



**Overview of FSC Instructor -Led Training Content Part 2:
What we Teach, Why we Teach it, and How can you Help?**

Objectives for Webinar Series



- Explored the underlying philosophies, approaches, and objectives of the interactive sessions of the updated FSC training
- Examined the agency's role in supporting participants to maximize their learning and support them in understanding their responsibilities as an FSC

Recap:

Overview of FSC Instructor Led Training Content – Session One

- Tools to support participants and supervisors/mentors
- How agencies can support participants' learning
- Overall approach to NM FIT Early Intervention
- The role of the FSC
- Why relationships and rapport matter when working with families
- Guiding families through the first 45 days – Referral, Intake, Family Interview, Eligibility, and IFSP

FSC Supervisor Training Reflective Questions Handout

Session 1

Concept: Medical Model vs EI

- How do you support FSCs (and all staff) to understand the difference between traditional therapy practices and those of EI?
- How does your agency support "messaging" about EI to families and referral sources?

Concept: KSSC (Knowledge and Skills for Service Coordinators): National Standards for FSCs) and NMAC ((NM Administrative Code): State rules that define FSC role and responsibilities)

- How do you bridge these frameworks into everyday practice? In what ways do you ensure staff understand both frameworks and can apply them in practice, taking them beyond checking boxes, and guiding FSCs to be competent, confident, and consistent in their work?
- How does your agency support FSCs in truly understanding their role, beyond initial training? What structures are in place for ongoing guidance, coaching, and clarification?
- How does your agency support FSCs in understanding their role and responsibilities?
- How can the principles of KSSC and NMAC guide the development of meaningful, consistent, and effective FSC professional development at your agency?
- Are you using KSSC to guide supervision conversations, reflective practice, and performance feedback?
- Are you using NMAC to reinforce expectations, clarify responsibilities, and ensure compliance?

Concept: Working with Families

- As part of initial training, what are the strategies you use to support your FSCs in practicing strategies for active listening and open-ended questioning, reinforcing that effective communication starts with trust?
- What are some ways that you coach your FSCs to reflect on the link between trust, engagement, and outcomes during supervision?

Concept: Paperwork or People

- How does your approach to supervision influence the quality of relationships that FSCs build with families?
- What we prioritize, the questions we ask during supervision, and the follow-up we provide, all of this communicates our values?



- New Mexico School for the Blind and Visually Impaired (NMSBVI)
 - New Mexico School for the Deaf (NMSD)
 - Presbyterian Ear Institute (PEI)
 - Early Childhood Evaluation Program (ECEP)
 - Deaf – Blind Project
 - Parents Reaching Out (PRO)
 - Education for Parents of Indigenous Children with Special Needs (EPICS)
- COMING SOON**- Children's Medical Services (CMS)

Community Partners

Concept: Community Partners

What is Covered?

- Participants watch recordings about our community partners for homework
- Representatives from several partners attend Segment 3 for a Q&A session with FSCs

Why is it Covered?

- FSCs need to understand the benefits and supports provided by community resources
- Provides FSCs an opportunity to meet some community partners and begin to form some connections

Agency Supports

- How does your agency ensure that your new FSCs have the contact information and details about your local community partners?
- How do your partnerships support positive outcomes for infants, toddlers, and families?
- How do families learn about available community partnerships and resources?



Monthly Contacts

Concept: Monthly Contacts

What is Covered?

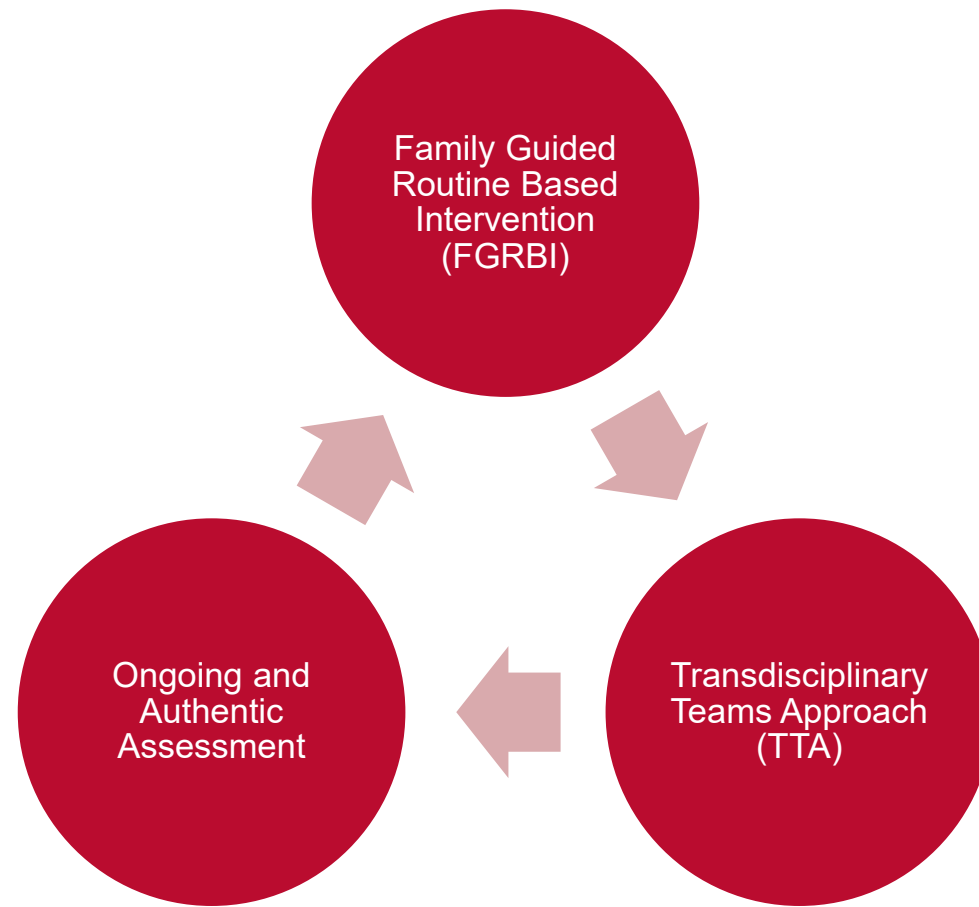
- Monthly contacts support families and providers in ensuring services are delivered in alignment with New Mexico's three adopted best practices.
- Contacts focus on gathering information about how services are working within the context of the family.
- Ongoing communication helps ensure that supports remain relevant, responsive and reflective of the family's priorities and needs.

Why is it Covered?

- Family Service Coordinators (FSCs) must understand how to use monthly contacts to monitor progress, support engagement, and ensure services are meaningful within real life routines.
- By maintaining consistent communication, FSC's help strengthen relationships between families and providers.
- Monthly contacts help identify successes, concerns, and needed adjustments early.

Agency Supports

- What tools does your agency provide to help FSC's conduct meaningful monthly contacts that reflect real routines and family priorities?
- How does your agency support FSC's in using open-ended, non-leading questions during conversations with families?
- What processes are in place to ensure monthly contacts effectively monitor progress and family satisfaction?



Adopted Best Practices

Concept: Adopted Best Practices



What is Covered?

- Adopted Best Practices set expectations for EI service delivery in NM FIT.
- Overviews of: FGRBI, TTA, and Ongoing Assessment

Why is it Covered?

- To orient FSCs to the practices that NM FIT has committed to using
- Promotes consistent, high-quality, family-centered EI services while ensuring state and federal compliance
- Builds family trust, engagement, and confidence in the EI process through clear communication

Agency Supports

- How do you support FSCs (and all staff) to understand that there are “Adopted Best Practices” in NM FIT?
- How does your agency support “messaging” about these practices to families and to referral sources?



Supporting the Team

Concept: Supporting the Team

What is Covered?

- FSCs serve as “safe spaces” for families.
- Support FSCs in navigating difficult situations.
- Encouraging a culture where staff feel safe seeking guidance, mentorship, and support.
- Recognizing when situations require additional discussion, reflection, or team involvement.

Why is it Covered?

- Guide FSCs in supporting families. Tips for addressing difficult situations
- Reduces isolation and promotes shared problem-solving.
- Ongoing support ensures challenges are addressed early, preventing escalation and improving outcomes for families and teams.

Agency Supports

- What structures are in place to support FSCs when difficult situations arise with families or colleagues?
- What mentorship or reflective supervision opportunities are available to staff?
- How does your agency encourage ongoing learning and problem-solving across team members?

Balancing Family Expertise & Team Expertise

The family is the expert on their child, their routines, and their needs

You are the expert on child development and EI service delivery

Both roles are necessary to write a good IFSP and provide quality EI services!



Concept: Reviews

What is Covered?

- IFSP Reviews (Periodic and Annual)
- Review and discuss progress towards IFSP Outcomes.
- Annual's also include redetermining eligibility

Why is it Covered?

- Required by law
- Ensures that services and supports remain relevant as the child and family grow and change.

Agency Supports

- How can the agency support the participants with coordinating the periodic review or annual meeting, timelines, eligibility and updating the IFSP?



Transitions

Concept: Transition Process

What is Covered?

- Parents make informed decisions about participation, information sharing, and meeting attendees, with FSCs supporting understanding of rights and options.
- Transition planning occurs throughout the family's time in EI

Why is it Covered?

- Ongoing communication and preparation help reduce family stress and ensure continuity of services.
- FSCs understand procedures, community options, and agency agreements to explain each phase clearly.

Agency Supports

- How does your agency support FSC knowledge, ensure timeline accuracy, and strengthen understanding of family rights to promote informed family advocacy?
- How does your agency support FSC's in having transition conversations with families?



Transition Process: Additional Options



What is Covered?

- Teams explain benefits of transition and additional available options (preschool, childcare, community services, or home)
- Updating the IFSP with a transition-focused outcome

Why is it Covered?

- Providing examples of different family outcomes helps FSCs tailor support for families who are hesitant, have higher needs, or are unsure about transition options.
- Continued support after the transition conference—across all settings—emphasize transition as a process, not an event.

Agency Supports

- What processes does your agency have for adding outcomes for transition for families?
- In what ways does your agency support new FSCs in learning about post-conference steps, including any follow-up services?

How to Manage Late Referrals

New Referrals for 90 to 120 days

- Schedule evaluation and IFSP ASAP

- Discuss transition in more depth

- Communicate with the LEA

- Plan for “at home” transition conference to meet timelines

New Referrals for 45-120 days

- Communicate early

- Review MOU and communicate with LEA

- Utilize the Family Handbook

- Alert your supervisor

- Leave family with transition resources

- Refer the family to other supports

- Gather ROI's and consents ASAP



After the training

- When the FSCs complete all four sessions they are encouraged to participate in other activities to continue with their learning.
- KSSC Self-Assessment
- Transition Follow-up activities
- Taking PRO trainings



KSSC – Self Assessment - Strengths and Areas of Growth

Participants complete the KSSC-Self Assessment to consider opportunities for professional development

Participants will review their reflections with their supervisor.

—KSSC Self-Assessment Action Plan—

My greatest strengths include: 	My areas that need support include:
Goals/Action Steps <i>(Include ways you hope to use your strengths as well as things you want to improve upon)</i> 	
What will help me succeed in my goals <i>(e.g., mentor, supervisor, peer, team member, training and technical assistance, coursework, etc.)</i> 	

Transition Follow-up Activities

Participants are encouraged to work with their mentor or supervisor to complete follow-up activities related to Transition

Examples Include:

- Review transition planning part 1 during an IFSP meeting
- Review examples of completed Transition Part 2
- Observe an FSC facilitating the Transition Plan Part 2 meeting with the family
- Observe an FSC explain the referral process of the LEA to a family
- Observe a transition conference

Transition Follow-up Activities

The following activities will support your learning about the transition process and to carry out your roles and responsibilities as a family service coordinator. Please work with your mentor or supervisor to develop a plan to support you completing in each activity.

Activity	Projected Date of Completion
Review examples of the Transition Plan Part 1 section of some completed IFSPs	
Observe an Initial IFSP meeting and notice how the FSC discusses Transition Plan Part 1. Debrief this with the FSC and/or your mentor and consider the following: - How did the FSC explain the transition process to the family? - Based on their interactions, how well do you think the family understood what the FSC shared? - Based on their interactions, how do you think the family feels about the transition process at this point in time?	
Review examples of the transition planning Part 2 section of some completed IFSPs	
Meet with an experienced FSC and discuss how they prepare for the transition planning discussion with a family	
Observe an FSC meeting with a family to begin Transition Plan Part 2 and notice how the FSC begins the conversation about transition planning. Debrief this with the FSC and/or your mentor and consider the following: - How did the FSC explain the transition process to the family? - How did the FSC introduce the various transition options available to the family? Did they use the parent brochure "Supporting Transitions to Preschool for Young Children with Disabilities"? - Based on their interactions, how well do you think the family understood what the FSC shared? - Based on their interactions, how do you think the family feels about the transition process at this point in time?	
Determine who your community partners are at the LEA and/or site to learn more about how classrooms operate	
Determine where blank transition forms or packets are located for your agency	
Review examples of completed Transition Referral Forms	
Observe an FSC discussing with the family making a referral to an LEA and asking for consent. Debrief this with the FSC and/or your mentor and consider the following: - How did the FSC explain the referral process to the family?	



Parent Support Centers

- FSCs can check out learning opportunities with PRO workshops to get information on the family perspective
- Participants are encouraged to connect families with PRO or EPICS to discuss ways to support the family during the transition process. Also, take some of the workshops available.

Learning Opportunities



Call **Parents Reaching Out** today to host a learning workshop at no cost in your community that will help families - especially those whose children have a disability to:

- Navigate the healthcare system and understand their rights
- Gain an understanding of the public education system, especially special education procedures
- Build collaborative partnerships with educators, healthcare providers, and other professionals
- Develop knowledge and skills to enhance their family leadership skills and decision-making.

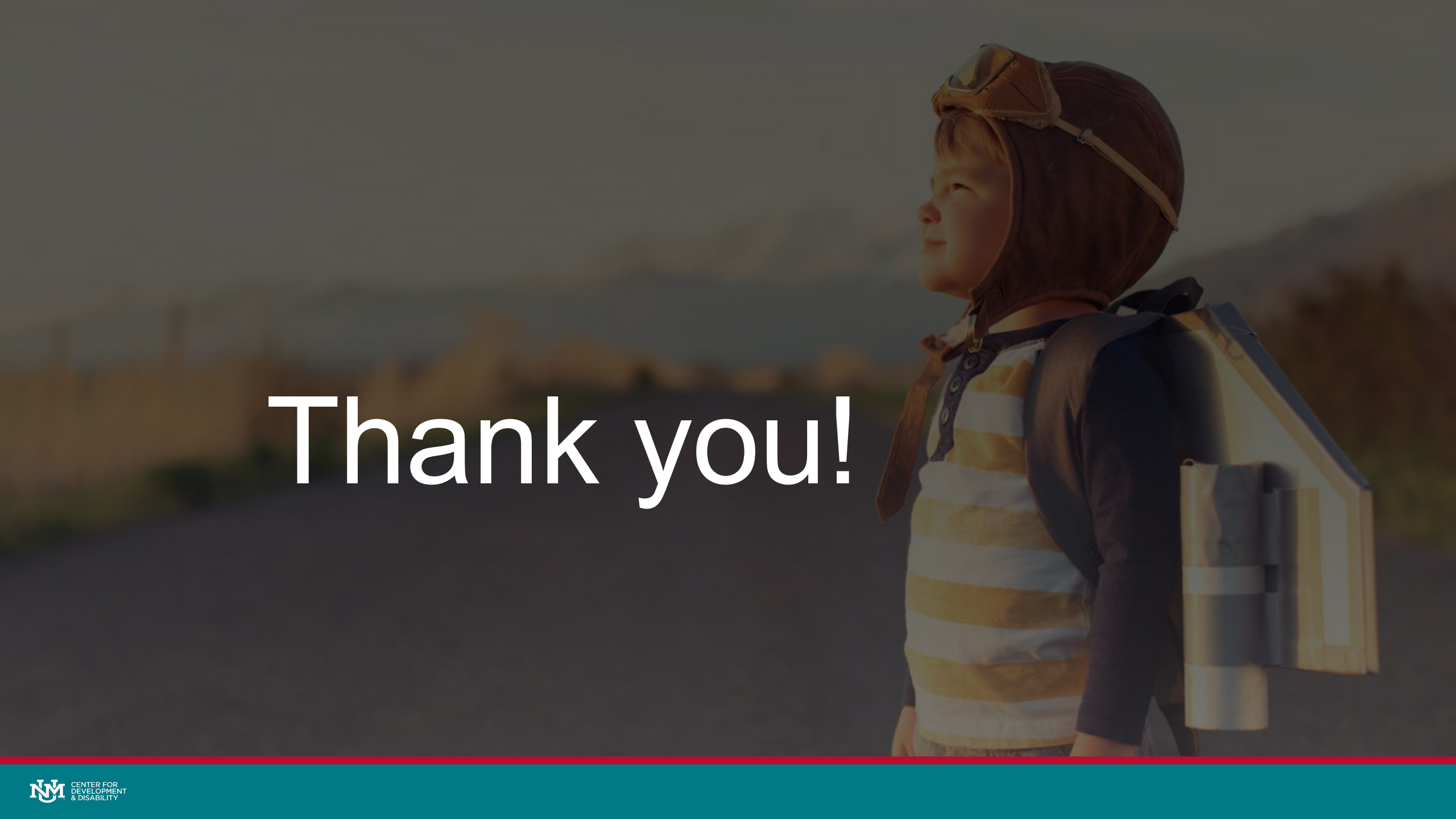
Reminders of Next Steps for Supervisors

- ✓ Use the Supervisor's Guide to support participants to complete the learning activities
- ✓ Contact your ECN Consultant for more support; We are here to help!





What questions do you have?

A young child is shown in profile, looking towards the left. They are wearing a brown leather aviator helmet with goggles resting on their forehead. They are also wearing a dark blue long-sleeved shirt under a white and yellow horizontally striped t-shirt. A large, wrapped box, possibly a gift or a model, is strapped to their back. The background is a soft-focus landscape with hills under a hazy sky. The text "Thank you!" is overlaid in large white font on the left side of the image.

Thank you!