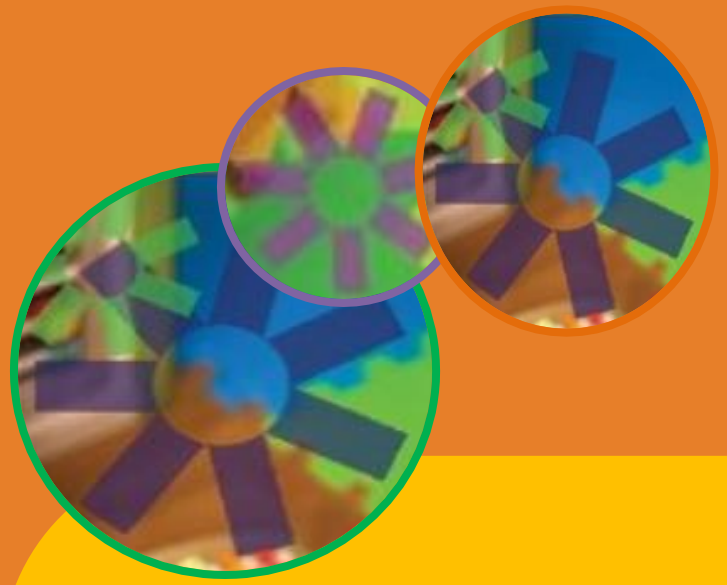
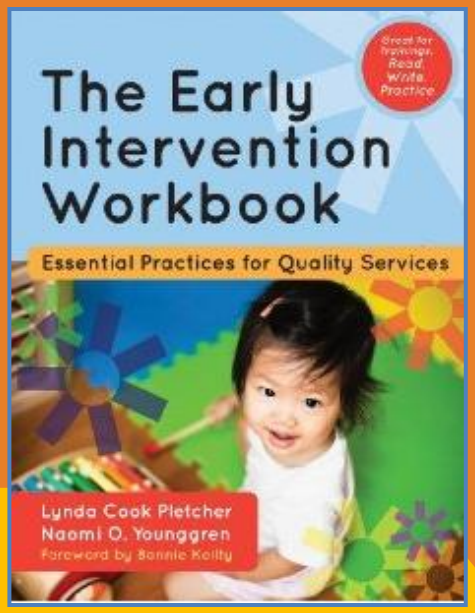




The Early Intervention Workbook: Essential Practices for Quality Services

A guided book study for early intervention teams

Session 2: Chapters 4 & 5

Materials prepared by Lynda Pletcher & Naomi Younggren

Welcome Back!

Prior to this session discussion…

- Read chapters 4 & 5 and complete all *Give It a Go* activities
- Review the following activities with your team

Activity 4.2
Conversation (p. 67)

- Are there particular statements or ways of sharing information that you'd like to add and use in your work?
- How do these conversation examples mesh with your program's public awareness materials?

Process Checklists:
Initial Phone Call (p. 61), Developmental Screening (p. 69), & Evaluation and Assessment (p. 79)

- Identify which of the steps are completed always, sometimes, or never. As a team, celebrate what's in place and working and identify opportunities for improvement based upon your review of the checklists.

- Discuss with your team one thing you've done that you feel went well since your last team discussion.

Objectives

- Identify quality practices that are essential to beginning the early intervention journey with a family
- Construct quality conversations with families as part of first contacts
- Review practices that lead to quality functional assessment as compared to your current work
- Understand how the foundational pillars (family-centered, adult learning, teaming, etc.) guide practices from referral through evaluation and assessment

Beginning the Journey

- Sets the stage for all that will happen
- The journey begins with the first phone call
- The journey will change over time

Reflection Question

How many contacts (phone/face-to-face) does your team typically have with a family from referral through eligibility determination?

A. One
B. Two
C. Three
D. More

Reflection Question

How much time does your team typically invest with the family during these contacts (referral through eligibility determinations)?

A. 1 hour
B. 90 minutes
C. 2 hours
D. 3 hours
E. 4 hours
F. More

Team talk

During referral and initial visits….

* What are the benefits to the family?
* What do they gain from these interactions with your staff and team?
* What do they need at this step of the journey to be an “active participant”?

Conversation starter (p.60)

- What worked/what didn’t work?
- What did you like/what didn’t you like?
- Does your team’s first contact with the family include any of the topics covered in the example?
- What can your team improve?

Share a conversation example

* How does your team share the purpose of early intervention with newly referred families?

Reflection Question

Think about your evaluation/assessment process and practice. How does it compare to Damien and Rachel's parents experiences? (pgs. 73-74)

A. A lot like Damien's
B. Somewhat like Damien's
C. Not at all like Damien's
D. A lot like Rachel's
E. Somewhat like Rachel's
F. Not at all like Rachel's

Evaluation/assessment

- Conventional assessment/evaluation does have its place
  - To distinguish typical from atypical development
  - For eligibility criteria
  - Establish labels/name conditions….

- But it is not helpful for writing useful and meaningful outcomes or strategies and activities to achieve those outcomes

Hmmm…

Think now about the foundational pillars.

Why do you suppose the family's experience with Rachel was more positive?

Assessment

Derived from a Latin word meaning …

To sit beside and get to know.

- Assessment yields functional and contextually relevant information about the child's strengths and needs
- It is more culturally sensitive and individually focused
- Research shows that it yields more valid assessment results

Functional:

- useful, serves a purpose;
- a thing that depends on and varies with something else;
- to perform something or enjoy

Authentic:

- Genuine; what it really, truly represents
- What is believable, reliable, trustworthy

How is it done?

- **Objective observation** of the child in normal circumstances and situations
- **Listening to caregiver** remarks, comments, concerns
- **Asking open-ended questions** of caregivers
- **Believing** caregivers
- **Recording** the objective observations
- Done multiple times and **should be a major part of every single home visit!**

Involving families and caregivers

More than asking questions, or going over questionnaires, checklists and developmental profiles. It is…

- **Listening to the family/caregivers** story and hearing about engagement, independence, and social relationships within various day to day activities
- Asking **parent or caregivers to show or describe**
- **Observing how family** and caregivers, talk to play with/get the child to do things (engage)
- **Setting up play or activity scenarios** based on family/child interests, concerns, enjoyment
- **Identifying needed adaptations** or supports

Focus on function

NOT JUST

- Know how to make eye contact, smile, or hug
- Know how to imitate a gesture when prompted
- Use finger in pointing motion
- Show a skill (stack blocks, push a button…)

BUT does he/she

- Initiate affection and respond to affection
- Watch what a peer does and copy into play
- Point to indicate what he wants
- Use the skill like making towers out of blocks and engaging others to knock down

Reflection Question

Which of the following best describes your team process for gathering assessment information about the child and family?

A. We use a structured interview (e.g., McWilliam's RBI).
B. Our team has developed a set of questions we all use.
C. We all do it our own way.
D. We just ask the question on the IFSP.
E. Something else.

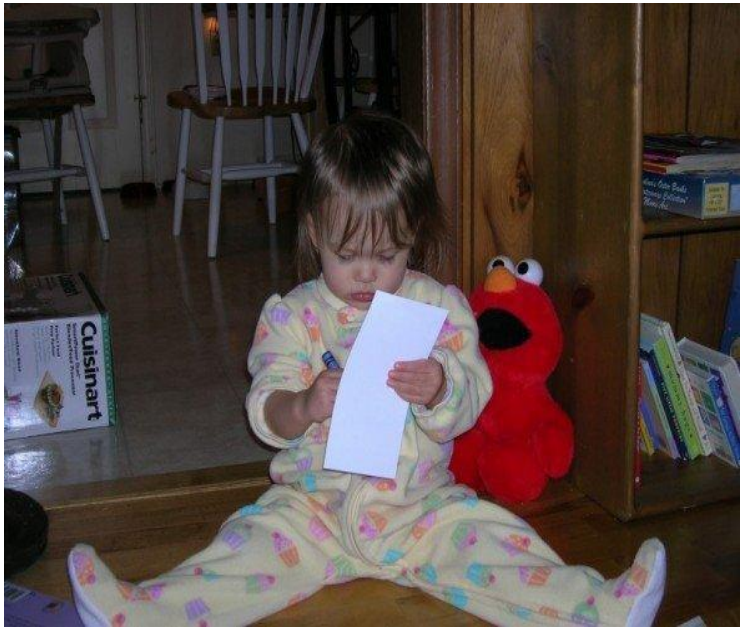
What should you have or know after evaluation and assessment?

Give It a Go Activity 5.5 (p. 89)

- Think of a child and a family for whom you have recently completed the evaluation and assessment process.
- List all the information you have that you think is important as you develop the IFSP.
  - About the child
  - About the family
  - About their community

Can't have functional outcomes without functional/authentic assessment

"A functional outcome, must by definition, come from a functional assessment. One cannot take a non-functional goal and turn it into a functional one by writing it differently." McWilliam (2010)



Last thoughts….

- What are the benefits to the family of evaluation and assessment?
- Do we get what we really need to move to the next step on the journey?

Next steps…

- Reflect with your team:
  - Talk about your answers to activities and the various checklists. How does your team do the suggested practices? Do you have enough time?
  - Discuss activity 6.2
  - As a team, bring two examples with good child, family, and community information you have gathered that can be used to craft a functional IFSP example
- Identify one thing that you would like to do or try in your early intervention work with families
- Prepare for the next session by reading chapter 6 (Developing an Individualized Family Service Plan)
- Have fun and be open to other team members' ideas, comments, and concerns as you practice relationship building!

Thanks for participating!

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