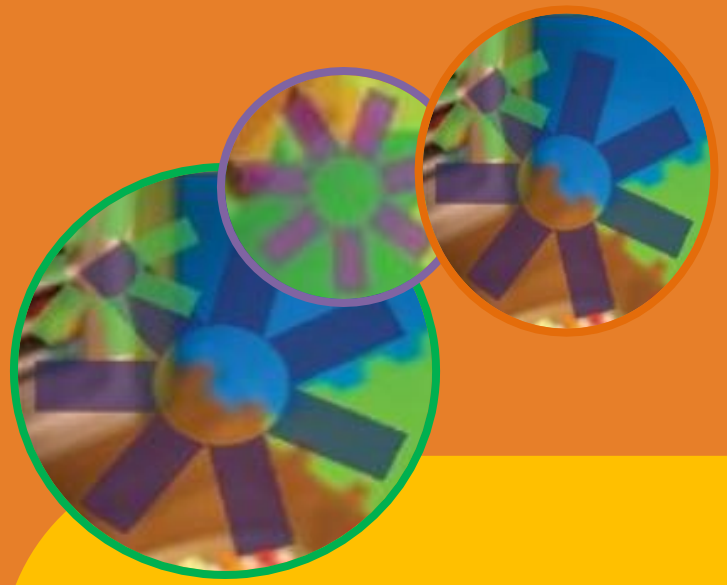

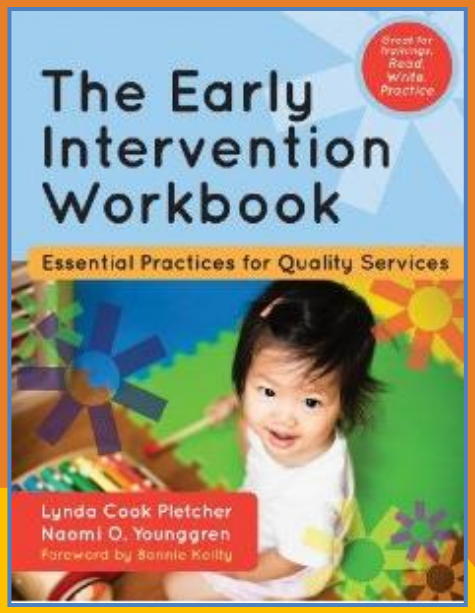

The Early Intervention Workbook: Essential Practices for Quality Services

A guided book study for early intervention teams

Session 6: Chapters 8 & 10

Materials prepared by Lynda Pletcher & Naomi Younggren

Welcome Back!

Prior to this session discussion…

Read chapters 8 & 10 and complete all *Give It a Go* activities

- Team review

Activity 10.2: Change (p. 185)

- Are there common ideas among team members about what could change/ be done differently?
- Together, evaluate your team's readiness and your program's readiness for taking on change.

Objectives

- Understand the similarities between how families go through transition and how staff transition to different ways of working
- Discuss how you respond to changes and explore the different responses of your team members
- Review the implementation steps and drivers
- Discuss how information in Chapter 10 applies to you and your team as your program considers some new ways of working
- Draft a plan for program improvement in light of what you've discovered through this book study series

Tri-focal Vision

Change & Transition

- **Families** you work with
- **You** personally
- You and your **Team**

Change is the *external* situation.

It alone is NOT stressful.

Transition is the *internal* process that people go through to adapt to the change.

This can cause the stress.

“Our dilemma is that we hate change and love it at the same time; what we want is for things to remain the same but get better.”

--Sydney Harris

Change events

- Anticipated
- Planned
- Motivated by positive circumstances
- Some can be done by fixing a few things

- Unexpected
- Unplanned
- Motivated by negative circumstances
- Some require long term, systemic thinking

Endings **Beginnings**

Transition…

The messy time in between!

EI Transition

- Change event of a child leaving the program due to age or other circumstances
- Transition is the time period leading up to that event
- Usually referred to as a specific “process” for families leaving
- Consists of timelines for specific activities that must occur prior to the child’s 3rd birthday

As providers, we can begin to help families long before those timelines and formal activities begin

EI Transition

Rules, regulations, forms, paperwork and timelines that tell us what must be done.

Causes confusion, distress, real feelings by the person in transition…but no change can happen without going through transition.

Transitioning from Part C to Part B

Part C

- Family-Centered
- Children's learning
- Natural environments
- Adult learning (participate & receive)
- Quality teaming

Part B 619

- Child-centered
- School readiness
- LRE
- Context shifts (participate)
- New team

Team talk

For families transitioning out of early intervention, think about:

* What's **ending** for the child and family?
* What's **beginning** for the child and family?
* What **to do**?
* What other transition might families face during their time in EI?

Fill in ideas using the chart on the next slide.

Foundational Pillars	What's ending for child/family?	What's beginning for child/family?	What to do to help the transition?
Family-Centered			
Children's Learning			
Natural Environments			
Adult Learning			
Quality Teaming			

Transition strategies

- Have informal conversations about what the family sees for the future
- Have conversations about what is out there for the child after age 3
- Visit some of these options with the family
- Share written information about preschool services
- Talk about what is ending
- Clearly describe the new and what will be

Transition strategies

- Name what is NOT changing and remains the same
- Give people clear information and repeat it often
- Identify the losses (they will be subjective), and acknowledge them openly
- Do not be surprised by over-reactions that may be similar to “grief” or regret
- Respect and celebrate the past

Personal or Organizational Change

10 Great Quotes about "Change"...

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek." **Barack Obama**

"Your life does not get better by chance, it gets better by change." **Jim Rohn**

"For the past 33 years, I have looked in the mirror every morning and asked myself: 'If today were the last day of my life, would I want to do what I am about to do today?' And whenever the answer has been 'No' for too many days in a row, I know I need to change something." **Steve Jobs**

"Human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives." **William James**

"You must be the change you wish to see in the world." **Mahatma Ghandi**

"If we don't change, we don't grow. If we don't grow, we aren't really living." **Gail Sheehy**

"All great changes are preceded by chaos." **Deepak Chopra**

"Very often a change of self is needed more than a change of scene." **A. C. Benson**

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination." **Jimmy Dean**

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." **Margaret Mead**

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EI program change stimulators

- New leadership brings different perspective
- A newly defined vision or mission
- New information or ideas (evidence-based practices)
- Changing resources
- Old ways are no longer giving the needed or desired results
- Data supports a new direction
- A new federal law or mandate

Team talk

- Think of a change you have recently gone through at home or work.
- Jot down some words that come to mind when you think of this experience.
- Pick another team member and each share the “event” and your words with one another.
- Similar or different? How?

Reflection Question

When I am faced with change, I first…

A. get emotional and upset
B. am quiet and want to know more facts and details
C. get excited in a positive way
D. ask lots of questions
E. want to read things and know the “why”
F. want to talk it all out with others

Reactions to any change event is always personal!

Some people

- **thrive** on change
- **dig in their heels** and wait it out
- **hang back** and watch it happen
- "**come around**" slowly, eventually embracing it
- **quietly refuse** to do it
- **work hard against it**
- **work hard for it**
- **jump right in** and get started
- **want to contribute** or add thoughts to it

Do you see yourself or other team members here?

Not only does personality affect response to change, so does understanding where you might be in the change process.

Awareness

Information

Personal

Management

Consequences

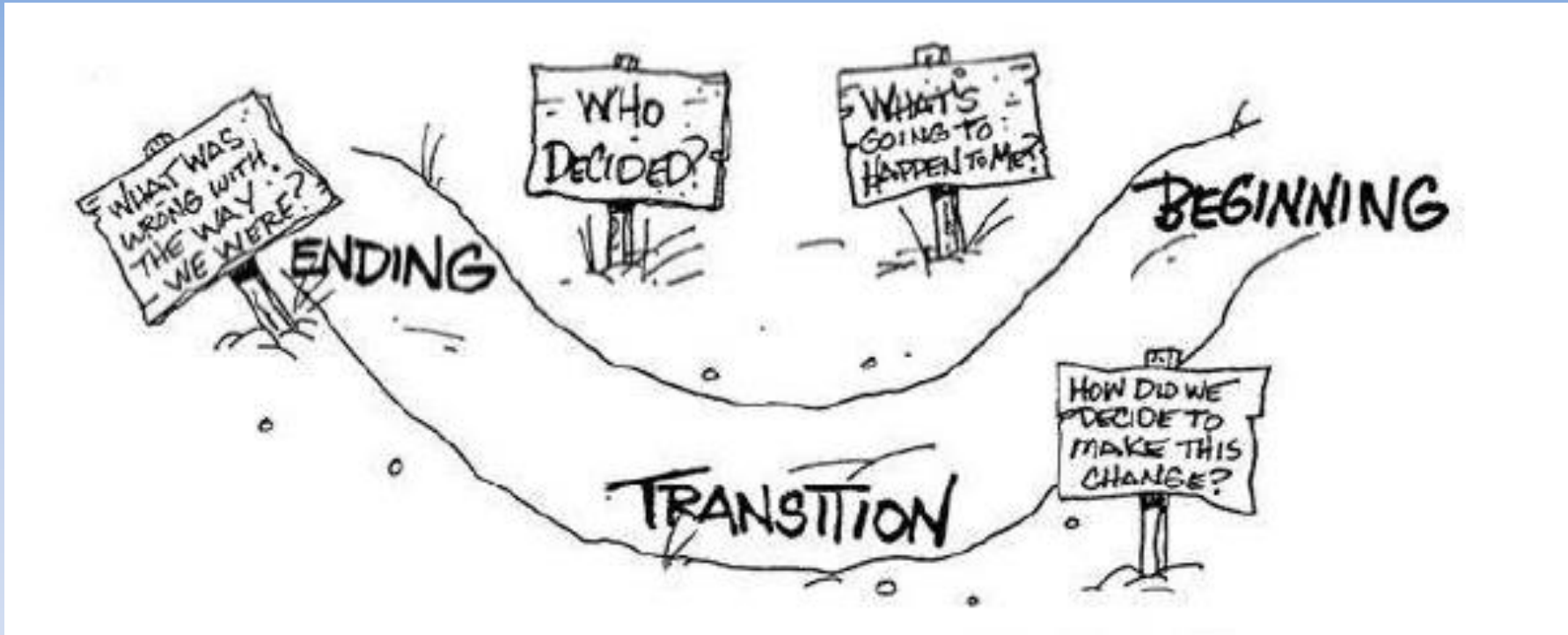
Collaboration

Do you see yourself or other team members here?

Concerns-Based Adoption Model (pages 189-194) is a good self and team assessment to review. It helps individuals to know:

- What stage you may be experiencing
- What feelings you may be having
- What you need to move forward
- How others can help you

Moving forward



TO MOVE FORWARD

- Reason for the change
- What the change is and is not
- How it impacts you and your role
- How it fits with what you do
- Consequence(s) of doing or not
- How to positively impact the effort

Keep going……

Reach out to others who might be able to provide support, encouragement, model, or even coach you.

Clearly communicate to leadership what they can do to help you.

Actively participate and try.

Keep focus on the change efforts and the new way of working.

Team talk

* Name what the change is or changes are (the new way of working) your team is considering.
* To do this, what will be **different** from your current way of working?
* What will be the **same**?

NO CHANGE EVER HAPPENS WITHOUT A PLAN

THE PLAN SPELLS OUT HOW IT WILL HAPPEN!

THE PEOPLE IT IMPACTS KNOW WHAT IS EXPECTED

Individual Team Improvement Plan

INDIVDUAL TEAM IMPROVEMENT PLAN

Program/Team Name + Location:

_____

Team Lead name:_____

Improvement goal or outcome (name the change!):

_____

Activity #1: Over the next 3-6 months we will:

In the next 3-6 months we will:

Steps to get there	Who will do it?	By when	Additional resources/help needed
1.			
2.			
3.			
4.			
5.			

Final steps

* Brainstorm a list of high quality program practices within the context of the IFSP process and the chapters in *The Early Intervention Workbook*
* Brainstorm a list of program improvement opportunities within the context of the IFSP process and the chapters in the book

* LEAP!

Book study series wrap up

- **Continue to build** on and refer to your Individual Team Improvement Plan
- **Talk with your team** and T/TA providers about what you need
- **Keep the book handy** and refer to it frequently!
- **Questions? Email** Lynda (Lynda.pletcher@unc.edu) or Naomi (Naomi.younggren@gmail.com) **at any time**