

# Tools for Teaming Training Modules

UF Health Department of Pediatrics North Central Early Steps



## Overview

- Provide overview of the *Tools for Teaming Training Modules*
- How to use the training materials as a resource
- Feedback on resources used from participants



TOOLS FOR TEAMING

## Rationale for Training Modules

- Align training modules with the *Tools for Early Steps Teams (Project TEST)*
- Use resources from Project TEST model of supports-based early intervention and associated practices to design a user-friendly one day training
- Contribute a resource for professional development

## Tools For Teams Modules

- **Module 1** - Science of Early Childhood and Social-Emotional Development the Foundations of Life Long Learning
- **Module 2** – Developing Functional IFSP Outcomes, Goals and Strategies
- **Module 3** – Team Based Approach to Linking IFSP Outcomes to Formal and Informal Supports
- **Module 4** – Integrated Supports and Monitoring Progress

### Overview of Tools for Teaming

The Tools for Teaming is a 4-component module to support the Project Test toolkit 7-component model for successful implementation of early intervention.

#### The Four Component Modules are:

- ✓ Module 1 - Science of Early Childhood and Social-Emotional Development the Foundations of Life Long Learning (Pages 57)
- ✓ Module 2 - Developing Functional IFSP Outcomes, Goals and Strategies (Pages 8-13)
- ✓ Module 3 - Team Based Approach to Linking IFSP Outcomes to Formal and Informal Supports (Pages 14-16)
- ✓ Module 4 - Integrated Supports and Monitoring Progress (Pages 17-23)

#### General Guidelines

The modules have been designed to provide the user with the training materials needed to host a 2-hour informational training.

After completion of the 2-hour training each provider wanting to contract with the local Early Steps must submit the following:

- ✓ One homework assignment as outlined in Module 2
- ✓ One 3-5 minute video clip as outlined in Module 4

#### Tips for Training Facilitators

- ✓ Be Prepared  
The materials provided in each module include facilitator's manual, handouts and video samples. These materials were designed to provide the experienced instructor with the activities and videos needed to facilitate instruction in the use of appropriate practices in early intervention.

#### Layout

- Each module provides the user with the following:
  - ✓ Materials list
  - ✓ Outline of training
  - ✓ Handouts
  - ✓ Reading materials for facilitator

Within the module materials, the following icons are used to indicate when to use videos, refer to handouts, scripts, and easel paper:



## EACH MODULE PROVIDES THE USER WITH THE FOLLOWING:

- ✓ Materials list
- ✓ Outline of training
- ✓ Handouts
- ✓ Reading materials for facilitator

Within the module materials, the following icons are used to indicate when to use video, refer to handout, script, and easel paper.



### **Date:** **Tools for Teams Training Agenda** **8:30AM – 4:00 PM**



- 8:30 – 9:00 am      Introductions  
Brief on the Science of Early Childhood
- 9:00 – 11:00 am    Developing Functional IFSP Outcomes, Goals  
and Strategies
- 11:00 – 12:00 pm    Break/Lunch
- 12:00 – 1:00 pm    Team-Based Approach to Linking IFSP  
Outcomes to Formal and Informal Supports
- 1:00 – 3:30 pm      Integrated Supports and Monitoring Progress
- 3:00 to 4:00 pm      Wrap-up and Questions

# MODULE 1 – Science of Early Childhood



## AGENDA

- The Science of Early Childhood
- Social Emotional Development – What is it and how does it happen
- Forming and Sustaining Relationships as the Cornerstone for Growth and Development

### MODULE 1: SCIENCE OF EARLY CHILDHOOD AND SOCIAL EMOTIONAL DEVELOPMENT

WITHIN THE CONTEXT OF RELATIONSHIPS

<b>Materials and Equipment Needed</b>	
<ul style="list-style-type: none"> <li>■ PPT Presentation</li> <li>■ Facilitators Guide</li> </ul>	<ul style="list-style-type: none"> <li>■ Ando et al. – Developmental Continuum of Social Emotional Development</li> <li>■ Video of Developing Brain</li> </ul>
<b>AGENDA</b>	
<p>Slide 1: Introduction</p> <p>Slide 2: The Science of Early Childhood</p> <p>Slide 3: Social Emotional Development</p> <p>Slide 4: Forming and Sustaining Relationships</p>	<p>■ <b>Slide 1 Objective – Foster Agendas</b></p> <ul style="list-style-type: none"> <li>■ Encourage participants to ask questions throughout or post them in a specially marked place (e.g., parking lot).</li> </ul> <p>■ <b>Slide 3 Objective – Five Numbers to Remember about Early Childhood</b></p> <ul style="list-style-type: none"> <li>■ <b>Slide 3a:</b> Highlight the numbers to remember about the development of young children: explain how these numbers illustrate such concepts as the importance of early childhood for learning, health, and health of life; why and why getting things right; the brain is malleable and more effective than you think it is.</li> <li>■ <b>Slide 3b:</b> 100 new neural connections are formed every second. Neural connections are formed through the interaction of genes and a baby's environment and experiences, especially "serve and return" interactions with adults, or what developmental neuroscientists call caregiver reciprocity.</li> <li>■ <b>Slide 3c:</b> Barriers to children's educational achievement start early, and children grow without intervention. Differences in the size of infants' vocabularies first appear at 8 months of age, based on whether they were born to a family with high educational income or low educational income. By age 3, children with college-educated parents or other caregivers had vocabularies 2 to 3 times larger than those whose parents had not completed high school.</li> <li>■ <b>Slide 3d:</b> Significant early learning and development in the first three years of life – and the more diversity a child sees, the greater the odds of developmental delay, school risk factors, social competency, cognitive neural fitness, oral language, and literacy, and lower mental health issues – can define important life skills. Multicultural children exposed to as many as 10 additional languages go on to have a higher rate of learning and more delays in their cognitive, language, or emotional development.</li> <li>■ <b>Slide 3e:</b> Early experience actually gets into the body, with lifelong effects – not just on cognitive and emotional development, but on long-term physical health as well. A growing body of evidence now links poor nutrition in childhood to increased risk of a range of adult health problems, including diabetes, hypertension, stroke, obesity, and some forms of cancer. This work shows that adults who had early, or especially adverse, experiences in childhood are 1.5 times more likely to have cardiovascular disease as an adult.</li> </ul>

# MODULE 2 – Developing Functional IFSP Outcomes, Goals and Strategies

### Module 2: Developing Functional IFSP Outcomes, Goals and Strategies

<b>Materials and Equipment Needed</b>	
<ul style="list-style-type: none"> <li>■ PPT Presentation</li> <li>■ Facilitators Manual</li> <li>■ Markers</li> </ul>	<ul style="list-style-type: none"> <li>■ Handout 1A – Steps to Writing Functional Outcomes</li> <li>■ Handout 1B – Examples of Poorly Written Outcomes</li> <li>■ Handout 1C – Meet the Family and Introduce IFSP</li> <li>■ Page 8</li> <li>■ Handout 1D – IEC Map</li> <li>■ Handout 1E – Integrated Supports for Aligning Outcomes, Goals and Strategies</li> <li>■ Handout 1F – Outcomes to Supports Worksheet</li> <li>■ Handout 1G – Examples of Outcomes to Strategies</li> <li>■ Handout 1H – Functional Goals Implementation Checklist</li> <li>■ Handout 1I – Functional Strategies Checklist</li> <li>■ Handout 1J – IFSP</li> </ul>
<p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>■ Developing Child and Family Outcomes</li> <li>■ Identifying Functional Outcomes</li> <li>■ Developing Functional Strategies</li> <li>■ Developing Functional Outcomes to Strategies</li> </ul>	<p><b>Show Slide 1 Objective – Agenda is not Setting the Stage</b></p> <ul style="list-style-type: none"> <li>■ Review agenda and organization of the materials</li> <li>■ Encourage participants to ask questions throughout or to post them in a specially marked place (e.g., parking lot).</li> </ul>
<p><b>OUTCOMES ARE:</b></p> <ul style="list-style-type: none"> <li>■ Developmentally appropriate</li> <li>■ Measurable and attainable</li> <li>■ Functional</li> <li>■ Family focused</li> <li>■ Culturally relevant</li> <li>■ Child and family focused</li> <li>■ Functionally active and person referenced</li> </ul>	<p><b>Show Slide 3 Objective – Starting Outcomes</b></p> <p>Start with going over the assessment process. Information was gathered from multiple sources and integrated to identify the key priorities and concerns for the child and family as reflected in activities and routines. As the team works together to develop outcomes that are connected to activities and routines, they should continually reference the integrated information gathered during the assessment process to ensure that the outcome developed has a good "fit" with the activities and routines selected.</p> <ul style="list-style-type: none"> <li>■ Child and family focused developmentally appropriate outcomes reflect outcomes that are age, individual, and culturally relevant for the child and family.</li> <li>■ Functionally active and person referenced language is used in outcomes to describe who the focus of the outcome is (e.g. the child's or family member's name) and what the child or family member will do using action words that describe the behavior (e.g. Alex will participate in play activities by reaching for toys on</li> </ul>

## Agenda

- Developing Child and Family-Level Outcomes
- Developing Functional Goals that are Measurable and Attainable within a Few Months
- Developing Functional Strategies using Natural Environments, Materials and Supports

## Module 2 - Small Group Activity

Show Slide 10 Objective – Meet the Family Small Group Activity Develop Outcome(s) - (20 minutes)

**Trainers Note:** To ensure that participants understand and are able to develop quality outcomes, asks participants to work in small groups (3 - 4). Refer them to their packets for the following materials needed to complete activity.

Go over each handout and how it will be used in the activity:

- o Handout 2C- Case History Smith Family
- o Handout 2D – ECO Map Smith Family
- o Handout 2E – Integrated Supports for Aligning Outcomes, Goals and Strategies
- o Handout 2F – Outcomes to Supports Worksheet

**Scenario:** The team has just completed the eligibility and assessment portion and is in the process of developing outcomes with the family. Each group consists of a family member, Service Coordinator and two EI providers

- Let teams know that they have 20 minutes
- Use Handout 2A and 2B as supporting documentation to assist with developing Outcome(s)
- Use Handout 2E to write down outcome

After about 20 minutes bring participants back in to a large group and have one member of the small group volunteer to present outcome. Using Handout 2E and 2A go over some of the indicators on 2A for each small group starting with one and moving down the list.

**Note:** You may want to set up a second projector to write down examples of Outcome on IFSP page F.

## Module 2 - Training Tool



### Integrated Supports for Aligning Outcomes, Goals, & Strategies

<b>Step 1: Develop Outcome:</b>					
Why is this important? (So that...)					
<b>Step 2: Develop Goal(s):</b>					
Audience (who is the focus of the goal?)		Functional Behavior(s)		Criteria	
<b>Step 3: Develop Strategies to Meet Goal(s):</b>					
Where and when could child/family work on this goal?	What are child's interest and possible learning opportunities?	What are this child's strengths as related to this goal?	What environmental supports/adaptations are needed for this goal?	Who can help? Identify the team member(s) needed to meet goal?	What are the resources and supports needed by family to achieve goal?
<b>Step 4: Identify Primary Provider from Team:</b> <small>(Use Team Planning Guide to Provide Integrated Supports and Identify Primary Provider for Outcomes, Goals, &amp; Strategies)</small>			<b>Step 5: Identify Consultants and Supports from Team and Community Resources:</b>		

Integrated Supports for Outcomes, Goals, & Strategies Developed by Tools for Early Steps Teams. Project funded by Florida Department of Health, Children's Medical Services (Contract 00076734 and 00078489)

# MODULE 3 – Team Based Approach to Linking IFSP Outcomes to Formal and Informal Supports

## Agenda



- ✦ Making Support-Based Decisions
- ✦ Systematic Decision-Making Approach
- ✦ Use Team-Based Supports

### MODULE 3: TEAM-BASED LINKED SUPPORTS

**Materials and Equipment Needed**

<p>PPT, Presentation Facilitators Manual, Markers</p> 	<ul style="list-style-type: none"> <li>• <b>Handout A</b> - Integrated Supports for Aligning Outcomes, Goals and Strategies to Supports</li> <li>• <b>Handout B</b> - Learning Team Supports (p. Page C)</li> <li>• <b>Handout J</b> - Team Planning Guide to Provide Integrated Supports</li> <li>• <b>Handout K</b> - Implementation Checklist for Making Support Decisions</li> </ul>
<p><b>Agenda</b></p> 	<p><b>Slide 1 and objectives - Agenda</b></p> <ul style="list-style-type: none"> <li>• Review agenda and the organization of the materials</li> <li>• Encourage participants to ask questions throughout or post on parking lot</li> </ul>
<p><b>USING A SYSTEMATIC APPROACH TO SUPPORT-BASED DECISIONS ENSURES THAT SERVICES ARE:</b></p> <ul style="list-style-type: none"> <li>• <b>Child-focused</b></li> <li>• <b>Backed by the best available scientific evidence</b></li> <li>• <b>Addressing the unique needs of children</b></li> <li>• <b>Involving all relevant stakeholders</b></li> <li>• <b>Based on an integrated team-based approach</b></li> </ul>	<p><b>Slide 2 Objective - Systematic approach to Support-based Decisions</b></p> <ul style="list-style-type: none"> <li>• A systematic decision-making method that promotes a team-based and integrated support approach can be used to link IFSP outcomes, goals, and strategies to support decisions.</li> <li>• Support decisions are developed by considering the family's abilities and determining the supports needed to address each outcome.</li> <li>• A systematic decision-making method that promotes a team-based and integrated support approach can be used to link IFSP outcomes, goals, and strategies to support decisions.</li> <li>• Reviewing the information in the strategies (e.g. family who will be involved, how they will be involved, and when the activities that support the outcome and goals will occur) can help determine the specific supports needed and the frequency, intensity, and duration of the support services.</li> <li>• This is a process that supports intentional decision making for each outcome, followed by a process to identify "primary" service provider or "primary" providers based on the decisions for each outcome and plan developed for implementing integrated, team-based supports.</li> </ul>

# MODULE 4 - Integrated Supports and Monitoring Progress

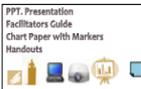
## Agenda

- ✦ Relationship Based Early Intervention Services
- ✦ Strength-Based Embedded Intervention Supports
- ✦ Support-Based Coaching
- ✦ Monitoring Progress



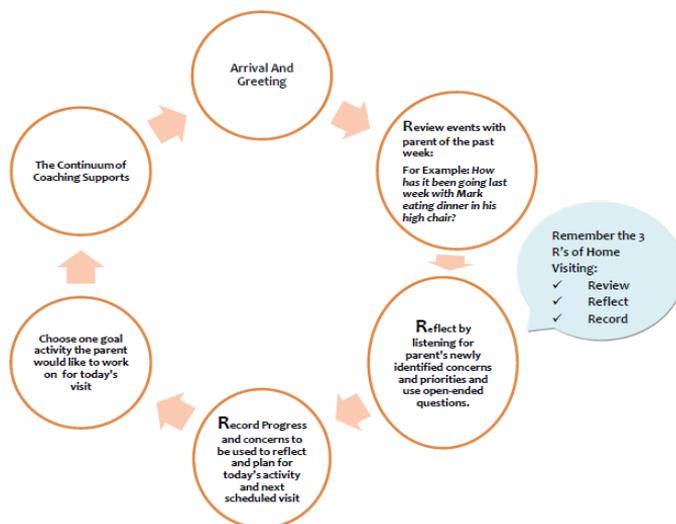
### MODULE 4: INTEGRATED SUPPORTS

**Materials and Equipment Needed**

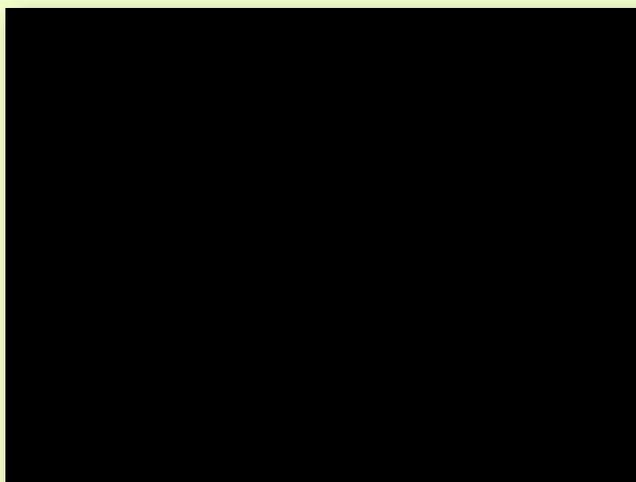
<p>PPT, Presentation Facilitators Guide, Chart Paper with Markers, Handouts</p> 	<ul style="list-style-type: none"> <li>• <b>Handout A</b> - Adapted Coaching Protocol</li> <li>• <b>Handout B</b> - Support Based Services at a Glance</li> <li>• <b>Handout C</b> - Continuum of Coaching Supports</li> <li>• <b>Handout D</b> - Support-based versus Voluntary Implementation Checklist</li> <li>• <b>Handout E</b> - Using Video</li> <li>• <b>Handout F</b> - Example Video Release</li> <li>• <b>Handout G</b> - Observing Service Providers</li> <li>• <b>Handout H</b> - Self-Assessment Adult Learning</li> <li>• <b>Handout I</b> - Progress Monitor Checklist</li> <li>• <b>Video</b></li> </ul>
<p><b>Agenda</b></p> 	<p><b>Slide 1 Objective - Intro agenda</b></p> <ul style="list-style-type: none"> <li>• Review agenda and organization of the materials</li> <li>• Encourage participants to ask questions throughout or to post on parking lot</li> </ul>
<p><b>Relationship Based Early Intervention</b></p> <p>Essential for each child to flourish the future relationships formed with the service providers to whom they are referred.</p> <p>Key: beginning with this parent and other family members and building a trusting relationship to set positive, healthy and safe</p> <p>...continue parents and other support... have a deep understanding of the child's unique...</p> <p>... "Based on IFSP/C"</p>	<p><b>Slide 2 Objective - Relationship Based Early Intervention</b></p> <p><b>Read slide 3 and emphasize the following key points:</b></p> <ul style="list-style-type: none"> <li>• Community intervention practices recognize that children's relationships with their parents and other consistent caregivers are critical to development.</li> <li>• Early intervention practices also note that the importance of relationships between practitioners and parents.</li> <li>• This approach is key because rather than focusing solely on the child, relationship based practitioners use strategies that support parents in their relationships with their child as the vehicle for intervention.</li> <li>• Relationship-based early intervention has been described as intervention that is primarily concerned with fostering growth and learning through positive and reciprocal relationships in addition to parent-child and practitioner-parent relationships, a number of other relationships (such as practitioner-practitioner and supervisor-practitioner) are crucial to the effective delivery of supports and services that support the overall well-being of the family.</li> </ul>

## Module 4 – Training Tool

### Support-Based Home Visiting at a Glance



## Module 4: Training Video -Authentic Assessment



## Steps to Creating an Effective In-Service Training

- **Creating a mental model that links effective in-service training to competent interventionist, to service delivery, and to child and family outcomes.**
- **Use evidence-based practices in adult learning for all in-service training.**
- **Guidance and feedback on how to apply specific practices through methods such as coaching, consultation, or facilitated collaboration in the field.**

Questions

