

NEW MEXICO
Department of
Family Infant
Toddler Program

UNM
HEALTH SCIENCES
CENTER

Functional Skills Webinar Series:

Session 1 – Using Existing Information to Support the CME Process



January 18th, 2017
Jen Brown & Cathy Riley

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Webinar Etiquette and Expectations

| What to Expect From Us | What We Expect of You |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Provide a structure for the session • Provide content as the basis for dialogue • Engage with participants in dialogue • Facilitate discussion, as needed | <ul style="list-style-type: none"> • Active participation in the session • Contribute to the dialogue either verbally (raise your hand) or via the chat • Ask questions of the facilitators via the CHAT or wait until the end of session • Follow up with your ECN Consultant, as needed |

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Objectives

By the end of this session, participants will have:

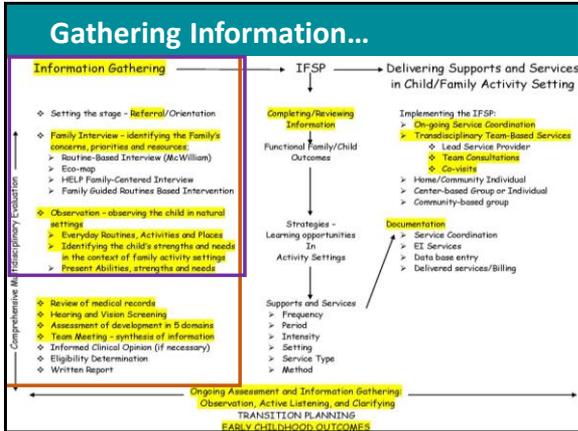
- Discussed the use of the RBI in planning for the CME session
- Explored a section of a sample RBI
- Identified the functional skills from the sample RBI
- Linked the functional skills with assessment items to be targeted within the CME session, and
- Developed questions to include in a CME session as follow up to the RBI



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POLL:

How Do you, as evaluators, receive information from the Routines Based Interview (RBI) prior to the evaluation (CME)?

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Discussion

Questions for Reflection

- If child/family information is available, how does this impact your ability to plan for the CME session?
- How does it impact your planning if you don't have the information?
- How are your interactions/roles with the family impacted during the CME session when you have information about the family?
- If child/family information is available, how does this support your ability to conduct the session?

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Let's Meet Gianna



Discussion



Let's Consider: What is *Functional*?



Gianna's Functional Skills Activity



Gianna's Functional Skills with Assessment Items

How do we connect these pieces of information to create a more complete picture of the child?



Activity and Discussion



Recap of the Session



In today's session, we have:

- ✔ Discussed the use of the RBI in planning for the CME session;
- ✔ Explored a section of a sample RBI;
- ✔ Identified the functional skills from the sample RBI;
- ✔ Linked the functional skills with assessment items to be targeted within the CME session; and
- ✔ Developed questions to include in a CME session as follow up to the RBI


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Summary

- Information about a child's functional skills informs the entire IFSP process, including planning for and conducting the CME
- Information about a child's *functional skills* is gathered throughout the process:
 - Referral
 - Intake/RBI process
 - CME session
- ALL team members have a role in gathering information about the child's *functional skills*
- This information is most easily obtained through caregiver interview and observation of the child




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Next Session - February 15th, 2017

Social Relationships, Engagement, Independence
9:00-10:00 am

Pre-session for IDA Leads ONLY-8:30-9:00 am




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For Next Month's Session

Consider the case study of Gianna:

- What do you know about how she interacts with others in a social context?
- What do you know about how she engages with her environment?
- What do you know about her ability and desire to do things on her own?



Questions/Comments?



Thank you for your participation!

Have a wonderful day!



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