

EI/ECSE Standard 2
Component 2.3
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 2, Component 2.3:





After participating in this professional learning opportunity, participants will be able to:




- Describe strategies to engage families in identifying their strengths, priorities, and concerns
- Describe strategies to support families to achieve the goals they have for their family and their child's development and learning
- Describe strategies to promote family's competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes




Outline of Session Activities




Topic	Slides	Activity
Introduction/Objectives	1-4	
Families Are Where Children Learn	5	
Engaging Families in EI/ECSE	6	
Discussion: Barriers to Family Engagement	7	Discussion activity (slide 7)
Families as Partners	8	
Partnering with Families: IDEA	9	
Creating Partnerships with Families	10-11	
Partnering with Families: Assessment	12-13	
Strengths-Based and Family-Centered Evaluation Summaries	14	
Partnering with Families: IFSP & IEP Planning	15-18	Activity (Slide 17) Video (Slide 18)
Partnering with Families: Intervention	19	
Capacity-Building Coaching Strategies	20	
Family Centered Transition Practices	21-24	Activity (slide 23) Video (slide 24)
References and Resources	25-26	




Speaker Notes with Slides


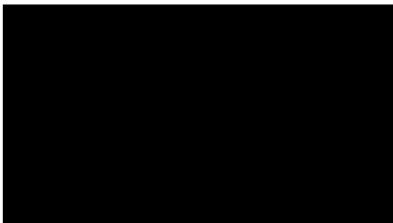


Slide 1	<p style="text-align: center;">Family-Centered Practices Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) 2.3</p> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpic.org</p>	
Slide 2	<p style="text-align: center;">Standard 2</p> <p>Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.</p> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpic.org</p>	
Slide 3	<p style="text-align: center;">Component: 2.3</p> <ul style="list-style-type: none">• Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessments, individualized planning, intervention, instruction, and transition processes <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpic.org</p>	
Slide 4	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none">• Describe strategies to engage families in identifying their strengths, priorities, and concerns• Describe strategies to support families to achieve the goals they have for their family and their child's development and learning• Describe strategies to promote family's competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpic.org</p>	

<p>Slide 5</p>	<p style="text-align: center;">Families Are Where Children Learn</p> <ul style="list-style-type: none"> • Children grow and learn in the context of family • School and community are extended environments in which children continue to practice and expand their emerging knowledge • Adult experiences in larger systems impact child learning and development in an ongoing cycle (e.g., adult well-being, employment, health, education) <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpic.org</p>	<p>Bronfenbrenner, U. (1961). Toward a theoretical model for the analysis of parent–child relationships in a social context. Children grow and learn in the context of family, which is nested in multiple bi-directionally interacting systems (e.g., Bronfenbrenner)</p> <p>School and community are extended environments in which children continue to practice and expand their emerging knowledge, and skills as home and school experiences continually impact each other</p> <p>Adult experiences in larger systems impact child learning and development in an ongoing cycle (e.g., adult well-being, employment, health, education)</p>
<p>Slide 6</p>	<p style="text-align: center;">Engaging Families in EI/ECSE</p> <ul style="list-style-type: none"> • Family engagement is mandated through IDEA • Effective family engagement is central to the effectiveness of early childhood special education programming <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpic.org</p>	<p>National Early Childhood Technical Assistance Center, 2008</p>
<p>Slide 7</p>	<p style="text-align: center;">Discussion: Barriers to Family Engagement</p> <ul style="list-style-type: none"> • When families feel disconnected from systems of service provision, they are less likely to participate, and child outcomes are negatively impacted • What might make families feel alienated or disconnected from EI/ECSE services, based on your experiences? <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpic.org</p>	<p>[Question includes Part B and Part C services – based on participant experiences]</p> <p>Support discussion that families may feel like they and their children are being judged – they may have had other interactions with professionals that have questioned the value of their parenting – often based heavily on assumptions about culture. Families may feel overwhelmed and confused about the intricacies of the</p>

		<p>evaluation, planning and intervention processes.</p> <p>Families may feel excluded or on the outside when IFSP or IEP meetings are done without taking clear steps to including them as decision makers.</p> <p>Discuss language barriers or immigration status as barriers.</p> <p>Families of color less likely to engage in early intervention e.g., Steven A. Rosenberg, Cordelia C. Robinson, Evelyn F. Shaw and Misoo C. Ellison Pediatrics January 2013, 131 (1) 38-46; DOI: https://doi.org/10.1542/peds.2012-166</p>
<p>Slide 8</p>	<p style="text-align: center;">Families as Partners <small>(Turnbull, Turnbull et al., 2015 pp.161)</small></p> <p>Family-Professional Partnership:</p> <ul style="list-style-type: none"> • A relationship in which families and professionals agree to build on each other's expertise and resources for the purpose of making and implementing decisions that directly benefit children and their families <p style="text-align: center;"> <small>Early Childhood Program Center www.ecpc.org</small></p>	<p>Benefits also indirectly serve the larger community when IDEA is fully implemented to evaluate, provide appropriate education in LRE, ensuring 4 national policy goals: equal opportunity, independent living, full participation and economic self-sufficiency</p>
<p>Slide 9</p>	<p style="text-align: center;">Partnering with Families: IDEA</p> <ul style="list-style-type: none"> • Parent participation is required to complete nondiscriminatory assessment, create an IFSP or IEP plan and transition plan • Parents have the right to access educational records • Hold the right to serve on state and local special education advisory committees <p style="text-align: center;"> <small>Early Childhood Program Center www.ecpc.org</small></p>	<p>Parents know their child best</p> <p>Initiate discussion on the roles of the parent during assessment, IFSP / IEP process and during transition</p>
<p>Slide 10</p>	<p style="text-align: center;">Creating Partnerships with Families <small>(adapted from Turnbull, Turnbull et al., 2015)</small></p> <ul style="list-style-type: none"> • Trust: families have the information they need, ensure confidentiality, and ensure permission to disagree with providers • Communication: Families share their stories, dreams, priorities; information is shared without jargon at every step • Respect: meetings scheduled when convenient to families, family perspective is invited and honored at every step <p style="text-align: center;"> <small>Early Childhood Program Center www.ecpc.org</small></p>	<p>Trust: families have the information they need, confidentiality is ensured, and they feel they have permission to disagree with providers</p> <p>Communication: Space is created for families to share their stories, dreams, and priorities, and information is shared without jargon at every step</p>

		<p>Respect: meetings are scheduled when it is convenient to families, family perspective is invited and honored at every step</p>
<p>Slide 11</p>	<p style="text-align: center;">Creating Partnerships with Families <small>(adapted from Turnbull, Turnbull et al., 2015)</small></p> <ul style="list-style-type: none"> • Commitment: Noticing and responding to how families feel about information, creating a predictable supportive presence • Advocacy: Making sure families have the choice of who can attend evaluation and planning meetings. Practitioners act as an advocate for families and scaffold their advocacy for their children <p style="text-align: center;"> <small>Early Childhood Personnel Center www.ecpic.org</small></p>	<p>Advocacy: Facilitator can address how families are notified by EI/ECSE <u>PRIOR</u> to evaluation and planning meetings, enabling families to have a choice on who they want to invite, to these meeting with them.</p>
<p>Slide 12</p>	<p style="text-align: center;">Partnering with Families: Assessment</p> <ul style="list-style-type: none"> • Families share their stories • Express preferences, priorities, expectations for their child, and describe their child's strengths and needs • Collaborate with professionals to contribute to or administer assessment procedures within authentic contexts and interactions • Hold role of the decision-maker at all points along the continuum of services <p style="text-align: center;"> <small>Early Childhood Personnel Center www.ecpic.org</small></p>	
<p>Slide 13</p>	<p style="text-align: center;">Partnering with Families: Assessment</p> <ul style="list-style-type: none"> • Service providers equal partners, families' experts on their child(ren) and family • Recommendations align with family concerns and priorities • Maintain confidentiality and educate parents on their rights within the system <ul style="list-style-type: none"> • Family Educational Rights and Privacy Act (FERPA) • Use jargon-free and effective communication <p style="text-align: center;"> <small>Early Childhood Personnel Center www.ecpic.org</small></p>	<p>Facilitator can use the link to access in-depth information about family centered practices</p> <p>https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</p> <p>See: Bezdek, J., Summers, J. A., & Turnbull, A. (2010). Professionals' attitudes on partnering with families of children and youth with disabilities. <i>Education and Training in Autism and Developmental Disabilities, 45</i>(3), 356-365</p>

<p>Slide 14</p>	<p style="text-align: center;">Strengths-Based and Family-Centered Evaluation Summaries</p> <ul style="list-style-type: none"> • Presents the child as competent • Delays described from a standpoint of ability • Intervention presented as a means to promote optimal functioning and inclusion • Adapted for primary language and culture of family <hr style="width: 30%; margin: 10px auto;"/> <div style="text-align: center;">  </div>	<p>We expect all children – of all abilities – to be a fully-included member of their communities and culture, and best-practice assessment makes the barriers to being included visible</p> <p>Views the child as fundamentally competent (not flawed or broken)</p> <p>Delays are described from a standpoint of competence</p> <p>Intervention presented as a means to promote optimal functioning geared to quality-of-life outcomes, not to erase characteristics that are part of who they are</p> <p>Adapted for language and culture of family</p> <p>See: Towle, P., Farrell, A.F., Vitalone-Raccaro, N. <i>Early Intervention Evaluation Reports: Guidelines for Writing User-Friendly and Strength-Based Assessments. Zero to Three, 2008</i></p>
<p>Slide 15</p>	<p style="text-align: center;">Partnering With Families: IFSP and IEP Planning</p> <ul style="list-style-type: none"> • Making sense of multiple sources of assessment and recommendations from a range of service providers can be overwhelming to families and challenging for professionals • During the assessment and planning period, service providers can engage in effective communication to create a unified plan about sharing results with families <hr style="width: 30%; margin: 10px auto;"/> <div style="text-align: center;">  </div>	
<p>Slide 16</p>	<p style="text-align: center;">Partnering With Families: IFSP and IEP Planning</p> <ul style="list-style-type: none"> • With families, deciding on which practitioner will take the lead role for interacting & communicating with families and supporting intervention strategies • Obtain consents from family to communicate across professions, keeping families in the center of all communications <hr style="width: 30%; margin: 10px auto;"/> <div style="text-align: center;">  </div>	<p>Defining roles – which provider will take the lead, and how will other providers support the plan? Might those roles change over time?</p> <p>Depending on the service model you are using, you may need to brainstorm as a team about the best way to keep the family central to how that services are being provided in a clear and integrated way.</p> <p>Exchanging information – obtaining consent to share information across Team</p>

		<p>membership as approved of by the family. Team members may want to create a contact list with email, phone/text information, preferred method of communication, and best times to contact for sharing out with each other and with the family after consent is obtained.</p>
<p>Slide 17</p>	<p style="text-align: center;">Video: When Concerns Arise</p> <ul style="list-style-type: none"> • Session 3: When Concerns Arise: Learning from Families' Experiences ECLKC (hhs.gov) • What kind of support may be needed for families right away, sometimes even before they learn about instructional strategies? What supports did families gain access to support in this video? • How will clear information, access to support, and other resources positively impact family well-being and positive changes in child development? <p style="text-align: center;"> Early Childhood Personnel Center www.ecpcc.org</p>	<p>What kind of supports may be needed for families right away, sometimes even before the learn how to use intervention strategies? What supports from professionals did you note being provided or discussed in this video? How will clear information, access to support and other resources positively impact family well-being and positive changes in child development?</p> <p>https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest-multimedia-training-library/session-3-when-concerns-arise-learning-families-experiences https://view.vzaar.com/5598910/player?apiOn=true&GAOn=true</p>
<p>Slide 18</p>	<p style="text-align: center;">Video: When Concerns Arise: Learning from Families' Experiences</p> <div style="text-align: center;">  </div> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpcc.org</p>	<p>https://view.vzaar.com/5598910/player?apiOn=true&GAOn=true</p>
<p>Slide 19</p>	<p style="text-align: center;">Partnering With Families: Intervention</p> <ul style="list-style-type: none"> • When practitioners support relationships within family routines, practitioners build family capacity to engage in positive reciprocal interactions and individualized intervention strategies • Effective EI/ECSE practice is triadic – sharing information with families using a capacity-building approach so that they, in turn, can effectively use strategies with their child and understand how to support the use of those strategies by teachers in early care environments • Do not often work with a child in the absence of caregiving adults <p style="text-align: center;"> Early Childhood Personnel Center www.ecpcc.org</p>	<p>Service provider as the “consultant” to the parent/caregiver</p> <p>parent as the “teacher” to the child</p>

Capacity-Building Coaching Strategies

(Lorio, Romano et al., 2020)

- Joint planning
- Information sharing
- Observation
- Direct teaching
- Demonstration and modeling
- Caregiver practice with feedback
- Problem solving
- Reflection



Joint planning: Conversation between practitioner and adult caregivers/teachers to discuss how learned strategies can be embedded into activities or routines during or between intervention sessions.

Information sharing: Practitioner and the caregiver share comments and questions with each other related to early intervention as well as child/family outcomes, concerns, and priorities

Observation: Practitioner observes the caregiver without providing any suggestions or feedback.

Direct teaching: Practitioner provides the caregiver with new information and explicit explanations of intervention strategies, child development, and how/why to embed specific strategies. Information is presented verbally or through print and/or video.




Demonstration and modeling: Practitioner models intervention strategies for the caregiver - provides simultaneous narration to support the caregiver's understanding.




Practice: The caregiver practices using intervention strategies with the child and receives guidance and feedback from the practitioner. Practice may include recommendations and suggestions from the practitioner (guided practice) or opportunities for independence with feedback provided after the practice opportunity (caregiver practice).

Feedback: Practitioner offers feedback related to caregiver's intervention strategy use or the child's response.

Problem solving: Practitioner and caregiver identify problems and discuss how to improve interactions, caregiver strategy use, and child responses by identifying changes that could be made in future practice opportunities.

Reflection: Practitioner and caregiver evaluate what went well or what was challenging

		<p>focusing on thoughts or feelings related to the intervention and child progress.</p> <p>Lorio, Ciera M. PhD, CCC-SLP; Romano, Mollie PhD, CCC-SLP; Woods, Juliann J. PhD, CCC-SLP; Brown, Jennifer PhD, CCC-SLP A Review of Problem Solving and Reflection as Caregiver Coaching Strategies in Early Intervention, Infants & Young Children: January/March 2020 - Volume 33 - Issue 1 - p 35-70 doi: 10.1097/IYC.0000000000000156</p>
<p>Slide 21</p>	<p style="text-align: center;">Family-Centered Transition Practices</p> <ul style="list-style-type: none"> • Family-centered approach/involvement in planning that promotes continuity of experiences • Providing clear, understandable, and accurate information • Foster relationships • Ongoing family support over time <hr style="border: 0.5px solid blue;"/> <div style="text-align: center;">  <p style="font-size: 8px;">Early Childhood Program Center www.ecpc.org</p> </div>	<p>Transitions occur at multiple points from 0-8. Discuss transition from Hospital to Home, Horizontal Transitions such as from child care to public school program and back to child care, Transition at Age 3, Preschool to Kindergarten, etc.</p> <p>Other transitions to discuss as possible areas of support: change in family structure (new sibling, divorce); new provider/teacher, etc.</p>
<p>Slide 22</p>	<p style="text-align: center;">Family-Centered Transition Practices</p> <ul style="list-style-type: none"> • Relationship-building: connection of families with new systems • Provide families with information about rights and responsibilities to make informed choices • Families choose who they want to invite to IEP • Include explicit steps for family members as they exit programs and prepare for the next steps <hr style="border: 0.5px solid blue;"/> <div style="text-align: center;">  <p style="font-size: 8px;">Early Childhood Program Center www.ecpc.org</p> </div>	<p>Discussion as to why Family Centered Transition Practices are important</p>
<p>Slide 23</p>	<p style="text-align: center;">Activity</p> <p>Video 2.2: The family's viewpoint - Connect Modules (dec-sped.org)</p> <ul style="list-style-type: none"> • Watch this video and take note of the things this mother brings forward as she considers the transition of her daughter from Part C home-based services to Part B preschool services • What are their hopes for their child's transition? • What are the things she is hoping the preschool staff will understand? • How would you use a capacity-building approach to making sure this transition goes smoothly? <hr style="border: 0.5px solid blue;"/> <div style="text-align: center;">  <p style="font-size: 8px;">Early Childhood Program Center www.ecpc.org</p> </div>	<p>https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-2-2/</p>

<p>Slide 24</p>	<p style="text-align: center;">Video: The Family's Viewpoint</p>  <p style="text-align: center;">CONNECT Modules The Center to Mobilize Early Childhood Knowledge</p> 	<p>https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-2-2/</p>
<p>Slide 25</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Turnbull, A., Turnbull, R., Erwin, E.J., Soodak, L.C., Shogren, K.A. (2015) <i>Families, Professionals and Exceptionality: Positive Outcomes Through Partnerships and Trust</i>; Pearson • Rosenberg, S. A., & Smith, E. G. (2008). Rates of Part C eligibility for young children investigated by child welfare. <i>Topics in Early Childhood Special Education, 28</i>(2), 68-74. 	<p>https://journals.sagepub.com/doi/pdf/10.1177/0271121408320348</p> <p>https://connectmodules.dec-sped.org/connect-modules/learners/module-4/</p>
<p>Slide 26</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Lorio, C. M., Romano, M., Woods, J.J., & Brown, J. A. (2020). Review of Problem Solving and Reflection as Caregiver Coaching Strategies in Early Intervention, <i>Infants & Young Children</i>: Vol. 33 (1); pp. 35-70. • The Center to Mobilize Early Childhood Knowledge (CONNECT) and the Division for Early Childhood (DEC) Modules: Module 4 – Family-Professional Partnerships • Video 2.2: Transition: The family's viewpoint Connect Modules (dec-sped.org) 	<p>https://connectmodules.dec-sped.org/connect-modules/learners/module-4/step-3/a-definition/</p> <p>https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-2-2/</p> <p>https://journals.lww.com/iycjournal/Fulltext/2020/01000/A_Review_of_Problem_Solving_and_Reflection_as.4.aspx</p> <p>https://connectmodules.dec-sped.org/connect-modules/learners/module-4/step-3/a-definition/</p> <p>https://connectmodules.dec-sped.org/connect-modules/learners/module-4/</p> <p>https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-2-2/</p>