

Portuguese Early Childhood Intervention (SNIPI)

Sistema Nacional de Intervenção Precoce na Infância

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Lisboa

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The main objective

The Portuguese Early Childhood Intervention System (ECI) is an organized structure which covers children up to 6 years old with changes on body, functions or structures that limit their ability to participate in typical activities of their respective ages and social contexts with a serious risk of jeopardizing their development.



Brief history

Until the
60's

First experiences

Activities with children up to the age of 2 based on a medical, monodisciplinary and early stimulation model developed in health services

In the
70 – 80's

Diversification of projects

Cerebral Palsy Centres: Teams with different specialities working with children with cerebral palsy;

Home Guidance Team – CRSS Lisboa (MTSSS): Organising activities with children with special educational needs;

Special Education Division (ME): Integration of activities with children with disabilities in a school context;

Águeda Project: joint intervention model between health, social security and education services to support children of different ages with disabilities or who are at risk, with the involvement of different professionals and on a community basis;

Directorate of Guidance and Psychological Intervention Services (DESOIP) – CRSS Lisboa (MTSSS);

Coimbra Integrated Early Childhood Intervention Project (PIIP)

In the
90's

The first regulation

Joint Order 891/99: Legal framework aimed at responding to the need to regulate practice in early intervention with children, involving 3 ministries (MS, MTSSS, ME) in an intervention based on:

- support networks
- family and child-focused;
- teamwork
- implementation of an Individual Intervention Plan and with a "case manager"

2009

Portuguese Early Childhood Intervention System

DL 281/2009: Framework that allows coordinated action by 3 ministries (MS, MTSSS, ME) with family and community involvement;

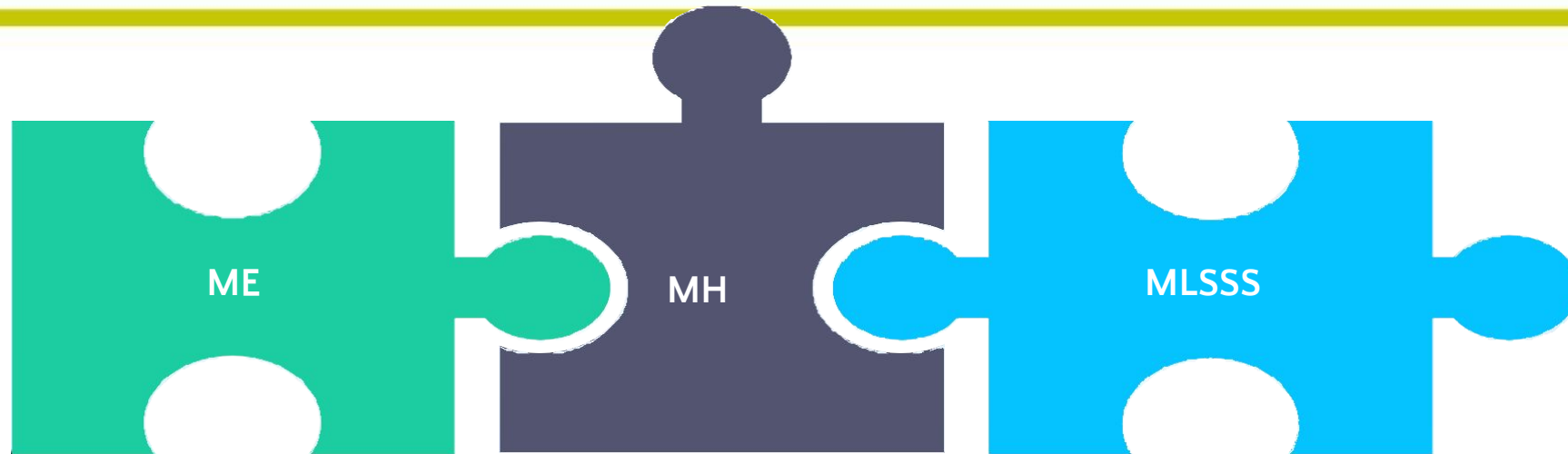
Abandonment of the medical model and adoption of a systemic, transdisciplinary model focused on the family and their child

Goals

- To ensure the protection of children's rights and development of skills;
- To increase the quality of children's learning opportunities;
- To strengthen the competences of caregivers;
- As a starting point, the objectives are defined together with the family and the intervention is carried out in usual children's environments (at home, nursery, kindergarten) during their daily routines and activities, in order to promote the participation of the children in learning experiences;
- To support families in the access to the social security, health and education system's services and resources



Competencies



Network of reference school groups for ECI; Assign teachers to ELI's; Ensure educational measures in the PIIP and transition to the PE



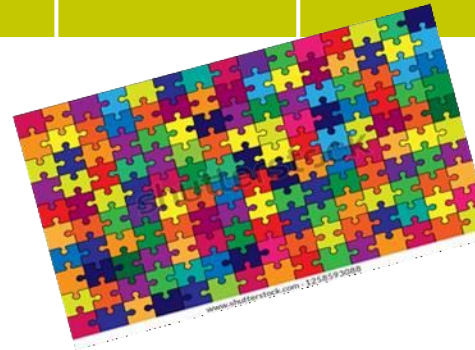
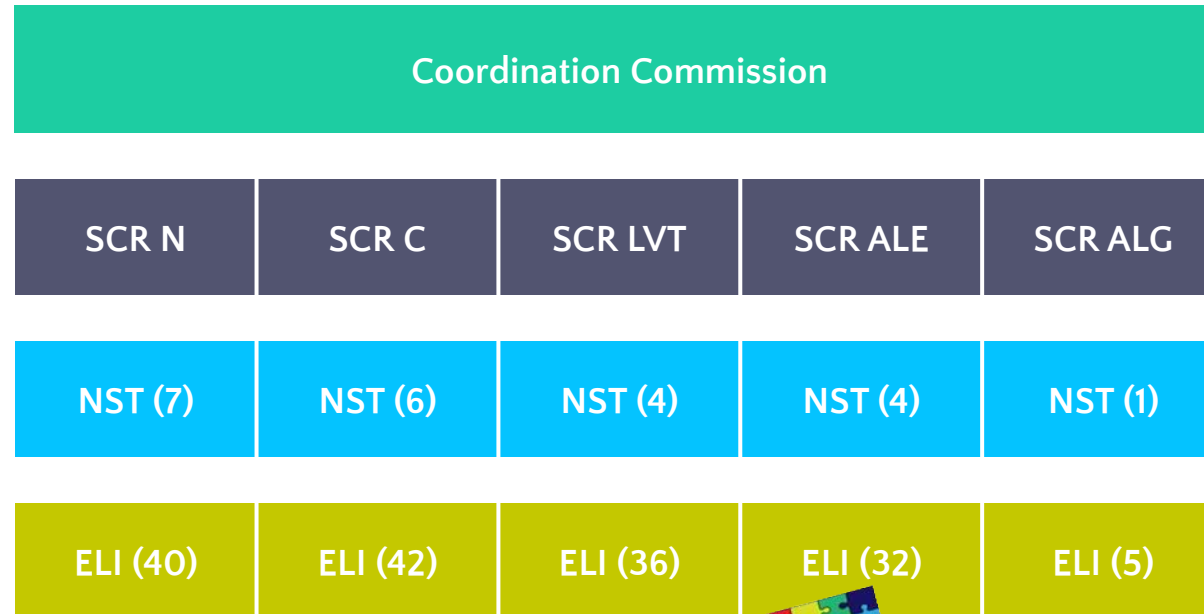
Ensure the detection, signalling and activation of ECI; Assigning professionals to the ELI; Refer to health services



Ensure co-operation agreements to make professionals available to ELI's; Promote accessibility to services under their responsibility



Organisation structure



155 ELI
22 NST



Intervention model

Transdisciplinary and complementary team

work
Professionals from the 3 Ministries and local partnerships (IPSS, local authorities and other organisations) Target of continuous qualification of their intervention

Networking

Involving different organisations, services, the community and the family in order to intervene as early as possible in the situation (disability and/or risk).

Systemic perspective

Collaborative and centred on the family and the child's needs, streamlined with the involvement of all professionals

PIIP

As an organising tool for intervention with children and their families, with preventive and rehabilitative actions in the fields of education, health and social action which, in an articulated and complementary way, aim to meet the needs of children and their families. Existence of a case mediator

Training carers and contexts

Enable everyone to take part in the activities to be developed with the child, regardless of the context, activities or routines.



The Portuguese Early Childhood Intervention System

Numbers (2023)

SCR	Nº de ELI	Crianças Acompanhadas	Total de referências no ano	Intervenção Direta	Vigilância	Encaminhamento	RH	Situações aguardar intervenção direta e regular	Referências a aguardar intervenção
NORTE	40	7399	3241	5491	1908	2364	394	515	1287
CENTRO	42	4279	1697	3813	466	1268	381	220	500
LVT	36	11756	4024	7875	3880	3120	476	242	1008
ALENTEJO	32	2594	1040	2278	316	885	276	70	352
ALGARVE	5	1791	893	1491	300	572	137	148	370
Total	155	27.819	10.895	20.948	6.870	8.209	1.664	1.195	3.517

In 2023, 1664 professionals were contracted under the SNIPI:

- 655 (39%) MTSSS, colocados nas ELI através de acordos de cooperação;
- 522 (31%) ME;
- 441 (27%) MS;
- 46 (3%) colocados por entidades parceiras como as autarquias.



Challenges for the future



Ensure that SNIPI is articulated with the latest national and international child protection knowledge



Governance of the system



Collaborating with partner organisations to boost a network of specialised resources to support ELI intervention



Promote the proper involvement of everyone in the SNIPI network of partners

| University, family, network



Challenges for the future



Ensure the improvement of SNIPI instruments and procedures:

| Mapping of reinforcement needs, Continuous qualification of professionals



Promote the evaluation of the system



Continuous qualification of technical teams



Ensure SNIPI liaises with other newly created organisations and services

| Informal carer status



Projecting the future

