# CFC Service Coordinator Trainer Forum



Building Partnerships as we Prepare and Support Service Coordinators

February 21, 2019

https://illinoisbusiness.zoom.us/j/741186583

Telephone if needed: (646) 876 9923

Meeting ID: 741 186 583

# Zoom Basics . . .

Meeting Topic: Sarah Nichols' Zoom Meeting

Sarah Nichols Host:

Invitation URL: https://zoom.us/j/117184223

Copy URL

Participant ID: 41











Invite Others



Start Video











Chat











# Hello my name is

and I am from...

...and my role is...

# Agenda

- I. Introductions
- II. Updates
- III. Your Priorities...
- IV. Teaming and Collaboration within Child Outcomes
- V. Resources
- VI. Future Meetings, Activities, & Priorities



# CFC SC Trainer Forum Bulletin Highlights

# National SC CoP within the Division for Early Childhood (DEC):

https://www.dec-sped.org/servicecoordinationcop

**CoP Participant Evaluation** – Coming Soon!

## **CFC Conferences**

Wednesday, May 1, 2019 at Moraine Valley Community College in Palos Hills, IL Friday, May 10, 2019 at Keller Convention Center in Effingham, IL

# **IL SC Stakeholder Survey**

SC Knowledge & Skills
Professional Growth/Satisfaction

# National <u>SC Leadership</u> Institute Updates

Service
Coordination
Knowledge &
Skills

Professionalize
Service
Coordination
(give it an identity)

Working together to empower and support service coordinators across the nation!

# Cross Disciplinary Competencies

 Collaboration and Coordination

Family-Centered Practice

 Interventions as Informed by Evidence

Professionalism and Ethics

### Participating National Organizations



### Council for Exceptional Children

In 1922 the founders of CEC embraced professional standards and ethics for the field of special education. As the recognized leader for special education professional standards, CEC develops standards, ethics and practices and guidelines to assure that individuals with exceptionalities have well-prepared, career-oriented special educators.



# The Division for Early Childhood of the Council for Exceptional Children – Recommended Practices

DEC Recommended Practices are a DEC initiative that bridges the gap between research and practice, offering guidance to parents and professionals who work with young children who have or are at risk for developmental delays or disabilities. The Recommended Practices were first developed by DEC in 1991 to provide guidance to the relatively new field of Early Intervention/Early Childhood Special Education. In the late 1990s, work was undertaken to revise the initial set of practices and establish the evidence base for the practices through an extensive review of the literature. Through recent collaborative work with the Early Childhood Technical Assistance Center (ECTA), the practices have been revised and updated, and a new set of DEC Recommended Practices is now available.



# The National Association for the Education of Young Children (NAEYC) – Position Statements

NAEYC Position Statements state the Association's position on issues related to early childhood education practice, policy, and/or professional development for which there are controversial or critical opinions. Position statements are developed through a consensus-building approach. Learn more about how NAEYC position statements are developed.



### Zero to Three - Public Policy

The ZERO TO THREE Policy Center is a nonpartisan, research-based resource for federal and state policymakers and advocates on the unique developmental needs of infants and toddlers. The Policy Center brings to bear ZERO TO THREE's more than 30 years of research-based expertise on infant and toddler development to ensure that public policies reflect best practices and current research in support of our nation's very young children.



### American Physical Therapy Association (APTA) - Policies & Bylaws

This page contains APTA bylaws, positions, standards, guidelines, policies, and procedures, as passed by APTA's House of Delegates and Board of Directors.



## American Occupational Therapy Association (AOTA) Advocacy & Policy

This page provides a list of types of AOTA Official Documents including position papers, standards, statements and societal statements. The official documents are approved by the Representative Assembly for the use of the Association and its membership to guide practice. In addition, AOTA offers a series of evidence based tools and resources based on systematic reviews conducted by content experts.



## American Speech-Language-Hearing Association - Standards Compliance

The mission of the CAA is to promote excellence in graduate education in the discipline of communication sciences and disorders for the professions of audiology and speech-language pathology through a peer review process of establishing and promulgating accreditation standards that encourage continuous quality improvement. Academic programs that are accredited by the CAA are to be commended for their work in preparing students/future graduates for the provision of highest quality services in audiology and speech-language pathology.

What are your...

Priorities?
Needs?
Strengths?



# Teaming & Collaboration within Child Outcomes



- What are the challenges service coordinators need support with?
- How do you currently support them with these challenges?

# Teaming & Collaboration for Child Outcomes

## Integrating Child and Family Outcomes into the Individualized Family Service Plan (IFSP) Process \*

### Identification and Referral

- Receive referral
- · Collect information on referral form including reason(s) for referral and results of screening or assessment, if applicable
- Establish child record
- Gather family's concerns and general information about child following procedures dictated by service delivery model (dedicated versus integrated service coordinator)
- Use child and family outcomes as organizing framework for first conversations with family
- Discuss reasons for referral. triggering probes for child functioning and family needs and priorities in the child and family outcome areas
- Provide general information about program
- Share program brochure describing vision of program and information about child and family outcomes
- Determine family's interest in accessing program services and scheduling initial visit

\*The purpose of this chart is to assist states in integrating outcomes into the IFSP process through the use of evidence-based practices but it does not include all federal statutory and regulatory requires related to the IFSP process.

Text in red font indicates information related to the inclusion of the global child and family outcomes measurement; black font indicates IFSP steps leading to the development and implementation of individual child and family IFSP outcomes.

# **Assessment**

Schedule initial visit with family (confirm in writing)

Determine need to conduct screening

to be measured

information forms

evaluated and assessed

Provide and explain rights:

activities of child and family

determine evaluation team

assessment

Provide prior notice for evaluation

· Gather information about child and family,

incorporating child and family outcomes

Use information gathered at intake to help

functioning through naturalistic observation

Explain voluntary nature of a family-directed

interview and assessment tool to gather:

family outcomes as a framework

addressing priorities and concerns

For families who elect to participate, include an

· information about family concerns and priorities

for their child and family using the child and

information about family resources to assist in

Use outcomes framework to think about child's

functioning, discussing everyday routines and

Gather and document information about the child's

Determine need for surrogate parent and/or

Acknowledge referral in writing with referral

Conduct screening, if appropriate; provide prior

written notice/rights and obtain parental consent

Explain program in detail, communicating purpose

of program as well as child and family outcomes

Determine with family if they wish to have child

Obtain written parent consent for evaluation /

assessment of child and request / release of

### 45 days

### **Child Evaluation and Functional Assessment**

## Request existing developmental and medical

- · Determine if child is automatically eligible (diagnosed condition)
- Determine necessary evaluation and status and unique needs in each
- Ensure sharing, continuity of information gathering, and coverage of 3 child outcomes
- assessment team
- team and family at place and time convenient
- preparation for evaluation/ assessment

### Team, including family, conducts evaluation and assessment, determines eligibility, and provides parental prior notice/rights on eligibility decision

- should guide IFSP development
- Embed functional authentic assessment into conversations with families
- Probe for functioning in daily routines
- Probe for functional information on PLODs by domain
- natural environment
- outcomes through narrative (and COS culminating statements)

### **IFSP Development**

### Provide family with parental prior written notice/ rights for initial IFSP meeting and prepare family for meeting

### IFSP team, including family, service coordinator and other providers meets to develop IFSP including:

- · Review parents' priorities and concerns
- · Summarize present levels of development functionally
- Describe how child uses skills in the 3 child outcomes
- Based on all information already gathered, review COS culminating statements which correlate with ratings
- Describe family concerns. resources and priorities according to the family outcomes
- Establish functional and measurable individual child & family outcomes
- · Identify strategies
- Identify necessary services and timelines to begin

Provide prior written notice/ rights for IFSP services: obtain parental consent for IFSP services (signing IFSP)

Implement timely services for which parental consent was provided

### Service Delivery and Transition

### Ensure that service providers implement timely IFSP services

- Monitor child and family progress using the outcomes as a framework and update plans for service provision
- Coordinate ongoing service provision and ensure timely IFSP reviews /annual IFSP meeting to modify IFSP (including notice/rights)
- Provide parental prior written notice/rights and coordinate timely transition conference
- Coordinate developing transition plan with steps and services
- Ensure LEA and SEA notification
- Obtain consent for release of information to LEA or appropriate entity
- Ensure implementation of transition plan for smooth transition
- Complete family outcomes survey according to state procedure
- Provide transition follow-up
- Provide prior written notice/ rights to discontinue services
- Complete exit COS
- · Close child record

# Intake and Family

information with parental consent

- assessment to identify child's developmental developmental area
- Determine composition of evaluation and
- Schedule evaluation and assessment with
- · Provide parental prior written notice/rights
- · Prepare family and coordinate team

- Build upon intake information
- Probe for functioning in 3 child outcomes
- · Facilitate and document observation of child in
- Document the child's functioning in 3 child

# The Child Outcomes Summary Teaming and Collaboration and Its Purpose

The COS-TC is a **checklist** that serves as a mechanism for those who implement, supervise, or train on the COS process to identify, observe, and assess quality team collaboration practices in COS implementation.





In this section, providers will find information about quality practices related to preparing for the Child Outcomes Summary (COS) meeting with families.

Go to I: Planning COS



In this section, providers can learn about quality practices for explaining the COS process to families. Explaining the COS process can be part of earlier interactions with families, and can be short or long depending on the COS decision-making process.

Go to II: Explaining COS



III. Discuss Child Functioning

This section describes quality practices for understanding and discussing child functioning relative to each outcome. The length of the discussion about the child's functioning relative to each outcome may vary depending upon the information discussed during earlier interactions with the family, the child's age, and the consistency of the child's functioning in an outcome area.

Go to III: Discussing Child Functioning



In this section, providers can explore quality practices related to identifying and building consensus for a highquality COS rating.

Go to IV: Identifying Ratings



The section of the COS-TC Quality Practice checklist is a list of general interactive practices associated with quality teaming and decision-making. These quality practices are not specific to the COS process.

Go to V: Interactice Practices

# COS-TC Resource Collection

# Checklist and Descriptions

- Full set of checklists
- Descriptions and other information about each quality practice
- Examples of team discussion points related to each practice

# **Online Practice Site**

- Extend learning by watching video clips of COS team meetings
- Practice using COS-TC Checklist to rate the providers in the videos use quality practices.

# Trainer's Guide & Presentation

- Contains training agendas and instructions for training activities
- Accompanying PowerPoint presentation provided

# **Video Library**

- Collection of videos to be used for training purposes
- Closed captioning provided

# COS-TC Checklist

# III. Understanding Child Functioning

4.	Quality Practices Outcom					ıtcom	e 2	Oı	tcom	e 3
ot in	o' indicates that the practice is not observed; 'partly' indicates that the practice is served some of the time or that some, but not all, of the practice is observed; 'yes' dicates the practice is fully observed most or all of the time. Practices are rated for each									
	tcome area.	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
	Team members discuss the full <b>breadth of each outcome</b> (i.e., across the range of functioning pertinent to each outcome).									
2.	Providers invite the <b>family to share information</b> about their child's functioning for each outcome area.									
3.	Team members discuss the child's current functioning in each outcome area.									
4.	Team members discuss <b>information from multiple sources</b> (e.g., family input, other observations, assessments, progress monitoring, child care providers, specialists, neighbors) for each outcome.									
5.	Team members discuss the child's functioning across settings and situations.									
6.	Team members discuss the child's functioning for each outcome in sufficient <b>depth</b> to describe how the child uses skills in meaningful ways.									
7.	Team members focus on the child's <b>functional use of skills</b> versus discrete skills.									
8.	Team members discuss skills the child has and has not yet mastered.									
9.	Team members discuss how the child's current use of skills relates to age-expected development (AE-IF-F).									

Notes			

# Trainer's Guide

	to explore further. Encourage participants to identify what they will do. Share some with the larger group. (slide 26)
2:55-3:00	Wrap up by summarizing key learning points. (slides 26–28)

### Suggestions for Using Video Clips in Training

- The COS-TC video clips were developed as training examples to offer practitioners opportunities
  to observe and reflect on real-world practices used with families during the COS processes.
  When using these videos as part of a training, allow approximately 5-10 minutes for the
  participants to watch each video. Then, allow roughly 20 minutes for them to rate and assess
  the COS-TC Quality Practices using the Checklist and Descriptions, applying ratings of no, partly,
  or ves.
- Participants can use the notes section of the Checklist and Descriptions to write examples of
  each quality practice observed, questions about missed opportunities, or other questions or
  comments about what was observed.
- The Video Guides: Teaching and Learning Points (see Appendix B of this Guide) are designed to demonstrate and encourage discussion around quality practices and missed opportunities in actual COS meetings.

**NOTE:** When using the videos, please inform participants that they are provided for shared learning. The providers and families agreed to share their experiences for the purpose of advancing understanding and application of COS-TC Quality Practices. Extra care should be taken not to evaluate parents or engage in unconstructive conversations about providers' actions.

### Interactive Practices Video Discussion Points

When observing for quality interactive practices (Section V of the COS-TC Quality Practices Checklist and Descriptions), it may be helpful to show the same clip again to allow participants to carefully observe the interactive practices. Use the following discussion points to guide the group in reflecting on what was seen. Encourage participants to share thoughts with a partner or as part of a discussion group online.

- · Review each interactive practice and identify examples of those practices observed in the video.
- · Identify strengths of the team and their use of interactive practices in the video.
- Identify areas where the team could improve in their use of interactive practices in the video.
- Were there interactive practices that either facilitated or complicated the meeting?
- Were there interactive practices that were not needed during this specific meeting? Why or why not?

# Interactive Practices



In this section, you can view each video again to review the extent to which providers implemented quality interactive practices. Click "view" to watch the video and see the COS-TC Quality Practice Checklist and Descriptions for interactive practices. Review the extent to which the team implemented each quality interactive practice by marking yes, partly or no on the interactive practices checklist. Yes indicates the practice was fully observed most or all of the time; Partly indicates that the practice was observed some of the time or that some but not all of the practice was observed; and No indicates that the practice was not observed. After completing the checklist, click "view quality practice rating" to review completed ratings for each quality practice.

Note: To capture your notes within the interactive checklist, select the Print button or use your browser's Print command. Alternatively, you can select "Print to PDF" to save your notes as a file. You can also download and print the COS-TC Quality Practice Checklist and Descriptions and complete it using paper and pencil.

## Interactive Practices



Video Clip I.1: Planing for the COS Buddy

View



Video Clip II.1: Explaining the COS Process to Families -Alyssa

View



Video Clip II.2: Explaining the COS Process to Families-Braylon

View



Video Clip III.1: Understanding Child Functioning - Lucas Outcome 3

View

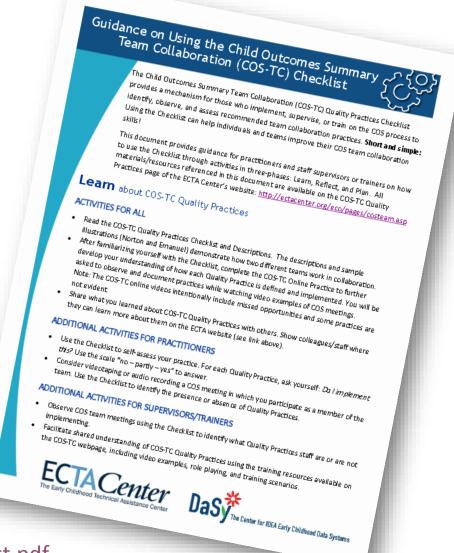
How should the resources in the collection

be used?

• Learn about COS-TC Quality Practices

Reflect on COS Teaming Practices

• Plan for Improving COS Teaming Practices



Google Custom Search

Search X

Improving Systems, Practices and Outcomes

Part C | Section 619 | Contacts | Topics A-Z | Events | Research & Reference | Publications | eNotes | For Families/Para Familias

System Framework | DEC Recommended Practices | Implementation Process | Implement & Scale Up EBP | SSIP | Outcomes Measurement

# Outcomes Measurement: Child Outcomes Summary Team Collaboration (COS-TC)

### Outcomes Measurement

Outcomes FAQ

Federal Requirements

Framework & Self-Assessment

### Child Outcomes Measurement

- Child Outcomes Summary Process
- ENHANCE: COS Research
- Framework & Self-Assessment
- Instrument Crosswalks
- State Approaches
- Online Publisher Conversion.
- Part C Child Outcomes Analyses
- Section 619 Child Outcomes Analyses

### Family Outcomes Measurement

- Framework & Self-Assessment
- State Approaches
- Part C Family Outcomes Analyses

# COS-TC

**Child Outcomes Summary Team Collaboration** 

# **Quality Practices**

The Child Outcomes Summary (COS) process requires strong team collaboration. Based upon an easy-to-use checklist, the COS Team Collaboration (COS-TC) Quality Practices materials can help those who implement, supervise, or train on the COS process promote the use of team collaboration practices.

Target audiences for the COS-TC Quality Practices materials are:

- 1. Providers/teams who are using the COS process to collect child outcomes data and who have completed the DaSy/ECTA COS Process Module: Collecting & Using Data to Improve Programs; and
- Trainers and other program staff who want ideas for planning and facilitating professional development on team collaboration in the COS process, and identifying program improvement opportunities

# http://ectacenter.org/eco/pages/costeam.asp

# <u>Division for Early Childhood (DEC)</u> Recommended Practices – TC Checklist

DEC Recommended Practices Topic Area: <b>TEAMING Communication for Te</b>					ee <b>DEC RPs:</b> TC1, 2, 3, 4.
This checklist includes examples of verbal a written communication skills for building tear relationships needed to work together effect gather/convey vital information for providing and supports for children and families.  The checklist indicators can be used by tear	and am ctively and g services m	member is taking interacti meeting to developed needed.	s to asses place dur ons (e.g., s, and ong op a plant	s whether qua ing all formal during intake, joing intervent for any improv	ality communication and informal team assessment, team tion interactions) and ements that may be
Practitioner:  Please indicate which of the practice characteristics you were able to use during team interactions:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can	Most of the Time (75-100%)	Notes
Choose the medium most appropriate for the purpose of the communication (email, text, memo, document, one-to-one, group meeting, etc.)					
Create a climate that will encourage dialogue, discussion, and creative problem-solving for decision-making					
3. Clearly state the purpose of the communication interaction (e.g., give information, raise awareness, discuss options, reach a decision)					
Use clear, concise, jargon-free language appropriate for all team members					

# Teaming & Collaboration for Child Outcomes Resource Links

- Integrating Child Outcomes in the IFSP Process: https://ectacenter.org/~pdfs/eco/IFSP-OutcomesFlowChart.pdf
- COS TC Quality Practices Getting Started: http://olms.cte.jhu.edu//olms2/COSTC
- Interactive Practice Guide: <u>http://olms.cte.jhu.edu//olms2/data/ck/sites/3960/files/COS-TC%20Checklist%20and%20Descriptions.pdf</u>
- COS TC Quality Practices Checklists & Descriptors: <u>http://ectacenter.org/eco/pages/costeam.asp</u>
- COS TC Trainers Guide: <a href="http://ectacenter.org/~pdfs/eco/COS-TC Trainers Guide March 2017.pdf">http://ectacenter.org/~pdfs/eco/COS-TC Trainers Guide March 2017.pdf</a>
- DEC RP TC Checklist: <a href="http://ectacenter.org/~pdfs/decrp/TC-2">http://ectacenter.org/~pdfs/decrp/TC-2</a>
   Communication Teaming Collaboration 2017.pdf

# Resources **YOU** can use!

- Illinois Service Coordination Systems of Support Gain a better understanding of all the system of support that are in place for service coordinators by visiting this link: <a href="https://blogs.illinois.edu/view/6039/114592#ILSCSupport">https://blogs.illinois.edu/view/6039/114592#ILSCSupport</a>
- Taking Care of You Are you stressed out? Have service coordinators that are stressed and looking for self-care strategies? Visit this link on the EITP SC Resource Page: <a href="https://blogs.illinois.edu/view/6039/114592#ILSCSupport">https://blogs.illinois.edu/view/6039/114592#ILSCSupport</a>
- Communication Tools Do you have service coordinators looking for strategies to effectively communicate and track their documentation with all the people they communicate with on a daily basis? Visit this link to see if any of these tools help: <a href="https://blogs.illinois.edu/view/6039/114592#a">https://blogs.illinois.edu/view/6039/114592#a</a> toc5

# 2019

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### Federal Holidays 2019

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Jan 1	New Year's Day	Jul 4	Independence Day	Nov 28	Thanksgiving Day	٦
Jan 21	Martin Luther King Day	Sep 2	Labor Day	Dec 25	Christmas Day	
Feb 18	Presidents' Day	Oct 14	Columbus Day			
May 27	Memorial Day	Nov 11	Veterans Day			

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# 2019 Quarterly Meetings

# Third Thursday 1x/Quarter

- 1. February 21, 2019
- 2. May 16, 2019
- 3. August 15, 2019
- 4. November 21, 2019

10-11:30am



# A Collaborative Effort



- ✓ EITP is available to answer questions & support CFC SC Trainers (contact Assistant EITP Director Maria Kastanis @ mkastani@illinois.edu)
- ✓ Visit CFC SC Trainer Forum Discussion Board:

http://cfcsctrainerforum.pbworks.com

CFC SC Trainer Forum Leaders Meeting
TBD



https://www.surveymonkey.com/r/CFCSCTrainerForumMeetings

# Next meeting at 10am

May 2019									
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# Thursday, May 16th 2019