



If you have questions or concerns about your child's development, we can help. Contact us today.



Our Vision

We serve for a lifetime.



Sandusky County Board of Developmental Disabilities

For more information contact:

419.332.9296

www.scbdd.org

Office Hours

Monday - Friday

8:00 a.m. - 4:00 p.m.

To make a referral contact:

419.334.6314

Sandusky County Board of Developmental Disabilities

Early Intervention Services

Sandusky County's Early Intervention program is designed to assure that newborns, infants, and toddlers have the best possible start in life.



Our Mission

By listening to those we serve, we strive to provide a lifetime of meaningful supports to optimize and enrich relationships.



Department of Children & Youth

Help Me Grow Early Intervention



SCBDD

1001 Castalia Street Fremont, Ohio 43420

We Serve for a Lifetime



Early Intervention Supports and Services Shape Futures

The first three years of life are the most crucial period for a child's growth and development. Congenital, genetic, medical or environmental conditions may prevent young children from learning to move, explore, communicate and develop a sense of their own identity. The primary focus of early intervention is family education, training and support.



Early Intervention Services and Supports are identified for each child and their family through the development of an Individualized Family Service Plan. The development of this plan is facilitated by an Early Intervention Service Coordinator.

Services and supports are provided in a variety of natural settings including the child's home, in a community setting or anywhere the child and family would naturally be..

The Individualized Family Service Plan provides intervention strategies tailored to the life style and values of the family. It serves as a guide to reinforce effective parenting skills in order to foster the growth and development of the at-risk child. By working collaboratively with those who

have the greatest influence, the Individualized Family Service Plan strives to ensure that each child, regardless of severity of need, will reach his or her maximum developmental potential.

Your Early Intervention Team

Your Early Intervention Team consists of two service coordinators, two Developmental Specialists, an Occupational Therapist, Speech Therapist, and Physical Therapist. One staff member will be assigned as the primary service coordinator for each child enrolled in the program. The service coordinator will work closely with the family and Early Intervention Team to develop strategies to incorporate into the child's daily routines.

Examples of Typical Services and Supports

Home Based Services are provided by your primary service provider and include activities that focus on the outcomes identified by the parent as important to their family.

Gross Motor Skills references how your child physically moves or functions in his/her environment. These are skills that require coordination of large muscle groups such as arms, legs, and trunk and include such actions as crawling, walking, jumping, tossing a ball, etc.

Fine Motor Skills and dexterity involves the coordination of small muscles in movements typically involved in the synchronization of hand and fingers, with the eyes. Examples include stacking blocks, drawing, buttoning, etc.



Cognition involves thinking skills including the ability to receive, process, analyze, and understand information. Pushing buttons to activate a toy or responding to others can be measures of cognitive development.

Language and Communication skills are crucial for children's success in school and beyond. This area of development involves skills which enable your child to understand and share information, thoughts, or feelings.

Self Help relates to how your child cares for his or her own needs and demonstrates adaptability and your child's ability to adjust to new situations. Examples include self-feeding, dressing, and toileting.

Social and Emotional development is measured by how your child appropriately interacts with others individually and in group settings. Examples include playing games with other children, sharing, and comforting a peer who is crying.

