

## EARLY START



*With Early Start... We make a difference*

Early Start was implemented in 1993 under the Individuals with Disabilities Education Act (IDEA) to enhance and coordinate quality early intervention services for eligible infants and toddlers (birth to 3 years of age) and their families in California. The delivery of quality early intervention services envisioned by IDEA requires that personnel are qualified and appropriately trained to provide those services to eligible infants, young children, and their families.

Early Start's Comprehensive System of Personnel Development (CSPD) provides the framework for coordinating the delivery of personnel development activities throughout California. Preservice preparation, inservice training, and technical assistance are essential CSPD components delivered at the state and local level through a variety of personnel development activities. Needs assessments, recruitment and retention, and evaluation of CSPD efforts are additional elements of Early Start's system of personnel development.

The Department of Developmental Services (DDS) contracts with the California Early Intervention Technical Assistance Network (CEITAN), a project of the WestEd Center for Prevention and Early Intervention, for CSPD activities. Under the direction of DDS, CEITAN facilitates the implementation of Early Start's statewide CSPD and provides institutes, training, and technical assistance to agencies and programs regarding Early Start.

For more information, visit the DDS Early Start website at [www.dds.ca.gov/earlystart](http://www.dds.ca.gov/earlystart) or call 800/869-4337 for information about CEITAN.



**800.515.BABY**  
[www.dds.ca.gov/  
earlystart](http://www.dds.ca.gov/earlystart)

## *Effective Training and Technical Assistance Reflects and Promotes the Following Core Messages\**

**E**arly childhood from birth to age 5 is a dynamic period of development. Early childhood intervention contributes to positive outcomes for children and families.

**F**amily is the single most important influence on the growth and development of a young child. Early childhood intervention recognizes the centrality of the family and supports the child's relationships with parents and other primary caregivers.

**F**amily and professional partnerships contribute to quality service delivery systems. Effective partnerships are based on mutual trust; are developed over time; and support families as active participants and decision-makers for their children.

**E**very young child with disabilities or other special needs and every family has strengths. Early childhood intervention teams identify the strengths of the child and family and help to enrich existing formal and informal resources and supports.

**C**ulture, language, and value differences among families are respected. Early childhood intervention services are individualized, flexible, respectful, and responsive.

**T**eachable moments occur in everyday activities and in a variety of settings. Early childhood intervention promotes practices that appropriately include young children with disabilities and their families in family activities and settings where young children without disabilities and their families come together.

**I**nteragency and interdisciplinary partnerships improve the experiences of children and families. Coordination among agencies, providers, and disciplines creates early childhood intervention systems that are cost-effective, comprehensive, cohesive, and easily accessed.

**V**alidated, evidence-based research guides practice. Quality early childhood intervention services are based on research and outcome-driven practices.

**E**ffective systems of personnel development provide opportunities for building skills, supporting mentors, and fostering leadership.

\*These messages were developed by the Training and Technical Assistance Collaborators (TTAC), an interagency partnership in California dedicated to delivering quality personnel development activities for personnel who serve children birth-5 with disabilities and other special needs and their families. We believe early childhood intervention T&TA activities that are guided by these messages promote positive outcomes for young children and their families.

For more information, e-mail [ttac@wested.org](mailto:ttac@wested.org)



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