

EARLY INTERVENTION

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Early Intervention (EI) serves children ages 0–3 years.

Assessments in EI determine present levels of motor skills, cognition, social-emotional skills, and performance across occupations.



The focus of EI is on the family's concerns, priorities, and resources rather than academic access. Occupation-based assessments should be prioritized over purely skills-based ones.



Skills-based assessments should not be used in isolation but can help identify underlying barriers to occupational performance. Occupation-based tools (COPM, PEDI) directly connect evaluation to participation in meaningful activities.



The Occupational Profile is a client-centered summary that outlines a child's history, interests, routines, and priorities to guide therapeutic planning. In early intervention (EI), it is critical for gathering family input, daily routines, values, strengths, and goals for therapy. Clinical observations of the child in natural routines and occupations further guide the evaluation process, alongside standardized measures.

Intervention planning should integrate evidence-based practice, considering both occupation-based and skills-based findings.



References: Arnone, L. (2025, April 29). Early Intervention and School Assessment. Occupationaltherapy.com