

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
Host: Sarah Nichols
Invitation URL: <https://zoom.us/j/117184223>
[Copy URL](#)
Participant ID: 41



Join Audio
Computer Audio Connected



Share Screen



Invite Others

Check your audio



Select a Microphone

- ✓ Microphone Array (Realtek High Definition Audio)
Same as System

Select a Speaker

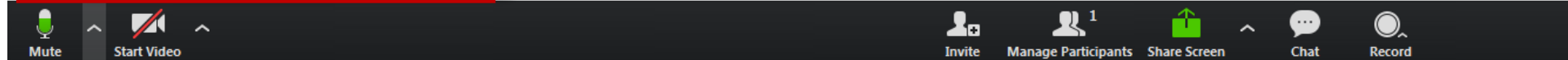
- ✓ Speakers / Headphones (Realtek High Definition Audio)
Same as System

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Audio Options...

Participants



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



Notetaker

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

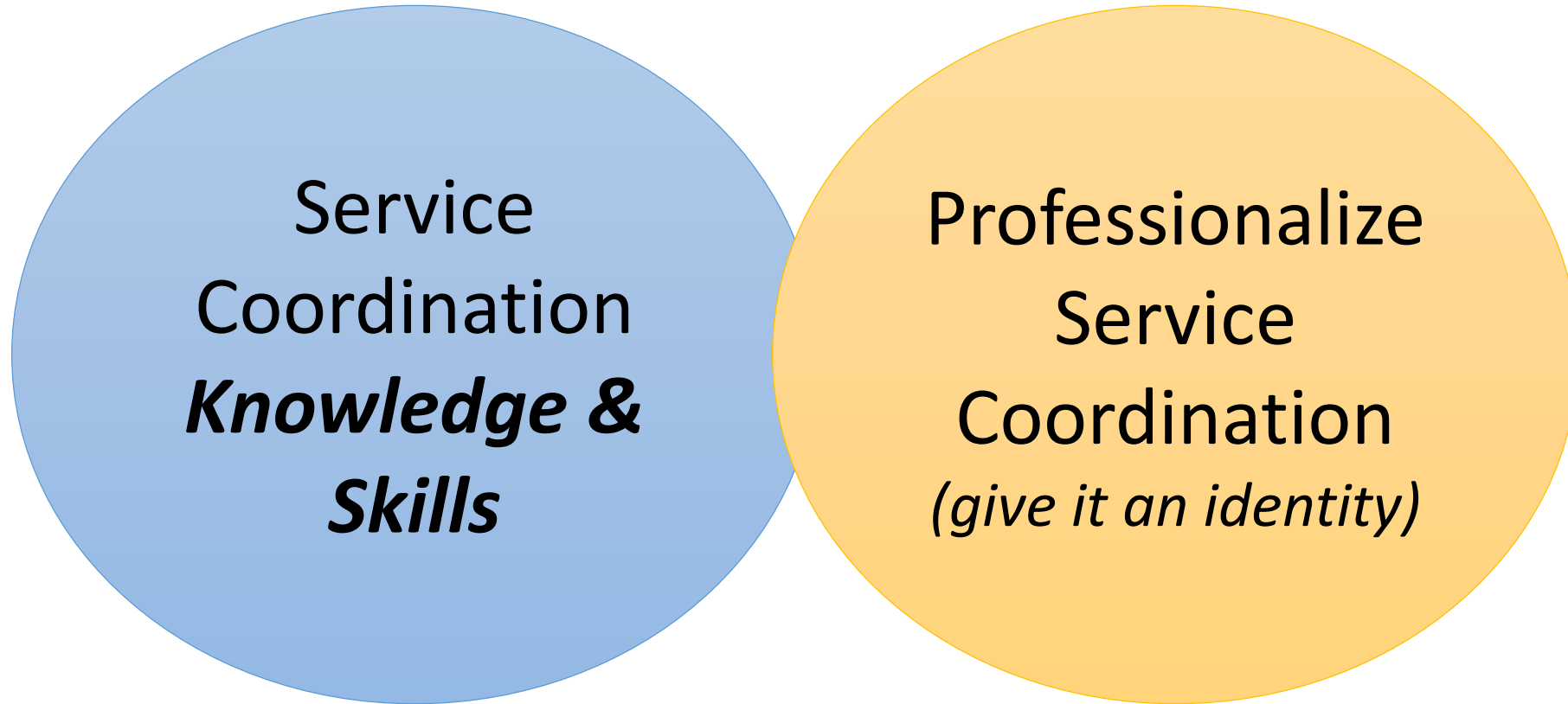
Friday, May 10, 2019 at Keller Convention Center in Effingham, IL

IL SC Stakeholder Survey

SC Knowledge & Skills

Professional Growth/Satisfaction

National SC Leadership Institute Updates



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?



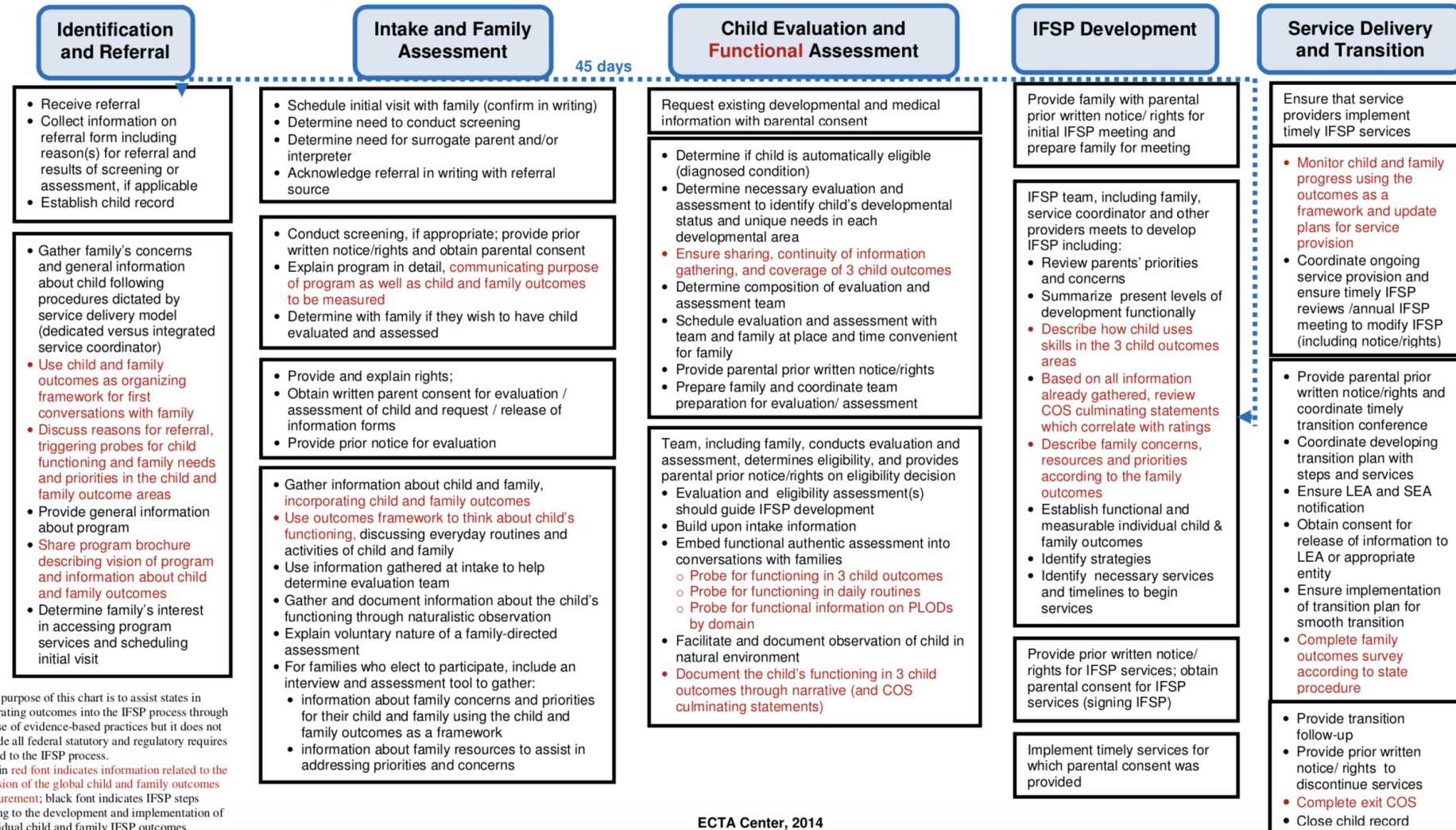
Teaming & Collaboration within Child Outcomes



- 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 *

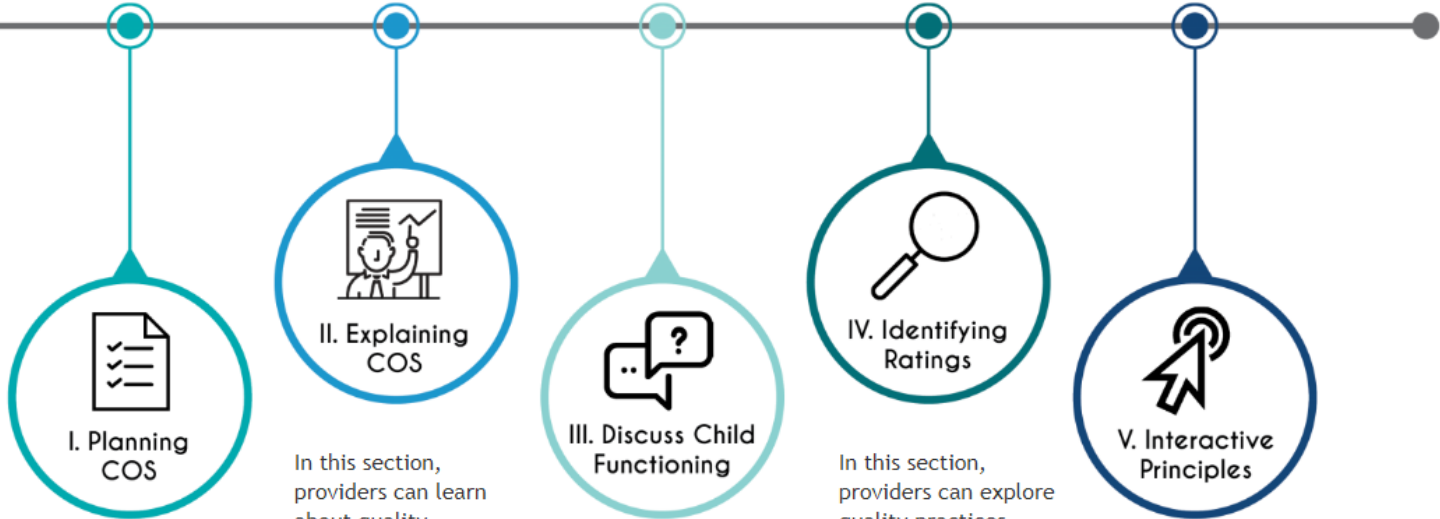


*The purpose of this chart is to assist states in integrating outcomes into the IFSP process through the use of evidence-based practices but it does not include all federal statutory and regulatory requirements related to the IFSP process.
Text in red font indicates information related to the inclusion 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.

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.





I. Planning COS

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](#)

II. Explaining 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](#)

IV. Identifying Ratings

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

[Go to IV: Identifying Ratings](#)

V. Interactive Principles

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: Interactive 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									
Quality Practices <i>'No' indicates that the practice is not observed; 'partly' indicates that the practice is observed some of the time or that some, but not all, of the practice is observed; 'yes' indicates the practice is fully observed most or all of the time. Practices are rated for each outcome area.</i>	Outcome 1			Outcome 2			Outcome 3		
	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
1. Team members discuss the full breadth of each outcome (i.e., across the range of functioning pertinent to each outcome).									
2. Providers invite the family to share information 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 information from multiple sources (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 depth to describe how the child uses skills in meaningful ways.									
7. Team members focus on the child's functional use of skills 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 **yes**.
- 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

Video Clip Activities

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](#)

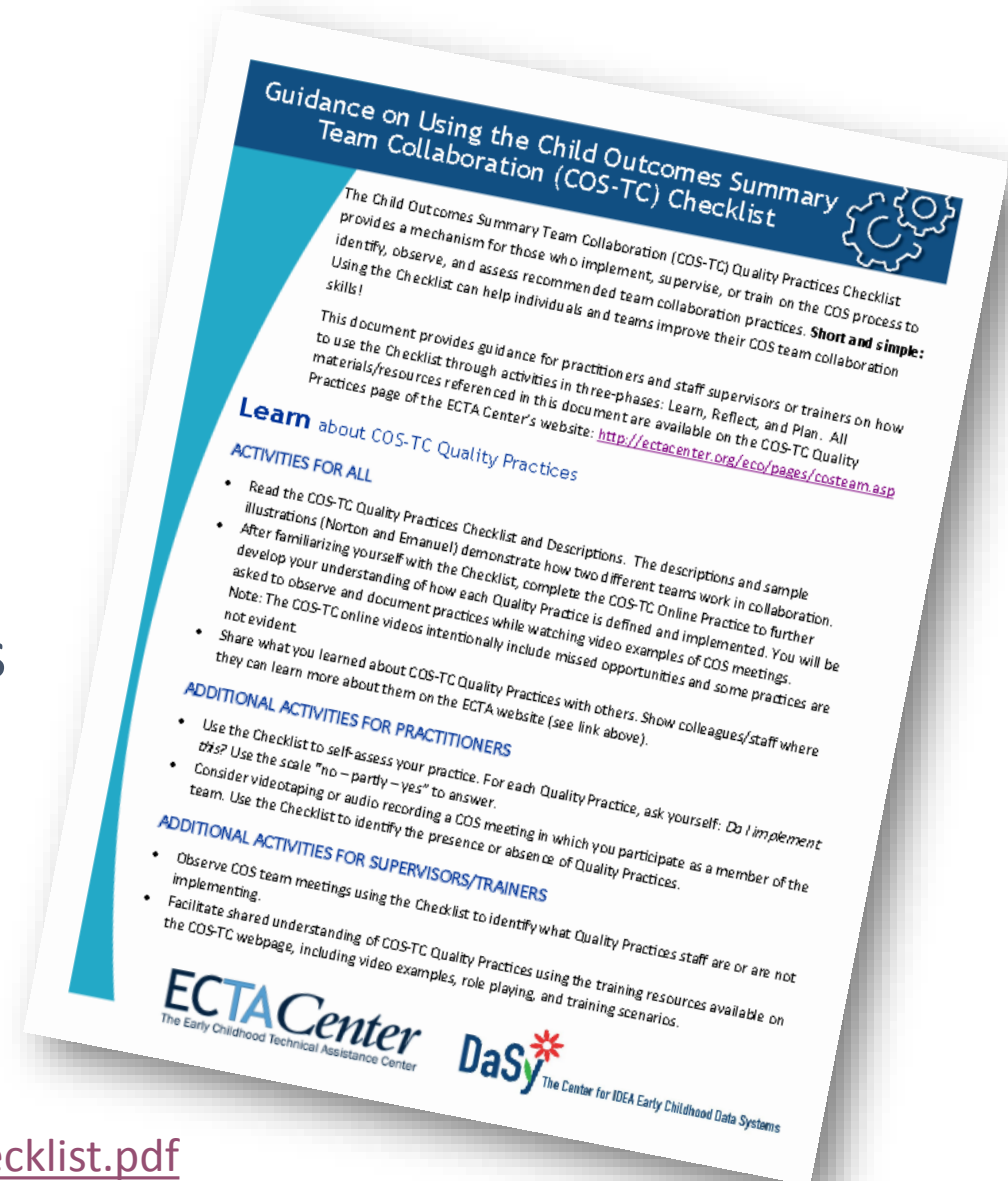


Video Clip III.1:
Understanding Child
Functioning - Lucas
Outcome 3

[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



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

Outcomes Measurement

- [Outcomes FAQ](#)

Federal Requirements

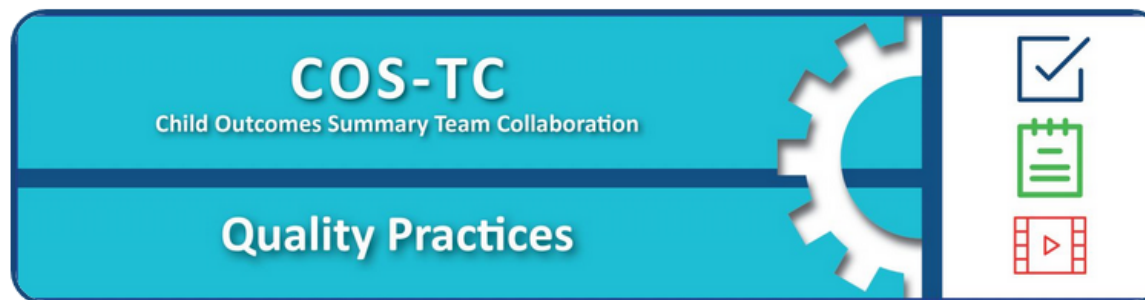
Framework & Self-Assessment

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](#)



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
2. 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

Division for Early Childhood (DEC) Recommended Practices – TC Checklist

DEC Recommended Practices Topic Area: **TEAMING & COLLABORATION** Checklist #2 of 3 See *DEC RPs*: TC1, 2, 3, 4, 5

Communication for Teaming and Collaboration Checklist

This checklist includes examples of verbal and written communication skills for building team relationships needed to work together effectively and gather/convey vital information for providing services and supports for children and families.

The checklist indicators can be used by team

members to assess whether quality communication is taking place during all formal and informal team interactions (e.g., during intake, assessment, team meetings, and ongoing intervention interactions) and to develop a plan for any improvements that may be needed.

Practitioner: _____ Date: _____

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 (50-75%)	Most of the Time (75-100%)	Notes
1. Choose the medium most appropriate for the purpose of the communication (email, text, memo, document, one-to-one, group meeting, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Create a climate that will encourage dialogue, discussion, and creative problem-solving for decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Clearly state the purpose of the communication interaction (e.g., give information, raise awareness, discuss options, reach a decision)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use clear, concise, jargon-free language appropriate for all team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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:
<http://olms.cte.jhu.edu//olms2/data/ck/sites/3960/files/COS-TC%20Checklist%20and%20Descriptions.pdf>
- COS – TC Quality Practices Checklists & Descriptors:
<http://ectacenter.org/eco/pages/costeam.asp>
- COS – TC Trainers Guide: [http://ectacenter.org/~pdfs/eco/COS-TC Trainers Guide March 2017.pdf](http://ectacenter.org/~pdfs/eco/COS-TC%20Trainers%20Guide%20March%202017.pdf)
- DEC RP – TC Checklist: [http://ectacenter.org/~pdfs/decrp/TC-2 Communication Teaming Collaboration 2017.pdf](http://ectacenter.org/~pdfs/decrp/TC-2%20Communication%20Teaming%20Collaboration%202017.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: <https://blogs.illinois.edu/view/6039/114592#ILSCSupport>
- **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: <https://blogs.illinois.edu/view/6039/114592#ILSCSupport>
- **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: https://blogs.illinois.edu/view/6039/114592#a_toc5

2019

2019 Quarterly Meetings

January						
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August						
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September						
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December						
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Third Thursday 1x/Quarter

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

10-11:30am

Federal Holidays 2019

Jan 1	New Year's Day	Jul 4	Independence Day	Nov 28	Thanksgiving Day
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		



18

19

AGENDA

REQUESTS?

1.

2.

3.

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						
S	M	T	W	T	F	S
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19	20	21	22	23	24	25
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Thursday, May 16th 2019