregivers

• Online portal for information and advice on schemes, services, support and resources related to disability in Singapore.
• https://www.enablingguide.sg
Mobile app that provides a consolidated view of inclusive community events.

*Suggests suitable events to users based on caregiving needs and interests*
Caregivers Pod: Designated Space for Caregivers

Booking
- For caregiver-related group activities, e.g. peer support sessions, talks
- Area available for booking: 45 m², for up to 18 pax
- Charges waived till Dec 2020
- Write in to facilities@ev.sg

Walk-in
- One-time registration during office hours to get a PIN for access
- For enquiries, write in to caregivers@sgenable.sg

Discussion Space
for coalition and community partners

Activity Space
for caregiver groups, SSA activities, P2P sessions

Training Space
includes VR modules and resource area

Respite Space
for caregivers; along with their care-recipients or while they are engaged in activities in EV

Everyone plays a part to Love. Care. Respect.
You may contact SG Enable to find out more about the services available for you and your child.

Your **assigned case officer** will contact you within 10 working days of receiving your complete EIPIC referral form from the hospital or private paediatrician.

<table>
<thead>
<tr>
<th>Contact</th>
<th>Information</th>
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<tbody>
<tr>
<td><a href="mailto:Contactus@sgenable.sg">Contactus@sgenable.sg</a></td>
<td></td>
</tr>
<tr>
<td><a href="https://www.sgenable.sg">https://www.sgenable.sg</a></td>
<td></td>
</tr>
<tr>
<td>1800 858 5885 (9.00am to 5.30pm, Mondays to Fridays)</td>
<td></td>
</tr>
</tbody>
</table>

SG Enable’s opening hours are 9.00am to 5.30pm, Mondays to Fridays. (Closed on Saturdays, Sundays, and Public Holidays)