



# An early intervention guide to Tele-Intervention

## The Power of Capacity-Building

Providing EI services through tele-intervention presents unique challenges and opportunities in regards to building a caregiver's capacity to support the child. If what you typically do during a face-to-face visit doesn't translate well to a tele-intervention visit, you may want to reflect on whether you are creating dependence or building capacity. Let's compare and contrast a few examples:

### Dependency-Creating

Caregiver sees tele-intervention as a huge change in service delivery and is fearful of having to be responsible for the intervention.

The activity is created, provided, or decided by the practitioner.

Practitioner has his/her hands on the child (literally).

Practitioner tells the caregiver what to do.

Learning only happens when the practitioner is present.

Caregiver says, "We can't do this without you!"

### Capacity-Building

Caregiver sees tele-intervention as merely not sharing the same physical space with the practitioner and continuing to be responsible for helping the child learn.

The activity setting for the visit is planned around what the caregiver naturally does with the child. No practitioner toy bag required on a televisit.

Practitioner has his/her hands around the caregiver (figuratively). Tele-intervention builds the capacity of the practitioner to hone his/her coaching skills.

Practitioner helps the caregiver reflect on what he/she knows and learn new strategies.

Learning happens as part of everyday activities with the caregiver and other family members based on a jointly developed between visit plan.

Caregiver says, "We got this!"  
Caregivers gain confidence when they see direct results from something they did.



### CALL TO ACTION!

How will you take advantage of the what some might perceive as "limitations" of tele-intervention and use them as a catalyst to build even more capacity in the families you serve?



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