# FOUNDATIONS OF RELATIONSHIP BASED EARLY INTERVENTION ONLINE TRAINING

Participant's Reflection & Activity Workbook







# **USING THIS WORKBOOK**

### TABLE OF CONTENTS

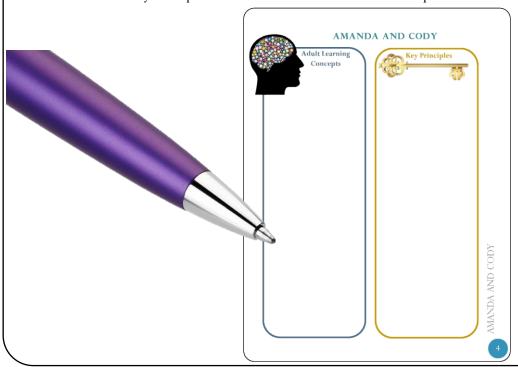
USING THIS WORKBOOK	2
REFLECTION ON NM FIT Key Principles	3
Amanda and Cody	
RELATIONSHIP REFLECTION ACTIVITY	4
USING VIDEO REFLECTION	6
ECOMAPPING ACTIVITY	6
REFLECTIONS OF BLAKE	9
Further Reflections	10
HELPFUL LINKS AND RESOURCES.	11
CONCLUSION	12

# **USING THIS WORKBOOK**

As a participant of the NM FIT Program's <u>Foundations of Relationship-based Early Intervention</u> online training, you are required to:

- 1) complete all of the online lessons;
- 2) complete ALL of the activities in this workbook as directed in the training; and
- 3) meet with your assigned agency supervisor/mentor/coach to review the materials and discuss your reflections on the training content.

As you progress through the training, opportunities for reflection and/or activities will be presented to you. When you come to these areas of the training, please find the associated page in this workbook and follow the instructions from the training on how to complete the page. You must give the completed workbook to your supervisor/mentor/coach for their review prior to a meeting to discuss your learning.



# REFLECTION ON NM FIT KEY PRINCIPLES

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 The NM FIT Program has added an 8<sup>th</sup> key principle related to reflective practices. seven "Key Principles." Infants and toddlers learn best through everyday experiences and interactions with familiar NM - FIT Program Key Principles: people in tamiliar contexts.

All families, with the necessary supports and resources, can enhance their children's learning. and development.
The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.

The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family manhars' professores. Isosping shifter and The early intervention process, from initial contacts through transition, must be dynamic a individualized to reflect the child's and family members' preferences, learning styles, and contacts through the child's and family members' preferences. cultural beliefs.
IESP outcomes must be functional and based on children's and families' needs and family-The family's priorities, needs, and interests are addressed most appropriately by a primary

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

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 back achieved through the use of coffeeties granting. oupport for families in developing strategies to understaild, interpret and rul 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 rollowing are descriptions of the key concepts bening each of the key principles as well as practical examples of what each key principle "looks like" and "does not like" in practice.

provider who represents and receives team and community support.

Interventions with young children and family members must be based on explicit principles,

provider who represents and receives team and community support.

Noting on Principles and Practices in Natural Environments (November, 2007). OSEP TA Community of Practice-Part C Settings http://www.nectac.org/tonic/families/families osn

workgroup on Principles and Practices in Natural Environments (Novembe Practice-Part C Settings. http://www.nectac.org/topic/families/families.asp.

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

<sup>2</sup> Workgroup on Principles and Practices in Natural Environments (February, 2008) Seven key principles: Looks like / doesn't look like ΩSEP TA Community of Practice-Part C. \* Workgroup on Principles and Practices in Natural Environments (February, 2008) Seven key principles: Loc doesn't look like. OSEP TA Community of Practice- Part C Settings.http://www.nectac.org/topics/natenv/natenv.asp Workgroup Members: Susan Addision, Betsy Settings.http://www.nectac.org/topics/natenv/natenv.asp Workgroup Members: Cari Hill. Joicev Huri Augustonia Many Beth Bruder Cari Burnet Larry Edelman Andy Gomm. Rarbara Hanft. Cari Hill. Joicev Huri Settings.http://www.nectac.org/topics/natenv/natenv.asp Workgroup Members: Susan Addision, Betsy
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Hurth, Grace
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Reliev, Anne Lucas, Robin McWilliam, Stephanie Mooss, Lynda Pletcher, Dathan Rush, M'Lisa Shelden, Mary
Steenberg, Judy Swett, Nora Thompson, Julianne Woods, and Naomi Younggren.

# AMANDA AND CODY



Adult Learning
Concepts



# **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?

# **USING VIDEO REFLECTION**

### **BASED ON VIEWING - OBSERVING OURSELVES**

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

# USING VIDEO REFLECTION

# BASED ON VIEWING SUPPORTING FAMILIES IN OBSERVING

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

# **ECOMAPPING ACTIVITY**

Strong positive support

Moderate support

Weak support

Stressful

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?

# **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?

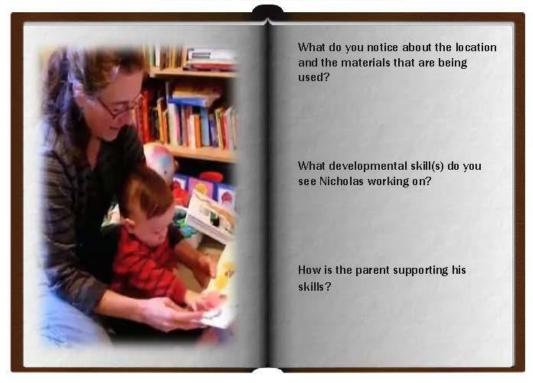


Given what mom and Trudi shared about the benefits of interventions within routines, how might you shift your current practice to expand into more family routines?

# **FURTHER REFLECTIONS**

# **FURTHER REFLECTIONS**

# **Reflections on Nicholas**



# **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?

### HELPFUL LINKS AND RESOURCES

Individuals with Disabilities Education Act (IDEA) Part C

https://sites.ed.gov/idea/building-the-legacy-idea-2004/#cpart-c-welcome

FIT Program Regulations

http://www.cdd.unm.edu/ecln/FIT/pdfs/7.30.8%20NMAC%2006-29-12%20FINAL1.pdf

Division of Early Childhood DEC Recommended Practices <a href="http://www.dec-sped.org/dec-recommended-practices">http://www.dec-sped.org/dec-recommended-practices</a>

Key Principles of Early Intervention and Effective Practices: A Crosswalk with Statements from Discipline Specific Literature <a href="http://ectacenter.org/~pdfs/topics/eiservices/KeyPrinciplesMatrix\_01\_30\_15.pdf">http://ectacenter.org/~pdfs/topics/eiservices/KeyPrinciplesMatrix\_01\_30\_15.pdf</a>

The Florida State University Family Guided Routines Based Intervention website <a href="http://fgrbi.fsu.edu/">http://fgrbi.fsu.edu/</a>

If you are interested in learning more about Ecomaps you might find this video helpful <a href="https://www.youtube.com/watch?v=IRwwWMTESD0&feature=youtu.be">https://www.youtube.com/watch?v=IRwwWMTESD0&feature=youtu.be</a>

Family Guided Routines for Early Intervention <a href="http://fgrbi.fsu.edu/handouts/approach2/Routines2014.pdf">http://fgrbi.fsu.edu/handouts/approach2/Routines2014.pdf</a>

# **CONCLUSION**

Now that you've completed the online training and this workbook:

- Be sure to give a copy of this workbook to your designated agency supervisor/coach/mentor for review
- Set up a time to meet with that person to review and discuss your learning of the content
- (If applicable) With your supervisor, update your professional development plan goals to support additional learning as needed.

