



Florida's Primary Service Provider Model: Key Role of Service Coordinators

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Therapists as Collaborative Team Members for Infants/Toddler Community Services

Acknowledgements

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Early Steps

Team Training Series

(Florida DOH, CMS)



Part C Settings / Communities of Practice

(NECTAC)



DEC: The Division for Early Childhood

The Division for Early Childhood



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Early Steps Service Delivery Policy and Guidance



<http://www.cms-kids.com/EarlyStepsPolicy.htm>

Instructions for Completing the Early Steps IFSP Form

http://www.cms-ids.com/EarlySteps/documents/IFSP_Instructions_web.pdf



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Session Objectives

- ◆ Define Florida's PSP model
- ◆ List the benefits of the model
- ◆ Learn how to identify the PSP
- ◆ Discuss the roles of team members
- ◆ Individualize the IFSP
- ◆ SHARE: The Service Coordinator's Role





Florida's PSP Model

- ◆ Primary purpose: To pool and integrate the expertise of team members so that more efficient and comprehensive assessment and intervention services may be provided.
- ◆ The PSP model requires a high degree of interaction and collaboration among team members.
- ◆ The PSP model focuses on collaborative consultation and coaching of families and caregivers to address jointly-developed, functional IFSP outcomes.



Early Steps: Florida's Part Program



The overall goal of the Early Steps system is to increase opportunities for infants and toddlers with disabilities to be integrated in their families and communities, and to learn, play, and interact with children without disabilities.



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Application Across the Country



Consistent with IDEA regulations

A recommended practice by the Division for Early Childhood (DEC)

States in which the model is used widespread:
Texas, Nevada, New Mexico, Colorado,
Michigan, & Washington



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Benefits of the PSP Model



- ◆ Children and families are supported more holistically
- ◆ Families and caregivers are empowered
- ◆ Families have fewer appointments and more time to be a “family”
- ◆ Families receive strong support from one person
- ◆ Provides every child and family with a cohesive, consistent team for evaluation, intervention, and ongoing assessment
- ◆ Development is not broken down into discrete domains
- ◆ Services are integrated and coordinated to support the child and family where they live, learn, and play





Who can be a Primary Service Provider?

- ◆ Infant Toddler Developmental Specialists
- ◆ Physical and Occupational Therapists
- ◆ Speech-Language Pathologists and Audiologists
- ◆ Nurses
- ◆ Nutritionists
- ◆ Psychologists and Social Workers
- ◆ Vision Specialists
- ◆ Hearing Specialists



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What does the PSP do?

- ◆ Support families as they prioritize their concerns and identify outcomes
- ◆ Evaluate and monitor child progress
- ◆ As a team, identify family routines and activities for embedded learning
- ◆ Provide services in the NE as outlined on the IFSP
- ◆ Coach caregivers on strategies to address desired outcomes within daily routines and activities
- ◆ Participate in joint visits with team members
- ◆ Discuss progress and program changes with the team
- ◆ Problem solve with family and team members
- ◆ **Communicate...Communicate...Communicate!!!**



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Supporting Roles of Team Members



- ◆ Support families as they prioritize their concerns and identify outcomes
- ◆ Evaluate and monitor child progress in his/her area of expertise
- ◆ Provide the PSP with strategies to address desired outcomes within family routines and activities
- ◆ Participate in joint visits with the PSP
- ◆ Problem solve with family and team members
- ◆ Follow-up with the PSP to discuss progress and program changes
- ◆ **Communicate...Communicate...Communicate!!!**



IFSP: Individualized Family Support Plan



Early Intervention services and **supports** are based on an **individualized plan** that considers a **family's** unique priorities, resources, concerns, and interests related to the child's development and the activities and settings in which the child and family spend their time.



Key Components of the PSP Model



- ◆ Transdisciplinary Teaming
- ◆ Outcome-Guided Service Decisions
- ◆ Functional Goals
- ◆ Routines-Based Intervention
- ◆ Triadic Intervention
- ◆ Coaching
- ◆ Communication
- ◆ Reflection



Transdisciplinary Teaming



- ◆ Multidisciplinary, Interdisciplinary, and Transdisciplinary...How are they different?
- ◆ Role release: team members put newly acquired techniques into practice under the direction of supporting team members
- ◆ Promoting role release on transdisciplinary teams





Outcome-Guided Service Decisions

When service decisions are based on developmental information from evaluation and assessment reports, the team is operating under a problem-centered framework.

When decisions are based on **family priorities and concerns**, the team is using an **outcome-guided** framework.



Make it functional!

Family's Priority: Communicate using words everyone understands.

Specific Outcome: JP will use 5 new words (supported with gestures when needed) to gain attention, express wants, or answer questions.

Routines / Learning Opportunities

WHO

WHERE

At music, computer and play time, encourage JP to imitate sounds, noises, words, and motor actions. Take turns with J.P. and encourage him to indicate his turn by saying "my."	Ms. Mary, Mom, & Kelly	Home and Childcare
While playing outside, JP will be asked to choose between bikes, ball, and favorite sand toys. Encourage him to indicate his turn verbally.	Dad, Ms. Mary, Friends, Derek, Anne	Home and Childcare
During caregiving routines (bathtime, meals, dressing), JP will be encouraged to use words to make choices. Use environmental arrangement to create opportunities for requesting.	Mom, Dad, Siblings	Home



ERAP: Everyday Routines, Activities, and Places

Embedded intervention means addressing skill development throughout daily activities and routines.

- Activities may include playing outside, going to the grocery store, reading books, dramatic play, arts and crafts, music, playing with toys, and social play. 🏰
- Daily routines may include meal time, toileting, washing hands, riding in the car, nap, clean-up, and transitions.





Planning for learning opportunities

Where:

Choosing the right routine for the goal

Who:

Playmates, caregivers, parents, siblings

What:

Preferred materials and objects

When:

Frequency of opportunities, typical sequence

How:

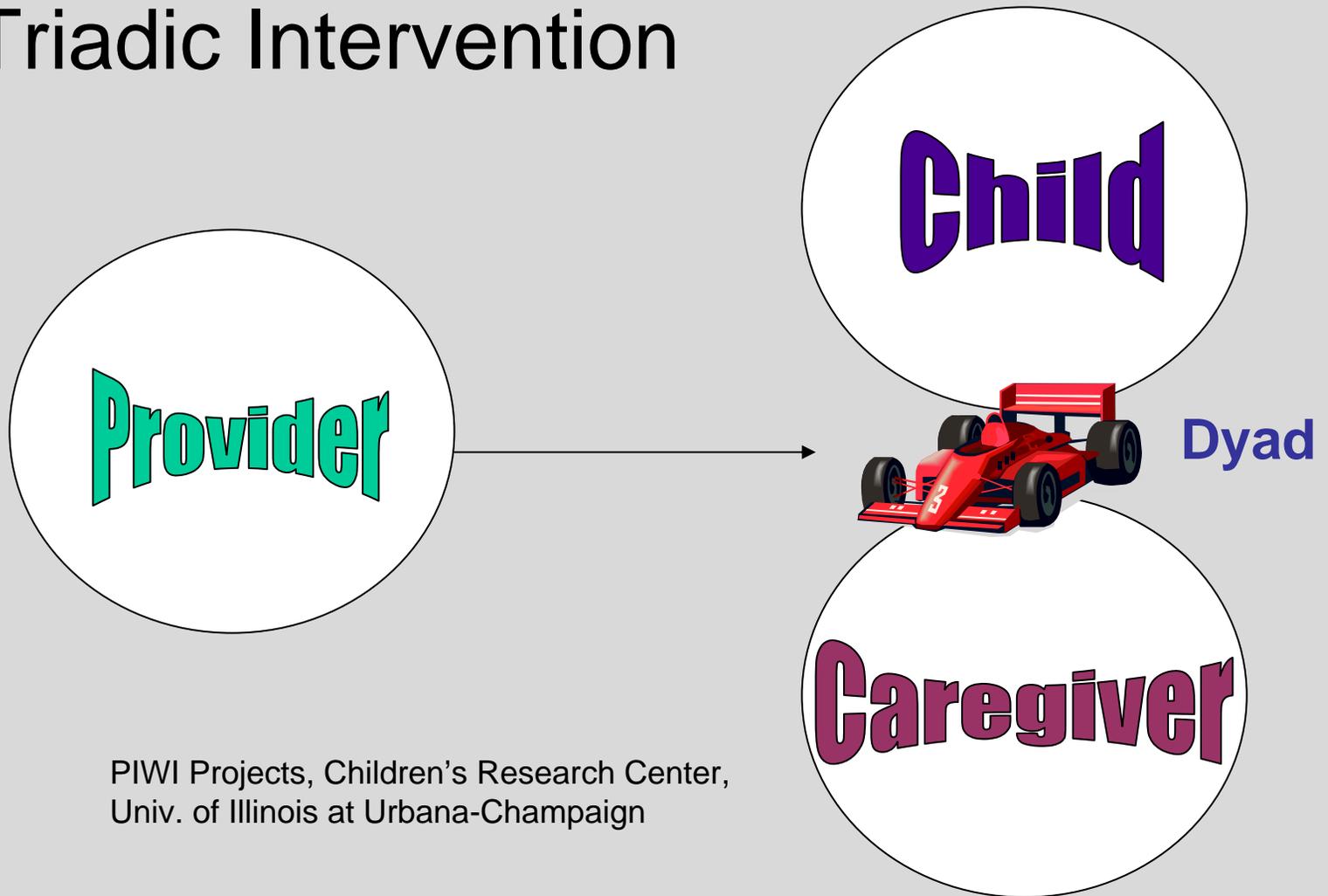
Expectations, rules, teaching strategies



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Triadic Intervention



PIWI Projects, Children's Research Center,
Univ. of Illinois at Urbana-Champaign



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Components of Triadic Intervention

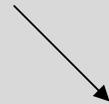
Enhance Caregiver Competence



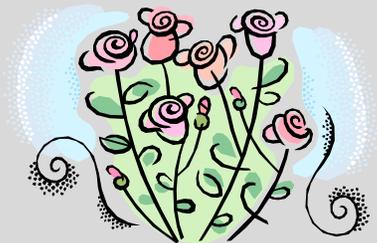
Gather and Give Information



Observe and Guide



Problem Solve & Plan



Video example:
"Ring Around the Rosie"



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Coaching

The primary coach approach to teaming is when one team member is selected as the team lead, **receives** coaching from other team members, and **uses** coaching with parents and other care providers.

All team members attend regular team meetings for the purpose of colleague-to-colleague coaching.



Characteristics of Effective Coaching

- ◆ Joint planning
- ◆ Observation
- ◆ Action/practice
- ◆ Reflection
- ◆ Feedback



Coaching Practices Rating Scale

Rush & Shelden, 2005



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Communication and the Language of Teaming

- ◆ Communication is absolutely essential!
- ◆ Face-to-face teaming, joint EI sessions, phone calls, messaging
- ◆ Communicating “TEAM” to the family
 - We...
 - The OT showed me...
 - I can ask Sherry...



What is the Role of the SC?



- ◆ Legal view
- ◆ Program view
- ◆ Team view

It's your job to
SHARE your views



SHARE

Set the Stage

Hold the team together

Acknowledge the roles of all team members

Request feedback from families & team members

Encourage the team



Set the Stage



- ◆ During first contacts with families, provide information about the PSP Model and how team members support children and families (Program view)
- ◆ Provide information about Part C services & Procedural Safeguards (Legal view)
- ◆ Discuss potential team members with the family and make contacts (Team view)
- ◆ Gather the team for the IFSP meeting – Use the IFSP as a guide for following the PSP Model



Hold the Team Together



- ◆ Help facilitate communication
- ◆ Hold team meetings
- ◆ Join EI sessions
- ◆ Disseminate information
- ◆ Provide copies of the IFSP and other documentation to the entire team



Acknowledge the roles of all team members



- ◆ Develop strengths within the team, but never at the cost of any one member
- ◆ Build on the ideas of others
- ◆ Use team-based problem solving
- ◆ Incorporate the ideas of other team members and share credit
- ◆ Seek the expertise and talents of all team members
- ◆ Demonstrate mutual respect



Request feedback from families and other team members

◆ Feedback...

- ◆ provides an avenue for sharing information and resources
- ◆ contributes to the overall vision
- ◆ can preempt difficulties or emerging problems within the team
- ◆ requires reflection and problem solving

It facilitates your role as the SC!





Reflection

- ◆ Help families and team members reflect on strategies and situations that are working and those that are not
- ◆ Focus on specific cause & effects instead of broad judgments
- ◆ Engage in self-reflection as a team
- ◆ Problem-solve together
- ◆ Reflection promotes self-discovery, self-correction and the generation of new ideas



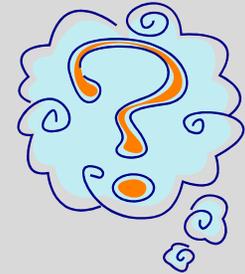
Feedback from families: Examples of questions to ask



- ◆ How is your EI program like what you expected?
How is it different?
- ◆ What happens on a home visit?
- ◆ Are your IFSP priorities being addressed?
- ◆ What does your provider do that helps you work with your child between sessions?
- ◆ What routines and activities do you use and enjoy with your child?
- ◆ What is something about you and your child that you have learned because of EI?
- ◆ If I could tell your providers something for you, what would it be?



Feedback from providers: Examples of questions to ask



- ◆ What do you want to accomplish?
- ◆ What strategies have you tried?
- ◆ What family routines are you using to embed learning strategies?
- ◆ Families occasionally ask questions about the rationale for using certain learning strategies. What evidence supports your strategies?
- ◆ How does the strategy address the IFSP outcomes?
- ◆ What will you do differently next time?
- ◆ What would happen if...?



Listen with EARS

Empathize



Try to understand the other person's perspective
e.g. challenges, changes, history

Acknowledge



Respond to his/her comments and body language
e.g. nods, affirmations, gaze

Reflect



Pause to discuss key concepts; ask for input and examples to clarify

Summarize

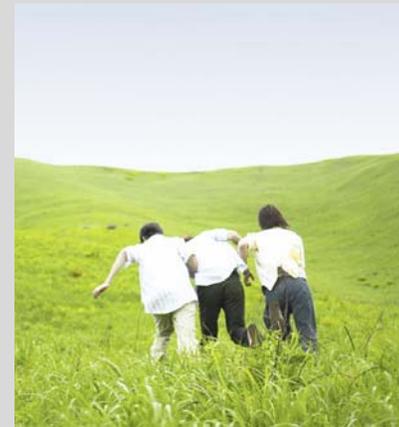


Repeat goal or strategy; emphasize benefit to child, family, & program; identify common points



Encourage the Team

- ◆ Support families in their decision-making processes
- ◆ Share ideas rather than give advice
- ◆ Explore alternatives together instead of giving a solution
- ◆ Provide feedback
- ◆ Provide a safe and supportive environment
- ◆ Use positive terms
- ◆ Celebrate team success



Use Positive Terms



- ◆ Focus feedback on behavior rather than the person
- ◆ Provide objective feedback and cite specific examples
 - ◆ Comment on child's enjoyment and engagement
 - ◆ Connect child's and caregiver's actions
- ◆ Describe rather than judge
- ◆ Point out specific cause and effects
 - ◆ Comment on caregiver action and child response
- ◆ Share ideas rather than give advice
- ◆ Explore alternatives rather than give solutions
- ◆ Give only the amount of feedback the receiver can use



Types of Feedback

- ◆ Information sharing
- ◆ Program enhancement
- ◆ Problem solving
- ◆ Progress monitoring
- ◆ Overcoming conflicts
- ◆ Working and learning together



Building Your Feedback Skills



- ◆ Focus on your interpersonal communication skills: listening, observing, responding and planning

- ◆ **Ask yourself:** How well do I...
 - ◆ Listen to words, meanings and feelings of others?
 - ◆ Avoid listening through my own lenses of culture and beliefs? Listen without passing judgment?
 - ◆ Observe how environment impacts interactions?
 - ◆ Respond with questions that promote self-discovery?
 - ◆ Provide feedback in a concise and constructive manner?
 - ◆ Identify strategies and opportunities for practice or communication between sessions or team meetings?
 - ◆ Clarify purpose and outcomes of the team?





Flatter me, and I may not believe you,
Criticize me and I may not like you,
Ignore me and I may not forgive you,
Encourage me and I will not forget you.

-William Arthur Ward



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More Key Indicators

- ◆ Joint problem-solving (rather than expert recommendations) on adaptations or strategies to enhance child learning
- ◆ Information and resources on learning as it occurs for the child within daily activities and play
- ◆ Comments by the provider on the “strategies” or “learning opportunities” the caregiver is using that are effective
- ◆ Connections between learning opportunities, IFSP outcomes, child skills and caregiver/child interactions
- ◆ Sharing information in context using appropriate adult learning strategies with the caregiver

Woods, J. (2003). *Key indicators of NE service delivery*. <http://tactics.fsu.edu>



Let's Practice Feedback: About Intervention

Kiera's mom wants her to talk. The SLP is working on coordinating gaze shifts and initiating joint attention. Mom tells SC that she doesn't even know what that is or why it is important. You try to help, but it is clear that the SLP needs to spend more time with mom explaining. The SLP says that Mom will never understand.



What do you do?



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Feedback to increase provider's ability to enhance caregiver competence

- ◆ Expand discussions with handouts, photos/visuals or videos
- ◆ Compile a list of key points together for later reference by the caregiver
- ◆ Use problem solving strategies to discuss pros and cons of the plan
- ◆ Practice together; talk about what worked and didn't; revise and practice again
- ◆ Video tape either the professional or caregiver using the strategy and then watch the tape and discuss
- ◆ Develop a system for data collection that encourages implementation and monitoring progress



More Practice: Problem Solving & Feedback

You observe a provider with a toy bag in the living room floor week after week. She shares that she gives suggestions to the mom about what to do during family routines before she leaves.

What do you do?



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Gather Your Data, Problem-solve, and Give Feedback

- ◆ Request feedback from the family
- ◆ Talk to the provider about the family's routines
- ◆ Observe family routines with the provider
- ◆ "Join in" the routine or activity with the provider...be mindful to maintain the integrity of the routine
- ◆ Problem solve ways to incorporate strategies into daily routines
- ◆ Determine if the provider needs to conduct EI sessions at a different time of the day
- ◆ Focus the provider and the family on progress monitoring during routines
- ◆ Share self-evaluation checklist with the provider
 - ◆ Example: Woods, J. (2003). *Key indicators of NE service delivery*. <http://tactics.fsu.edu>



More Practice: Problem Solving & Feedback



The Importance of Coordination

Each team member has a plan and shares the plan with the family. None of the plans are coordinated... and worse, they don't reflect the family's concerns and priorities.

**What do you do?
When?**

**What is the purpose of your
feedback?**



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Gather Your Data, Problem-solve, and Give Feedback

- ◆ Review the IFSP and emphasize the family's priorities
- ◆ Develop a **routine matrix** for embedding learning strategies
- ◆ Emphasize communication among team members
- ◆ Remember to stay positive and focus the conversation on the overall team goal: to support the child and family in ERAP



Remember to SHARE

Set the Stage

Hold the team together

Acknowledge the roles of all team members

Request feedback from families & team members

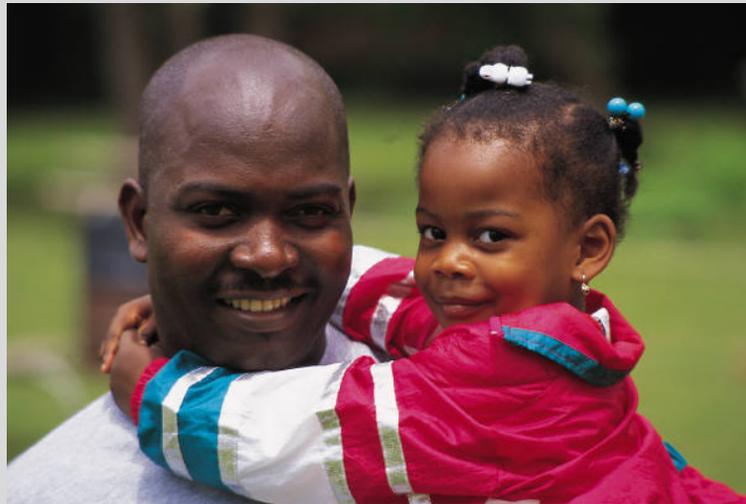
Encourage the team



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What's Important?



Teamwork to support children and families in everyday, routines, activities, and places



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Questions



Please write down questions that you have about the PSP Model. This will help us develop a “FAQ” sheet.



Additional References

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The End!



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