

FOUNDATIONS OF RELATIONSHIP BASED EARLY INTERVENTION

Supervisor's Guide



NEW MEXICO
Family Infant
Toddler Program

OVERVIEW OF THE ONLINE MODULE:

FOUNDATIONS OF RELATIONSHIP-BASED EARLY INTERVENTION ONLINE MODULES

The Online Module: **Foundations of Relationship-based Early Intervention** is a web-based learning module designed to support early interventionists gain an understanding of the *relationship and routines-based nature of the work* in the NM FIT Program. This module is a source of beneficial information to support ALL disciplines with key concepts for developing relationships in a home/community-visiting setting and to rethink the concept of routines as the foundation for intervention. **This module is REQUIRED for Developmental Specialists with an Exemption in the NM FIT Program.** This module also acts as the pre-requisite for the EI Practices Using FGRBI training (*Coming Soon!*)



As with all of our online trainings, each participant will access the modules through Moodle. If the participant has already created an account in Moodle, she/he simply needs to log and choose the desired course. If the participant does not have a Moodle account, she/he will need to create one before being able to see the course listings. More specific information on how to access and all online trainings can be found on the ECN website: <http://www.cdd.unm.edu/ecn/ECN/index.html>

The module is broken into seven (7) smaller lessons to allow more flexibility for the learner to complete at her/his own pace and to allow greater ease of access over the internet. CEUs for OTs, PTs, SLPs, and SW/Counseling have been applied for and certificates for Developmental Specialists are available. The *online portion of the course* takes approximately 2 hours to complete.

In addition, the module contains worksheets to be completed as part of the training as well as handouts for use during the training or as a support following the module. **Participants should complete the worksheets as directed by the training and review them with the supervisor once the training is complete.** *One additional CEU (for a total of 3) is included in the training for the purpose of reviewing the materials and planning any professional development needs with the supervisor.*

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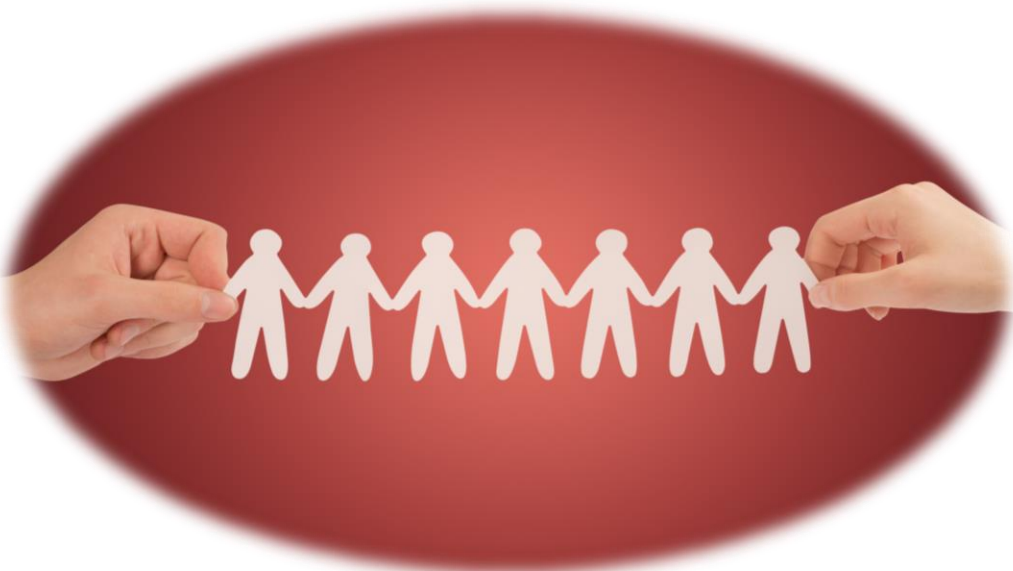
USING THIS “SUPERVISOR’S GUIDE”

This guide is designed to support supervisors in mentoring new staff by providing you, the supervisor, with an overview of the information presented in the module. Included in the guide:

- ◆ Relevant WORKSHEETS (MUST be completed by the participants) and handouts to accompany the training. These are tabbed in **BLUE** and titled “Participant WORKSHEET” OR “Participant Handout” (the *handouts are a lighter shade of blue*), as appropriate.
- ◆ Guidance for supervisors in terms of practical application suggestions for staff, follow up reflections, and agency process considerations. These are tabbed in **YELLOW** and titled “Supervisor’s Considerations”
 - ◆ In order to receive full credit and CEUs, Supervisors must review the participant’s Workbook and provide additional reflection and discussion to ensure the participant has the necessary foundational knowledge to provide services and /or to attend the EI Practices training (*Coming Soon*)
 - ◆ Consider when and how an individual may need additional opportunities for support and whether or not those should be noted in a Professional Development Plan for the individual

This guide is not meant as a substitute to taking the actual training. All supervisors are encouraged to participate in the online module directly to have a firsthand experience of the materials and the way in which the concepts are discussed. Use this guide as a resource to support your thinking about how to provide individualized mentoring experiences for your staff and to answer any relevant questions.

If you need additional assistance or information regarding how to use this guide or designing a mentoring system within your agency, please contact your ECN Program Consultant and/or your FIT Regional Coordinator



PARTICIPANT HANDOUT

KEY PRINCIPLES

The handout referenced below is of the NM FIT Program Key Principles for Providing Early Intervention Services. These Principles guide all of the work in the NM FIT Program and several are referenced throughout the training.

New Mexico Family Infant Toddler (FIT) Program Key Principles for Providing Early Intervention Services.

In 2007, an Office of Special Education Programs (OSEP) Community of Practice developed seven “Key Principles.”¹

The NM FIT Program has added an 8th key principle related to reflective practices.

NM – FIT Program Key Principles:

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children’s learning and development.
3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children’s lives.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child’s and family members’ preferences, learning styles, and cultural beliefs.
5. IFSP outcomes must be functional and based on children’s and families’ needs and family-identified priorities.
6. The family’s priorities, needs, and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.
- NM8. Support for families in developing strategies to understand, interpret and nurture their child’s development is best achieved through the use of reflective practices.**

Following are descriptions of the key concepts behind each of the key principles as well as practical examples of what each key principle “looks like” and “does not like” in practice. .²

¹ Workgroup on Principles and Practices in Natural Environments (November, 2007) . OSEP TA Community of Practice-Part C Settings. <http://www.nectac.org/topic/families/families.asp>.

² Workgroup on Principles and Practices in Natural Environments (February, 2008) Seven key principles: Looks like / doesn’t look like. OSEP TA Community of Practice- Part C Settings. <http://www.nectac.org/topics/natenv/natenv.asp> **Workgroup Members:** Susan Addison, Betsy Ayankoya, Mary Beth Bruder, Carl Dunst, Larry Edelman, Andy Gomm, Barbara Hanft, Cori Hill, Joicey Hurth, Grace Kelley, Anne Lucas, Robin McWilliam, Stephanie Moss, Lynda Pletcher, Dathan Rush, M’Lisa Shelden, Mary Steenberg, Judy Swett, Nora Thompson, Julianne Woods, and Naomi Younggren.

PARTICIPANT WORKSHEET

KEY PRINCIPLES

REFLECTION ON NM FIT KEY PRINCIPLES

REFLECTION ON NM FIT KEY PRINCIPLES

3

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Of the eight key principles, what two principles do you consider to be a strength for you, and why?

Of the eight key principles, what two principles do you feel are challenging for you, and why?

PARTICIPANT WORKSHEET

6

SUPERVISOR'S CONSIDERATIONS

Ask these Reflective Questions to Support the Learner...

- Which of the Key Principles feels most comfortable to you and why?
 - ◊ NOTE: This answer and discussion will vary based upon the provider's previous experience with the work.
- Considering what you learned in the training, how might you introduce your role to a family?
 - ◊ NOTE: You may want to have the participant actually role play these pieces with you and/or other staff members to have some practice before trying it themselves
- What do you think might be the biggest barrier for you to effectively engage with a family in the way described by the Key Principles?
 - ◊ NOTE: How can you, as the supervisor, support the participant in overcoming this barrier?

Consider these questions for yourself as a supervisor...

- ◊ What additional information/support do I need so that I can effectively mentor my staff in implementing the Key Principles?
- ◊ How can I explore how this process is going for staff during the initial training and mentoring processes? And, later on, after they have been doing this for a while?
- ◊ How do I support ALL staff in understanding their roles and the ways in which they can ALL build strong relationships with families and embed intervention into routines?

Consider these questions for your program structure/processes...

- How is the process for developing a relationship with families supported in our program?
 - ◊ NOTE: Is this process effective?
 - ◊ If not, what can our program do to shift our practice to create an effective process?
- How do we support new staff in experiencing this process in a structured and logical manner that allows them to learn quality practices from the beginning?
 - ◊ Do we have them observe with a "vetted" staff member, take the online training, observe again and debrief the process before asking them to practice and/or take on a caseload?
- How can our program look at this process from the perspective of a Continuous Quality Improvement process?
 - ◊ What resources might we need to do this?

PARTICIPANT WORKSHEET

In the WORKSHEET below, the participant is asked to view a short video clip of a home visitor in a session with a mom, Amanda, and her son, Cody. The participants are asked to observe the clip and identify Adult Learning Concepts and Key Principles that are present. Please review the content of this worksheet with the participant in a discussion (see next page for suggestions).

AMANDA AND CODY



Adult Learning Concepts



Key Principles

SUPERVISOR'S CONSIDERATIONS

WORKSHEET REVIEW FOR AMANDA AND CODY

The Adult Learning Concepts that are reviewed in the training are:

- ◇ **Introduction**—Providing the adult learner a preview of what they are about to learn
- ◇ **Illustration**—A demonstration or illustration of the material or practice that is being taught
- ◇ **Practice**—Opportunities to use the material or practice
- ◇ **Evaluation**—Supporting the adult learner in evaluating the outcome or result of the practice opportunity
- ◇ **Reflection**—Supporting the adult learner in a reflective self-assessment of his/her understanding and identifying “next steps” for learning
- ◇ **Mastery**—Supporting the adult learner to assess his or her experience within a given context and set of criteria

- 1) How does the participant explain/discuss the concepts that they noted on their Worksheet?

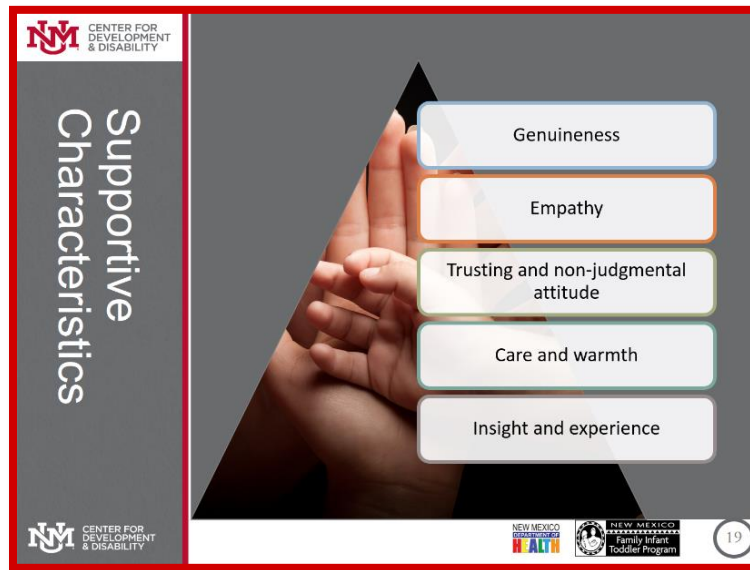
- 2) What additional questions does the participant have about these concepts? What are some steps that you and the participant can take to further explore these concepts as part of the work?

- 3) Ask the participant to relate the Key Principles that they observed to the adult learning concepts. Consider the extent to which the participant can make these connections.

- 4) Determine if there may be some professional development goals that would benefit the participant and consider where/how they may be included in an IPDP, if appropriate.

PARTICIPANT WORKSHEET

RELATIONSHIP REFLECTION ACTIVITY



What supportive characteristics discussed do you think you have?

What other skills and characteristics do you feel you have that support building a positive relationship with a family?

What would indicate to you that you have a positive relationship with the family?

PARTICIPANT WORKSHEET

USING VIDEO REFLECTION

BASED ON VIEWING – OBSERVING OURSELVES

How can video support practitioners to reflect on their home visits with families?







BASED ON VIEWING SUPPORTING FAMILIES IN OBSERVING

What are some ways video can be used with families to support their child's development?

PARTICIPANT WORKSHEET

ECOMAPPING ACTIVITY



-  Strong positive support
-  Moderate support
-  Weak support
-  Stressful

PARTICIPANT WORKSHEET

As you look at your ecomap what stands out for you? (Does the family you are thinking about have more support than you realized? Or less? Perhaps you don't know enough about the family to complete an ecomap. Etc.)

How do you think creating an ecomap for a family you work with could be helpful?

What support would you need to be able to use ecomaps in your work with families?

SUPERVISOR'S CONSIDERATIONS

1) Worksheet Review for *Relationship Reflection Activity*

Based upon the participants' responses on the worksheet, consider how you might explore the areas that they perceive as strengths for themselves. Support them in discussing how they use these characteristics to support their work with the family.

2) Worksheet Review for *Thinking About Using Video*

Based upon the participants' responses on the worksheet, consider how you might explore their thoughts and feelings on the use of video as part of their practice. If needed, discuss what additional support staff may need to feel comfortable with the use of video.

3) Worksheet Review for *Ecomapping Activity*

Based upon the participants' responses on the worksheet, consider how you might provide additional supports for using ecomaps with families.

Overall

Determine if there may be some professional development goals that would benefit the participant and consider where/how they may be included in an IPDP, if appropriate.

PARTICIPANT WORKSHEET

In the WORKSHEET below, the participant is guided through a video of a provider (OT) and a parent in a session based on the routines and needs of the family (at a grocery store). The participants are asked to reflect and complete the worksheet as they watch the video.

REFLECTIONS OF BLAKE



How can we, as service providers, learn about the family's concerns and challenges in their everyday routines and activities?



How does Trudi's perspective of the intervention fit with your current practice?



Given what mom and Trudi shared about the benefits of interventions within routines, how might you shift your current practice to expand into more family routines?

SUPERVISOR'S CONSIDERATIONS

WORKSHEET REVIEW FOR BLAKE

The purpose of this activity is to introduce the participant to the overall concept of routines-based intervention. The participant watches a video of a mom, child, and OT conducting a visit at the grocery store because this was a routine that mom identified as being a challenge for their family. The provider shares her perspective on providing services in the context of the family's life and the mom shares her perspective on the benefits of using routines for intervention. The worksheet asks the participants to reflect on:

- ◆ HOW providers can learn more about family routines;
- ◆ HOW the OT's description and perspective of the work compares to their own practice; and
- ◆ HOW the participant can shift their own practice to expand into family routines

1) Consider the ways in which the participant describes the ways in which he/she learns about the routines of the family/caregiver.

- Does the participant mentions the RBI process?
- Or exploring with families during the evaluation and/or visits?

If not, reflect with the participant on how exploration of routines with caregivers is a required part of the IFSP process AND it continues throughout our relationship.

2) Consider the ways in which the participant describes her/his practice compared to the OT in the video. *Explore the similarities and differences with them and determine next steps to expand their use of routines to support intervention.*


3) Determine if there may be some professional development goals that would benefit the participant and consider where/how they may be included in an IPDP, if appropriate.

PARTICIPANT WORKSHEET

In the WORKSHEET below, the participant is practicing their objective observation skills and identifying key aspects of two video clips: (1) of a home routine; and (2) of a classroom routine. The participants are asked to reflect and complete the worksheet as they watch the video.

FURTHER REFLECTIONS

Reflections on Nicholas




What do you notice about the location and the materials that are being used?

What developmental skill(s) do you see Nicholas working on?

How is the parent supporting his skills?

Reflections on Cody

What do you notice about the location and the materials that are being used?



What developmental skill(s) do you see Cody working on?

How is the teacher supporting his skills?

SUPERVISOR'S CONSIDERATIONS

WORKSHEET REVIEW FOR NICHOLAS/CODY

The purpose of this activity is to support the participant in practicing observation skills to review a routine and to consider the environment and materials used, the developmental skills that the child is displaying, and the ways in which the caregiver provides support to the child.

- ◆ The Nicholas video clip is of a little boy and his mom, in his bedroom, with a story time routine.
- This particular routine is broken down more for the participant following the video
- ◆ The Cody video clip is of a little boy and a friend, in a classroom-based setting, with a “craft/art” routine.

- 1) Consider the ways in which the participant describes the routine, the environment, and the individuals involved in the routine.
 - Does the participant note that the materials and the environment are “natural” for that particular child and routine? I.e. – there are no external materials brought in by the provider
 - Does the participant note that the primary interactions are between the mom and Nicholas and/or Cody and his friend versus the provider being involved?

If not, reflect with the participant on the typical activities and materials of the child's daily life can support the child's skill development.

- 2) Determine if there may be some professional development goals that would benefit the participant and consider where/how they may be included in an IPDP, if appropriate.

PARTICIPANT HANDOUT

In the handout below, the participant is practicing their objective observation skills and identifying key aspects of two video clips: (1) of a home routine; and (2) of a classroom routine. The participants are asked to reflect and complete the worksheet as they watch the video.



Family Guided Routines Based Intervention

Child's Name: _____ Date: _____

Family Routine Categories			
Play Routines		Caregiver Routines	
Play with objects/constructive play	Pretend play	Comfort/disability related routines	Dressing related routines
Physical play	Social games (roles)	Hygiene related routines	Food related routines
Pre-academic Literacy and Activities		Community and Family Routines	
Reading with books	Songs and rhymes	Community and family errands	Family chores
Computer, TV, video	Writing/drawing	Socialization activities	Recreation

FGRBI is a project of Florida State University

Updated: 2012

PARTICIPANT HANDOUT

In the handout below, the participant is practicing their objective observation skills and identifying key aspects of two video clips: (1) of a home routine; and (2) of a classroom routine. The participants are asked to reflect and complete the worksheet as they watch the video.



Therapists as Collaborative Team Members for Infant/Toddler Community Services



Family Guided Routines for Early Intervention

Families identify many different activities that occur on a regular basis to facilitate teaching and learning opportunities. Feeding the pets, getting ready for nap, putting away toys, making chocolate milk, calling grandma on the phone, getting the mail, or choosing what to drink are examples of different activities identified by families. Families frequently identify care taking routines such as dressing, meals and bath time as well. Sometimes families can identify what they do but haven't made the connection to how children can learn in these simple activities or everyday routines.

Activities or routines can be brief and simple like a hug and kiss goodbye when big brother goes to school or may be complex and contain several related activities. Bath time would be an example of a routine with many related subroutines including undressing, washing, shampooing, drying, and then redressing. Both simple and complex routines that provide opportunities for teaching and learning can be used for intervention.

By definition, routines are a part of daily life. They are the meaningful events, common chores, and work associated with living. As Webster (1989) defines routines, several key features of effective intervention are delineated. Routines occur on a regular basis and are repeated frequently. Routines are systematic and follow a typical sequence with a predictable response or outcome and some may be completed in rote, unvarying manner. While routines share many of these features, people tend to undertake routines in a very individual and highly personal fashion.

Routine

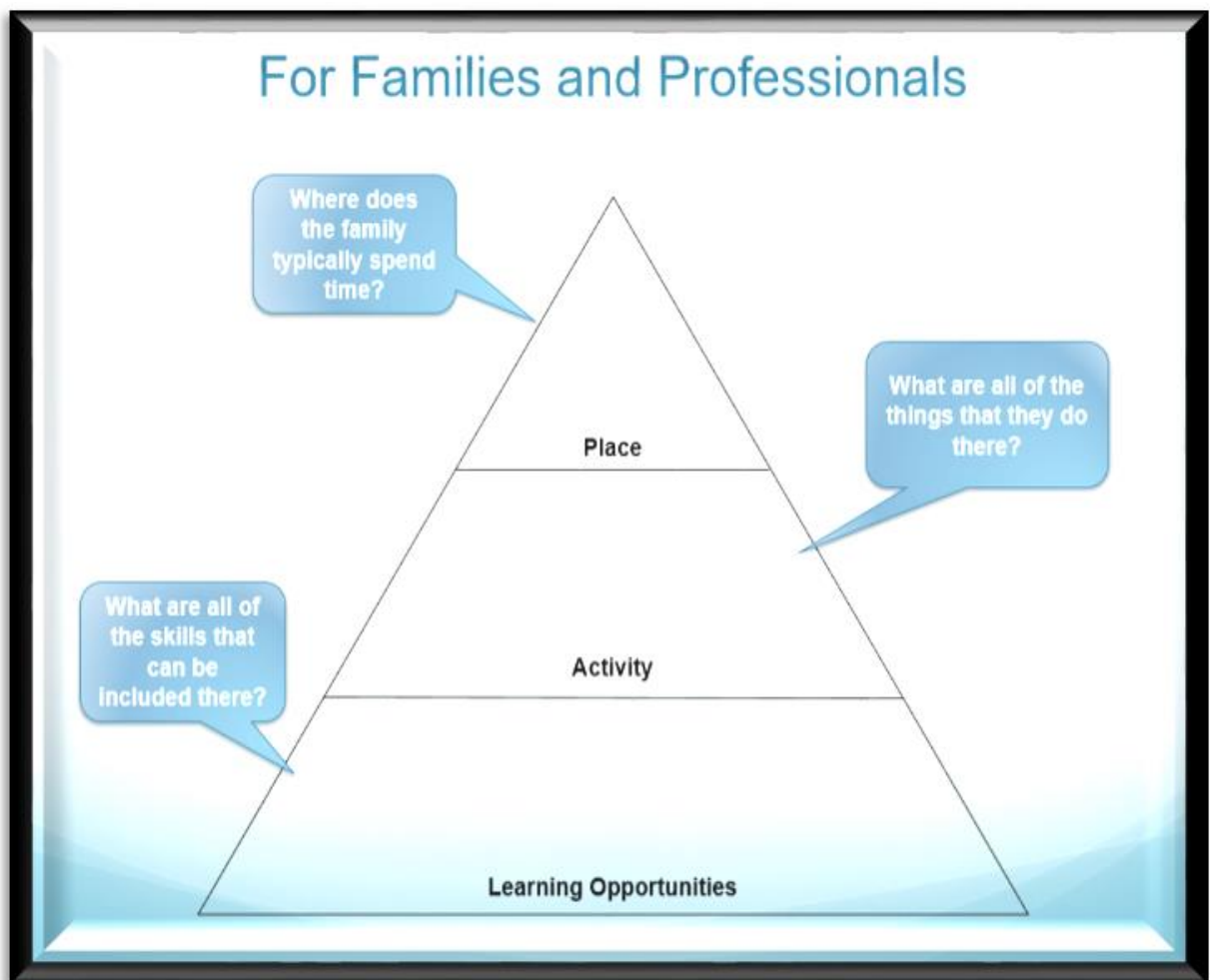
- Customary or regular course of procedure.
- Common place task, chore or duties done regularly or at specified intervals.
- Typical or everyday activity.
- Regular, unvarying, habitual rote procedure
- Unvarying, constantly repeated formula, predictable response

~Webster's Dictionary

PARTICIPANT HANDOUT

The handout referenced below offers providers a tool to help both professionals and families explore ideas for embedding intervention into existing routines/activities by:

- 1) Starting with places that the child/family typically spend their time
- 2) Identifying all of the activities that are completed in that place
- 3) Identifying all of the potential skills that can be learned during those activities = identifying the opportunities for learning that ALREADY exist for the child/family



SUPERVISOR'S CONSIDERATIONS

Reflective Questions to Support the Learner...

- How does the way in which the training discusses routines fit with your perspective of routines prior to completing the training?
 - ◇ NOTE: Does the participant discuss the concept of routines consisting of smaller routines or “sub-routines”??
- Considering what you learned in the training about routines, how might you explore routines further with a family?
 - ◇ NOTE: You may want to have the participant actually role play these pieces with you and/or other staff members to have some practice before trying it themselves
- What do you think might be the biggest barrier for you to effectively complete this process with a family?
 - ◇ NOTE: How can you, as the supervisor, support the participant in overcoming this barrier?

Consider these questions for yourself as a supervisor...

- ◇ What additional information/support do I need so that I can effectively mentor my staff in recognizing and understanding the nature of routines as the foundation for intervention?
- ◇ How can I explore how this process is going for staff during the initial training and mentoring processes? Later on after they have been doing this for a while?
- ◇ How do I support ALL staff in understanding their roles and the ways in which they can ALL gather information from the families on everyday routines?

Consider these questions for your program structure/processes...

- How are routines described/discussed in our program?
 - ◇ NOTE: Does this description match the information from the training?
 - ◇ If not, what can our program do to shift our practice to reflect this concept?
- How do we support new staff in experiencing this process in a structured and logical manner that allows them to learn quality practices from the beginning?
 - ◇ Do we have them observe with a “vetted” staff member, take the online training, observe again and debrief the process before asking them to practice and/or implement with a family?
- How can our program look at this process from the perspective of a Continuous Quality Improvement process?

CONCLUSION

Please contact your ECN Training and Development Consultant and/or your FIT Regional Coordinator for more assistance in supporting staff/contractors in developing relationships with caregivers and exploring routines for interventions.

