

BIRTH through 5

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CONNECTICUT
BIRTH TO THREE SYSTEM

PRESCHOOL SPECIAL
EDUCATION

WORKING TOGETHER FOR CHILDREN WITH DISABILITIES

A Newsletter for Families and Professionals • Volume 1, Number 3

Partnerships With Family Members: *What About Fathers?*

From "Partnerships with Family Members: What About Fathers?" By Linda L. Flynn, Ph.D. and Philip G. Wilson, Ph.D., *Young Exceptional Children*, Vol. 2, Issue 1, 1998. Pages 21-28.

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Family-centered services and supports in early intervention/early childhood special education include all family members.

Fathers are a critical member of the family system who influence their children and their family in unique ways. Typically, the concerns and priorities of mothers are the focus when teachers, nurses, therapists and other service providers work with families who have children with disabilities, with little or no input from fathers. Given that fathers are critical players in the lives of their children, service providers are challenged to learn more about fathers, their perspectives of their children, their roles within the family, and the nature of their relationship within the family.

One goal for service providers may be to ensure that parents understand the importance of a father's interaction with their child with a disability and the value of a father's approaches to play and interactions. A father's interaction stimulates the child's curiosity and problem-solving skills and encourages independence which, in turn, enhances cognitive development (Pruett, 1993). For example, if a father is working outside in his garden, he may give his child a tool with which to dig, a package of seeds and a watering can and encourage the child to plant his own garden. This activity can facilitate independence e.g., the child's own tools and garden spot in which to work and problem-solving skills e.g., where and how to plant seeds as well as encourage the child to ask questions. A father's interactions may impact the child's development in other



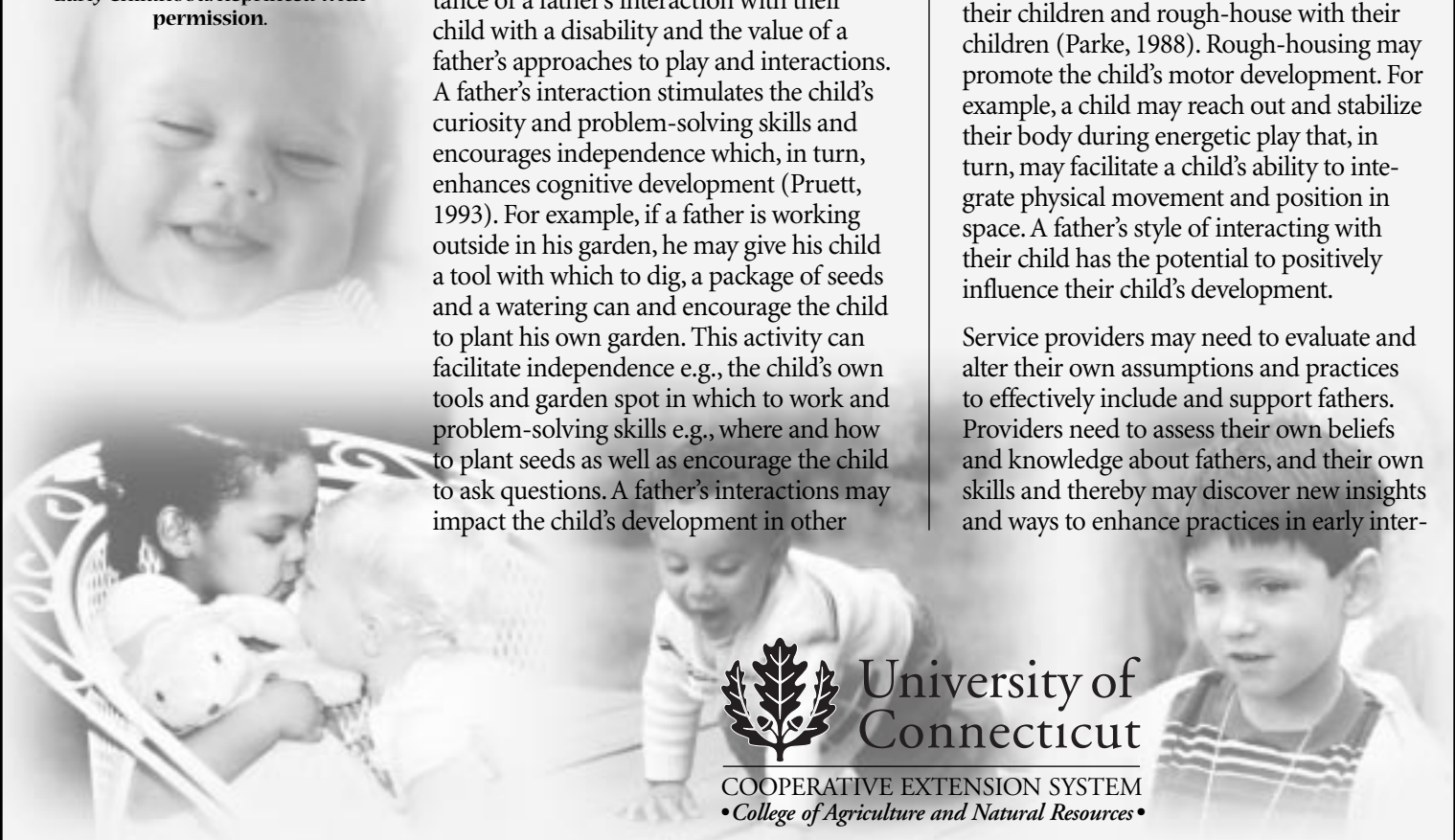
ways. Fathers tend to serve as a playmate for their children and rough-house with their children (Parke, 1988). Rough-housing may promote the child's motor development. For example, a child may reach out and stabilize their body during energetic play that, in turn, may facilitate a child's ability to integrate physical movement and position in space. A father's style of interacting with their child has the potential to positively influence their child's development.

Service providers may need to evaluate and alter their own assumptions and practices to effectively include and support fathers. Providers need to assess their own beliefs and knowledge about fathers, and their own skills and thereby may discover new insights and ways to enhance practices in early inter-



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vention/early childhood special education that include fathers.

An initial step in becoming more competent in working with fathers is self-awareness. All of us have preconceived beliefs and values about the roles of fathers raising children. As service providers, we may find ourselves unknowingly stereotyping individuals within the family, particularly families that are culturally diverse. These potential biases are generally due to our upbringing and/or our experiences in life.

To better understand your interactions with fathers, consider the following:

- Critically examine your values and viewpoints. What biases do you have that might interfere with your ability to facilitate a father's involvement?
- Understand your personal perspectives about the roles and expectations for fathers. How did experiences with your own father influence your beliefs about fathers today?
- Identify and acknowledge your level of comfort with fathers. Does talking to fathers make you more nervous than conversing with mothers?

- Recognize any cultural, racial or linguistic biases that you might have.
- Spend some time reflecting on how you seek input from fathers as compared to mothers.
- Review your work-related activities over the past month. Compare the number of times that you talked to mothers versus fathers.
- Think about your priorities when first meeting a child and his or her family. Do you value the importance of establishing relationships as a first priority? How are the conversations different when your first interaction is with the father rather than the mother? All of us have preferences that directly or indirectly guide our interactions with family members. We tend to consistently utilize those preferences and priorities. Personal reflection and self-awareness are the first steps in exploring how to expand services to include and meet the needs of fathers.

The next step is to increase your knowledge about fathers and your skills in working with them. Here are some ideas to become more knowledgeable

about and skilled with fathers:

- Read articles and books about the influence of fathers on their children's development.
- Seek information about men's and women's differences in communication and interaction styles as well as differences in cultural practices.
- Learn to communicate with fathers and interpret both verbal and nonverbal communication such as eye contact, facial expressions, body language, gestures and vocabulary.
- Notice how fathers talk to and interact with their children.
- Talk with your father, husband, brother or other dads about their viewpoints on raising children. Ask them what their priorities are for their children.
- Talk with fathers openly and honestly. Make continued and sincere attempts to understand their points of view.
- Practice including fathers from the beginning.

One of the best ways to enhance your skills in working with fathers is to spend time with them. To reach this goal, flexibility will be crucial.

Trabajamos con la Familia: *¿y con el Padre?*

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Los servicios y apoyos que brindan la intervención temprana y educación especial en la tierna infancia se centran en la familia, en todos los miembros de la familia. El padre, como miembro vital del núcleo familiar, influye en sus hijos y en la familia de formas muy propias y singulares. Los maestros, enfermeros, terapeutas y



demás proveedores de servicios que trabajan con la familia del niño discapacitado tienden a fijarse en las preocupaciones y prioridades de la madre, prestando poca o ninguna atención a las del padre. Siendo el padre factor crítico en la vida de sus hijos, bien deberán dichos proveedores averiguar más sobre él, analizar sus perspectivas, su papel dentro de la familia y la naturaleza de su interacción con los demás miembros.

Un propósito de los proveedores bien podría ser asegurarse de que ambos padres comprenden la importancia de la interacción del padre con el niño discapacitado y de la forma en que el padre enfoca el juego y sus interacciones con el niño. Esas interacciones estimulan la curiosidad del niño y el desarrollo de su aptitud para resolver problemas, fomenta su independencia y en consecuencia intensifica su desarrollo cognoscitivo (Pruett, 1993). Por ejemplo, si el padre está trabajando en el patio, puede darle a su hijo un utensilio con qué cavar, un paquete de semillas y una regadera, y animarlo a crear su propio jardín. Se genera independencia en el niño al tener éste sus propios útiles de jardinería y sitio donde trabajar, y se estimula el desarrollo de su habilidad para decidir dónde y cómo sembrar las semillas provocando sus preguntas. Las interacciones del padre con el niño pueden impactar el desarrollo de éste de otras maneras. El padre tiende a participar con sus hijos en juegos tanto ordenados como desordenados tales como los que

implican diversidad de posiciones y movimientos (Parke 1988). Esos juegos pueden promover el desarrollo motor del niño. Por ejemplo, un niño puede estirarse y estabilizar el cuerpo durante un juego energético que fomenta su habilidad para integrar el movimiento y la posición en el espacio. El estilo de un padre al interactuar con su hijo tiene el potencial de influir positivamente en el desarrollo de éste.

Los proveedores de servicios necesitan evaluar y alterar sus propias premisas y prácticas para incluir adecuadamente al padre y apoyarlo. Necesitan evaluar sus concepciones y conocimientos sobre el padre tanto como sus propia pericia, y desarrollar ideas y técnicas que incorporen a los padres al proceso de intervención temprana y educación especial en la tierna infancia.

Un paso inicial del proveedor en su capacitación para trabajar con el padre es hacer un cabal examen de conciencia, estar consciente de sus propias ideas y prevenciones. Todos tenemos ideas y valores preconcebidos sobre el papel del padre en la crianza de los hijos. Los proveedores de servicios podemos encontrarnos involuntariamente aplicando nuestros prejuicios, especialmente cuando tratamos con individuos de otras culturas. Estas prevenciones se deben generalmente a la forma en que fuimos educados o criados y a nuestras experiencias personales.

Para mejor comprender su interacción con el padre, el proveedor debe con-

siderar las siguientes ideas:

- Examinar críticamente sus valores y puntos de vista. ¿Qué prevenciones tiene que puedan interferir con su habilidad para propiciar la participación del padre?
- Comprender la causa de sus perspectivas. ¿Hasta qué punto las experiencias personales con su propio padre han influenciado sus ideas?
- Identificar su nivel de confort al tratar con el padre. ¿Le hace más nervioso conversar con el padre que con la madre?
- Reconocer cualesquiera prevenciones culturales, raciales o lingüísticas que pueda tener.
- Dedicar algún tiempo a comparar el proceso de obtención de información de la madre con el del padre.
- Repasar sus actividades en el trabajo del mes anterior. Comparar las veces que habló con la madre con las que habló con el padre.
- Pensar en sus prioridades al tratar por primera vez con un niño y su familia. ¿Valora la importancia de establecer relaciones como primera prioridad? ¿En qué difieren las conversaciones cuando se trata primero con el padre y no con la madre? Todos tenemos preferencias que directa o indirectamente guían nuestras interacciones con los miembros de la familia. Tendemos a utilizar repetidamente esas preferencias y prioridades. La reflexión personal y el examen de conciencia son los primeros

pasos en la exploración de cómo mejorar los servicios para incluir al padre y satisfacer sus necesidades.

El próximo paso es aumentar su conocimiento sobre los padres y su pericia al tratar con ellos. He aquí algunas ideas para hacerse más conocedor y capaz:

- Leer artículos y libros sobre la influencia del padre en el desarrollo de los hijos.
- Buscar información sobre las diferencias entre los hombres y la mujeres en cuanto a estilos de comunicación e interacción, así como las diferencias por razones culturales.
- Aprender a comunicarse con el padre e interpretar sus expresiones verbales y no verbales tales como contacto visual, expresiones faciales, lenguaje corporal, gestos y vocabulario.
- Fijarse cómo cada padre habla con sus hijos e interacciona con ellos.
- Hablar con su propio padre, marido, hermano y otros padres sobre sus puntos de vista en la crianza de los niños. Preguntarles cuáles son sus prioridades.
- Hablar con el padre en cada caso abierta y francamente. Hacer intentos sostenidos y sinceros para comprender su puntos de vista.
- Practicar la inclusión del padre en todos los casos desde el principio.
- Una de las mejores formas de mejorar sus habilidades para trabajar con los padres es pasar tiempo con ellos. Para llegar a esta meta, la flexibilidad es crítica.

Program Updates

UPDATE FROM THE BIRTH TO THREE SYSTEM

By Linda Goodman, 860-418-6147

This issue is devoted to parent/professional partnerships. These partnerships can happen at many levels: families working in partnership with their health care providers; families working in partnership with the staff from their Birth to Three Program; and, near and dear to my heart, families working with



the Birth to Three System. As I mentioned in the previous issue of the newsletter, a project to develop and support an energetic, knowledgeable network of family leaders is well under way. These leaders will guide the Birth to Three System through their active participation in local and state initiatives and advisory capacities.

Linda Fox, our contractor for this project, has identified three terrific resources available from the Institute for Family Centered Care, 7900 Wisconsin Ave., Suite 405, Bethesda, MD 20804. They are:

Essential Allies: Families as Advisors, a practical guide, written with providers in mind,

which begins with a brief exploration of the benefits and barriers to family participation and moves quickly to practical strategies for identifying and supporting family involvement. (\$15)

Families as Advisors: A Training Guide for Collaboration. This guide contains a set of training activities, handouts and overhead masters intended to promote creative thinking and conversation about families serving in advisory roles. (\$10)

Word of Advice: A Guidebook for Families Serving as Advisors is written for parents who may be considering serving in an advisory capacity. It includes short activities that are designed to help parents identify the benefits and difficulties they might encounter while serving in an advisory role. (\$10)

We're exploring several ways to further family involvement with the Birth to Three System. One way may be to sponsor some short sessions where teams of providers and parents come together, to explore the benefits of making room at the meeting table for families. In addition, the Birth to Three System will be sponsoring a leadership forum on July 11, 2000 for program directors and supervisors to come together with families and the State Interagency Coordinating Council to look at ways of creating shared leadership throughout the System.

STATE COUNCIL MEMBERS WORKING TOGETHER

By Eileen McMurrer-Kaminer, SICC Support Staff and Birth to Three Coordinator, 860-418-6134

The State Interagency Coordinating Council (SICC) works to advise and assist the Birth to Three lead agency on fiscal, collaboration, training and other issues. This group brings together parents and representatives from State agencies, Birth to Three programs, the medical community and the legislature. They want to hear your suggestions about how the System could serve families' needs better. An opportunity for public comment is scheduled at every meeting. Those who have information to share but cannot attend a

LOCAL COUNCILS BRING AGENCIES AND FAMILIES TOGETHER

By Eileen McMurrer-Kaminer, LICC Liaison and Birth to Three Coordinator, 860-418-6134

Working together is easiest when everyone is on the same team. Connecticut has 13 Local Interagency Coordinating Councils (LICCs) that were created to do just that: bring folks together as partners to improve the effectiveness of services for young children with special needs. LICC members include families and various local agencies, including early intervention providers, child care providers, the medical community, local public school district personnel and regional State agency staff. LICC meetings and events provide a forum for families and professionals to share ideas and develop solutions for their local community. Meeting dates and locations vary, so phone the contact person in your area for more information about joining.

Bridgeport

Elizabeth MacKenzie 203-365-8835
Barbara Gagliardi 203-371-1135
Jennifer Titrud 203-372-9354

Danbury

Muriel Hoczela 203-775-5606

Greater Hartford

Elaine Cannon 860-722-8900
Brenda Sullivan 860-657-4361

Lower Fairfield

Lolli Ross 203-531-1880
x 132

Lower Naugatuck Valley

Dianne Guillett 203-924-9548
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x 104

Torrington

Diana LaRocco 203-596-8809

Waterbury

Joy Liebeskind 203-272-9058
Donna Notti 203-272-9108

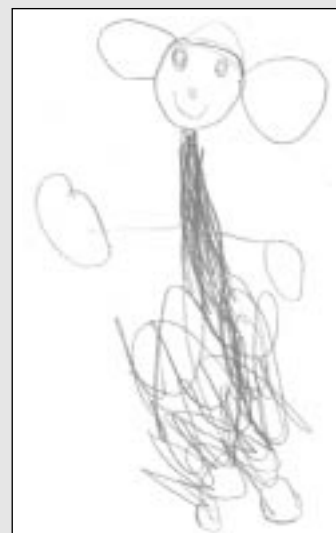
May 6, 2000 is National Hearing Screening Day!

meeting may send written comments to: Eileen McMurrer-Kaminer, State ICC, 460 Capitol Avenue, Hartford, CT 06106, fax 860-418-6003 or

e-mail: eileen.mcmurrer-kaminer@po.state.ct.us

Anyone may attend to observe. Meetings are usually held on the second Monday of alternating months. Visit the Birth to Three website at www.birthe23.org for meeting times, locations, directions, agenda for the upcoming meeting and previous meeting minutes, or call 860-418-6134.

Future State ICC Meeting Dates: June 12, August 14, October 10, December 11, 2000



PARENT PROFESSIONAL PARTNERSHIPS

By Maria Synodi, Preschool Special Education, 860-807-2054

A component of every high-quality early childhood program is the partnership between families and staff. These partnerships are built on mutual respect, trust and acknowledgment that the child will benefit when all of the adults that serve him/her work together.

Special education law emphasizes parent participation in the evaluation, eligibility, development and implementation of a child's individual educational program. To ensure ongoing parent communication and involvement, the State Department of Education developed and disseminated a document entitled, *Family-Friendly Services for Preschool Special Education* which is a companion document to *Requirements and Guidelines to Preschool Special Education*.

A set of guiding principles for family participation and parent-professional partnerships was the foundation for the work of the committee that developed the document. The guiding principles seen as essential for nurturing partnerships and planning for all preschool-age children and their families include:

- Recognizing that families can identify

their own strengths, needs and interests and are capable of finding effective and satisfying solutions to life's challenges;

- Valuing developmentally appropriate practice by recognizing that children develop in different ways and at different rates;
- Recognizing, valuing and supporting parents as their children's primary educators, nurturers and advocates;
- Valuing parents as equal partners in the education of their children by providing opportunities for parents to make choices and participate in decision-making;
- Recognizing that meeting the needs of children and their families requires services that are comprehensive, integrated and culturally sensitive;
- Respecting racial, ethnic, cultural and linguistic identity, and promoting the ability of families to support their children's learning in a multicultural society; and
- Recognizing that meaningful learning takes place in a variety of settings within the



home, school and community.

The Department of Education also has produced and disseminated a **School Readiness Technical Assistance Alert (SR TA 00-01)** along with a *Guide to Using the Position Statement in School-Family-Community Partnerships in Early Care and Education Programs*. The guide provides practical suggestions and resources.

Ultimately, all school districts and families should work together through a variety of activities on behalf of children.

Persons interested in obtaining a copy of the document, *Family Friendly Services for Preschool Special Education* and/or the *School Readiness Alert and Guide* can call 860 807-2054 or can request a copy via e-mail through maria.synodi@po.state.ct.us

WANTED:
Parents who are willing to help co-train early intervention professionals. We need your point of view! Interested? Contact Linda Goodman at Birth to Three, 860-418-6147.



Strategies for Building and Maintaining Partnerships

- Set yourself up as a partner, not an authority figure. Always value what parents tell you about their child.
- Invite parents to join their child in class to observe how the day is structured and how staff communicates/works with their child.
- Encourage parents to try similar successful techniques at home. Demonstrate one-to-one when necessary.
- Maintain ongoing communication via daily journals; weekly newsletters describing theme, activities, songs, etc.

"SNIPPETS"

The Professional Perspective

PARENT-PROVIDER PARTNERSHIPS

Contributing authors from the Danbury Public Schools, Preschool Special Education Teachers: Claudia Anderson, Mary Ann Ciccarone, Catty Diaz, Linda Foege and Linda Soter.

Communication and trust are essential to this very important partnership. Anything that can be done to enhance communication and build and/or maintain trust is important. Parents and providers need teamwork to work for the child's benefit. In order to partner effectively, it is helpful for staff to learn about and take into consideration family characteristics. This includes: nature of the exceptionality, family size, family form (two-parent or single), role of extended family, cultural background, personal characteristics of family members, language preferences, housing, employment, etc.

for the week; parent conferences; home visits; phone calls to report good news as well as concerns; and invitations to special events, parties etc. Use interpreters whenever possible to communicate with non-English speaking parents.

- Involve support staff when working and communicating with families; social workers can provide support to parents whose children have behavioral concerns.
- Accept the parent where they are and validate what they have done for their child. Listen to their fears and hopes and incorporate those into their child's plan.
- Establish a common ground bonding, i.e. "Oh, I remember how hard that was for me, too." This can help parents feel comfortable and paves the way for a good partnership.
- Communicate, communicate and communicate!



WE'RE ALL IN THIS TOGETHER

Some tips from providers from the following agencies: CCMC, East Hartford Schools Birth to Three Program, HARC Steppingstones, Jane Bisantz and Associates, LLC., Key Service Systems

Things We Share

- I let families know that they are the experts on their child and that I absolutely need to learn from them during each session.
- I try always to show parents that I value their superior knowledge of their child. I ask them for advice. I write concrete strategies and suggestions and then encourage parents to critique me and my efforts.
- I share small parts of my life with my

families. The therapy becomes more interactive and cooperative and families are more willing to discuss thoughts, concerns and issues.

- I share my experiences even though I'm not a parent.
- I give parents resources – carefully selected books, videos, articles, etc.

Support We Offer

- I let families know that the suggestions I give them might not work. I ask them the next time I see them what worked and what didn't. I don't want parents to think they are failing if my suggestion doesn't work.
- I really listen to what parents are telling me. Sometimes parents need extra time to explain what they really mean when they say that things are fine.
- I believe that if we respect and value parents as parents, their child as an individual, and their family as a unit, we will increase the chances of forming a successful partnership.
- Each session I highlight a behavior or response from a parent toward their child that is positive. For example, You're such a good observer. This validates the parent's efforts and reinforces when we're not there.
- I try to solicit parents' opinions, enlist their support and give them positive reinforcement.
- I try always to laugh, listen, support families' decisions even if they are not the ones I would make.

Things We Do

- I sometimes have parents or the caregiver generate the visit note or progress note – what the child did well, what to work on during the week, etc.
- I like to carry out some visits in the child's community – visit a local farm, go to the library story hour, go to the grocery store or to a doctor's appointment. This gives me the opportunity to model and comment on a wider variety of daily activities.
- I like to videotape sessions so the whole family can see what's happening during early intervention sessions.
- I encourage families to get everyone in on the act – extended family,

neighbors, friends, etc.

- I try to remember everyone's birthday and send a card – siblings, parents, etc. I acknowledge wedding anniversaries if I know them.
- I always offer to pick something up on my way to the visit – milk, bread, etc. Parents can't always get out.

BIRTH through 5

A Newsletter for Families and Professionals

is published quarterly by the University of Connecticut Cooperative Extension System in collaboration with the Connecticut Birth to Three System, the Connecticut State Department of Education and the Newsletter Advisory Board. We welcome readers' comments and contributions related to the special needs of infants, toddlers, preschoolers and their families. Please mail correspondence to the editor at 67 Stony Hill Road, Bethel, CT 06801.

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The *Birth Through Five Newsletter* is distributed free of charge to those interested in issues related to children, ages birth through five, with special needs. The mailing list includes families and providers active in the Birth to Three System, directors and providers of preschool special education services, special education directors, families in various preschool special education programs, local ICCs and others upon request.

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The Parent Perspective

Contributing parents include **Ronald Apter and Carrie Berman, Debbie Burke, Beverly Case, Chris Firman, Kate Richardson and Pendle Whisnant**

Good working relationships are key to the development of programs that work well for children and their families. The following are tips that have helped parents work together more effectively with providers.

- One of the best things that I have done was to participate in the **Action Planning in Education (A.P.L.E.)** training where I learned about team meetings, the importance of keeping records and how to write goals and objectives. *Negotiating the Special Education Maze* has been a helpful reference guide. This knowledge helps me advocate for my son, Dylan, and makes me a better, more confident team member.
- I try really hard to express my expectations clearly and equally hard to not take things personally if they don't work out. The latter can be quite a challenge, but I try to keep in mind that, in the long run, hurt feelings or anger won't help my child.
- We have found that we gain confidence by doing our research and being as informed as possible. This includes reading, and reading and reading some more, as well as talking with as many people as we can.
- We always write lists of questions to take to our appointments. Making an effort to be prepared and trusting our instincts about what's right for Marcus and our family has helped us to develop strong alliances.
- We try to keep clear, open communication. It is easier for friends, as well as, providers to support us when they know what is going on in our lives.

- Keep trying the suggestions of the therapists even if it is frustrating. Over time, it usually works and can make all of the difference to a child!
- Remember the therapists are tapping their education and experience to help you and your child. Don't interpret their feedback as criticism.
- Hold up your end of the partnership by following through on provider suggestions for reading or tactics,



even when you are skeptical. Be open-minded and you'll be pleasantly surprised what works.

- Maintain an open dialogue. Give special thanks for your therapist's extra effort and be willing to share concerns tactfully
- In order to make visits more productive, between meetings, make notes of topics you want to discuss.
- Remember that it takes time to change old habits. I made myself reminder notes of new phrasing or strategies I was trying to incorporate and posted them over the kitchen sink and in the car.
- As parents, we don't wait for someone to contact us, but take the initiative to call a member of my son's team if we have a question or concern. Because children develop 24 hours a day, seven days a week, we know that the continuity between home and school is crucial. The professionals working with Jon know they can call me at

any time, that I am interested and that I want to be involved every step of the way.

- We are informed parents. My husband and I have learned about our rights, as well as those of our son, under the **Individuals with Disabilities Education Act (IDEA)** With this knowledge, we know what we can, and sometimes what we cannot, request when developing a program to meet our son's needs. We are more effective partners in our child's education.
- I make it a point to introduce myself and try to get to know the teachers, therapists and doctors involved in my child's life. That way, when issues arise, as they will from time to time, there already exists a degree of trust and understanding between us. We can smooth out the rough spots before things get out of hand. I respect the professionals who work with my child and have usually been treated with respect in return.
- The cast of characters in my son's life may change from year to year, but I will always be there. Therefore, I have to be an involved and active member of his team. As a staff member at the **Connecticut Parent Advocacy Center (CPAC)**, I know this is possible. At CPAC we offer guidance and suggestions as to how to work with professionals to become an effective advocate rather than an adversarial one. Fact sheets are available on a variety of topics that may be useful for both parents and professionals. You can reach CPAC at 800 445-2722.

CHILDREN'S ARTWORK WANTED!

We invite you to send in pictures, drawings or other artwork that your child has done. We would like to start a collection for possible inclusion in future newsletters. Please mark the artwork with the artist's first name and age and send to: Cathy Malley, editor, UCONN CES, 67 Stony Hill Rd., Bethel, CT 06801. No artwork will be returned. Thank you and we look forward to receiving your child's works of art!



Training Calendar



Training Especially for Parents

Suffield Family Health and Safety Potluck Day May 6, 2000
 Spaulding School 10:00 a.m. - 2:00 p.m.
 Activities will include free vision and hearing screening.
 Contact Karen Boscarino at 860-668-3039.

Nutrition and Children with Special Needs
 Westport Public Library May 10, 2000
 The following issues will be addressed: 6:30-8:30 p.m.
 Feeding; underweight/overweight; nutrition specific
 medical conditions; questions and answers. Reimbursements
 of up to \$25 are available for child care and travel costs.
 Contact Kathy Granata at 860-418-6146.

Other Training

Individualized Support for Young Children with Autism May 15 - 19, 2000
 Hartford

Nutrition May 16 & 18, 2000
 South Central Region Office All Day
 DMR, Long Wharf, New Haven

For more information on how to register for the above,
 contact Kathy Granata, Birth to Three, at 860-418-6146.

All drawings by Liah, age 4 1/2.



THE WIZARD OF OZ ANALOGY

Parents and early interventionists face a situation similar to that in the Wizard of Oz:

- They are initially caught up in a whirlwind.
- They all are seeking the right path; the yellow brick road.
- They go as a team; Dorothy, the lion, the tin man and the scarecrow.
- They are looking for the answer; the wizard.
- The process, wizard, teaches people to see that they have the answers that they need within themselves.

Working Together: analogies by Marnie Campbell from ASHA's Infant Project, Washington, DC. Summer, 1991.

THE DRIVING ANALOGY

In early intervention the parents choose the destination and decide how to get there. They may choose the scenic back roads or the interstate. Early intervention services should be like AAA. They should give information on how to get to the destination - as much or as little information as the family wants. Families may change their minds about where to go or how to get there. They may choose not to drive at all but to hire a chauffeur or take the train. If providers tell families how to go, too insistently, they may tell us where to go!

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