Early Support for Infants and Toddlers Core Competencies Training Crosswalk

Purpose

This document aligns all required <u>new provider training</u> with the <u>Washington State Early Support for Infants and Toddlers (ESIT) Core Competencies.</u> Required new provider training includes introductory training modules, child outcome summary training modules, and professional learning communities. This overview of how the competencies are addressed in those learning opportunities can be used by direct service providers, administrative staff, and supervisors in any of the following ways:

1. As a guide to understanding, which competencies are addressed through each element of new provider training (modules and professional learning communities).
2. As a reference when developing professional development plans for staff using the **ESIT competency review tool**.
3. As a tool for planning ongoing professional development opportunities for staff utilizing ESIT training modules.

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Competencies Training Crosswalk At-A-Glance

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E: Skills	Modules 3, 4.3, 4.4, 4.7		Session 2

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Content Area 1: Child Growth and Development

A. Attitudes: Values the wide range of children's development across individual, cultural, and community differences, and respects family beliefs about health and developmental differences.

Introductory Training Modules
- **Module 4.3:** Evaluations must be responsive to parent priorities, culture, and needs.
- **Module 4.3:** Providers should take great care to ensure that an evaluation session is responsive to the needs and preferences of the family, and that the family is able to engage, understand, and respond to the assessment questions and prompts as optimally as possible.

Professional Learning Community
- **Session 1:** Explore the ESIT guiding concepts and principles.

B. Knowledge: Demonstrates understanding of child development across families, cultures, experiences, and developmental domains, including: Conditions that optimize brain development; impacts and opportunities for environmental factors; functional development across global outcome areas; research on brain development, learning, and interrelationships across developmental domains.

Introductory Training Modules
- **Module 1:** Understanding three global child outcomes for all children:
    1. Positive social-emotional skills and social relationships.
    2. Acquisition and use of knowledge and skills including language and communication.
    3. The use of appropriate behaviors to meet their needs.
- **Module 2:** Individualized, family-centered services have an impact on child development, health, learning, health, and well-being.
- **Module 4.2:** In addition to the use of a developmental screener, vision and hearing screening should be conducted in order to have current information about these two areas for the IFSP. The 3 Prong Approach, a screening method for hearing and vision, includes:
    1. Conducting a family interview and review of medical records, including review of any vision and hearing screenings that have been conducted by medical professionals;
    2. Use of a developmental checklist; and
    3. Observations of the child, including physical characteristics and behaviors.

Child Outcome Summary Training Modules
- **Module 1:** Describe child functioning across settings and situations with different people relative to age expectations.
- **Module 2:** Looks at a global picture of how the child is doing at one point in time.
- **Module 2:** The Summary of Functional Performance incorporates information about the child's functional skills and behaviors across settings and situations, not just in an isolated evaluation or assessment event. Young children participate in many settings and situations

as a part of their daily activities and routines, so information from those that know the child best will help complete the picture of the child's abilities and needs.

Professional Learning Community

- **Session 1:** Explore ways to use the child outcome summary process to gather information and summarize functional development across the three global child outcome areas.

C. Skills: Supports children and families and promotes child development by: explaining the range of developmental domains; embracing and integrating cultural, linguistic, ethnic, and socio-economic relevance by partnering with families, demonstrates strategies to support healthy identify development in partnership with families.

Introductory Training Modules

- **Module 3:** Help the family understand the nature of the early intervention system and services, which are support the child and family in the context of their daily activities and routines.
- **Module 4.3:** Help families understand evaluation results, including standardized scores, standard deviation, and percent delay.

Child Outcome Summary Training Modules

- **Module 2:** Most children in the general population demonstrate the outcome in an age-expected way. Over time, some children will move farther away from age-expected functioning, but programs are working to move children closer to age expected functioning.
- **Module 4:** The Present Levels of Development show what the child can do and cannot yet do in each of the five developmental domains.

Professional Learning Community

- **Session 4:** Partner with the family to learn about their cultural and linguistic background and priorities to develop functional outcomes and services to best meet the child's needs.

Content Area 2: Curriculum and Learning Environment (Support and Services in Natural Environments)

A. Attitudes: Values, respects and promotes child and family strengths, services rooted in family's cultural perspectives, learning in everyday routines in the natural environment; teaming with family and providers, and social-emotional development as foundation for learning.

Introductory Training Modules

- **Module 2:** Enhance the development of children with developmental delays and disabilities through everyday learning opportunities that are family-centered.
- **Module 4.2:** Understand that the routines and activities of children and families assists the team in identifying the numerous learning opportunities that can support children's development. Young children learn best through routines and activities that they are interested in and that they participate in with family members, caregivers, and other important people in their lives.

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- **Module 4.7:** Outcome statements reflect the everyday activity settings and routines for the child and family. This includes mealtime, bathing, and riding in the car, as well as routines and activities that are specific to the individual family. Using the family's real-life context as the focal point makes it easier for families to incorporate strategies to work on these outcomes into their everyday routines.

Child Outcome Summary Training Modules
- **Module 4:** Have an understanding of the cultural differences that may affect expectations for a child's development.
- **Module 4:** The early intervention team members explain the process to families and actively and respectfully ask for the parent's input during the team discussion.

Professional Learning Community
- **Session 1:** Consider how natural learning opportunities lead to positive child outcomes.
- **Session 2:** Introduces an Equity Mindset and Cultural Humility as frameworks for acknowledging the diverse contexts and needs of the families served.
- **Session 4:** Understand the importance of developing functional IFSP outcomes in partnership with families that reflect their family priorities, strengths, and regular routines. This leads to meaningful services in the natural environment.

B. Knowledge and Skills: Promotes healthy social-emotional development: healthy attachment and relationships; expressing feelings; recognizes the preferences and needs of individuals; supports family to play together; supports mindfulness, reflection, and creative expression; acknowledges views and feelings about delays and disabilities.

Introductory Training Modules
- **Module 4.2:** Coaching allows direct service providers to enhance the family's own ability to support their child's development. The coaching approach supports family learning through reflective feedback, sharing information and materials, providing emotional support, and through modeling.

Professional Learning Community
- **Session 4:** Learn to write functional IFSP outcomes with the primary relationships at the center which promotes the family member's role as the most important teacher.
- **Session 4:** Learn more about coaching and reflective practice to support families in embracing their role in their child's development.

C. Knowledge and Skills: Provide high quality home-based supports and services that promote children's development across domains: Co-designs strategies, uses family's own materials, promote importance of play and back and forth communication, and varies play and interactions to meet child's individual preferences.

Early Support for Infants and Toddlers Core Competencies Training Crosswalk

Introductory Training Modules

- **Module 1:** Global Child and Family Outcomes enable young children to be active and successful participants across a variety of settings during their early childhood years and into the future.
- **Module 1:** Global Child and Family Outcomes build the capacity of the family to enhance their child's participation, learning, and development during everyday opportunities.

Professional Learning Community

- **Session 1:** Consider how the child outcome summary process guides service delivery using the summary of functional performance developed by the full IFSP team.

D. Knowledge and Skills: Provides high-quality community-based supports and services in natural environments by creating inclusive, developmentally appropriate, and culturally relevant learning opportunities: Supports home language, cultures, and identity development; scaffolds activities to ensure engagement of all children to play and learn together; uses anti-bias approaches that support multiple perspectives and inclusion; provides culturally appropriate learning materials/equipment; coaches families in a strengths based way; facilitates participation in community based activities; provides opportunities to learn across community settings.

Introductory Training Modules

- **Module 4.2:** Part C regulations require that early intervention services be provided in a natural environment to the extent possible. Natural environments are settings that are not designed specifically for children with disabilities. Natural environments are places like home, child care centers, or community settings the family might visit, such as a park, place of worship, or a restaurant.
- **Module 4.2:** When we plan for services, we want to plan for them to take place in activities that are as close to the child's typical routines as possible. At a minimum, services should focus on enhancing the child's ability to be functional and engaged in the environments where they spend their time.

Professional Learning Community

- **Session 1:** Understand how the ESIT guiding principles center natural environments and learning opportunities with the family at the center to support quality services for the child.
- **Session 4:** Consider ways to use coaching as an interaction style with families to provide services in a family centered, reflective, culturally responsive way.
- **Session 4:** Consider the family's culture when deciding on a COS descriptor statement. These descriptor statements form the foundation for writing functional IFSP outcomes and program planning.

Content Area 3: Ongoing Measurement of Child Progress

A. Attitude: Values a Family-centered, strengths-based approach to support families/caregivers during screening, eligibility evaluation, and through ongoing assessment that builds families' and caregivers' capacities to support their children's development.

Early Support for Infants and Toddlers Core Competencies Training Crosswalk

Introductory Training Modules

- **Module 3:** Families have an essential role in the process of accessing early intervention services, from entry to exit.
- **Module 3:** It is important to be aware of how unique cultures, values, and beliefs may shape the way families understand their role.

Child Outcome Summary Training Modules

- **Module 2:** Parents are your best resource of information about the child's functioning across settings and situations throughout the day.

Professional Learning Community

- **Session 3:** Understand how authentic assessment allows the team to collect information from the family about their strengths and areas of concern.

B. Knowledge: Selects and administers culturally, linguistically, and developmentally appropriate tools and methods for screening, evaluation, and functional assessment, including considerations for potential biases related to language, culture, assistive technology, sensory disability, or other.

Introductory Training Modules

- **Module 4.3:** Choosing an evaluation tool that is appropriate and relevant to use with families from a range of cultural and linguistic backgrounds can be difficult. Because of how they are developed, tested, and normed, many, or even most, evaluation tools are inherently biased.
- **Module 4.3:** When selecting evaluation tools, it is important to be aware of the limitations of different measures in order to select tools that are as relevant as possible. Some standardized tools may be normed on a narrow or limited set of the population and not be representative of the child and family's culture, language, identity, and experience. Most standardized tools and measures will have information in their manuals on how they were tested and norm-referenced.
- **Module 4.3:** When selecting a measure, consider how certain items, examples, and indicators on the tool may be biased and reflect the mainstream culture and not the family's values or practices.
- **Module 4.3:** The administration of the evaluation should take place in the family's native language. Some assessment tools may offer versions in various languages, but when they do not, providers should use interpreters, including language and cultural interpreters, in the evaluation process with the family.

Child Outcome Summary Training Modules

- **Module 2:** Summary of Functional Performance (SFP) provides needed data on child outcomes for accountability and program improvement.
- **Module 3:** Use multiple sources for assessment: family, professionals, service providers and caregivers.
- **Module 3:** Use multiple measures: observations, criterion or curriculum-based instruments, interviews, norm-referenced scales, informed clinical opinion, and work samples.

Early Support for Infants and Toddlers Core Competencies Training Crosswalk

Professional Learning Community
- **Session 2:** Introduce Cultural Humility as a strategy for assessing needs of children and their families.

C. Skills: Actively engages families/caregivers in all aspects of the screening, evaluation, and functional assessment processes based on the families' and caregivers' resources, concerns, priorities, and routines, especially for the three global child outcome descriptor statements: Summarizes and interprets screening, assessment, and eligibility results in a meaningful way; observes families and infant/child's relationship for strengths and capacities for change; recognizes risks and disorders that require assistance of other processionals from health, mental health, education, and child welfare systems and makes referrals when appropriate.

Introductory Training Modules
- **Module 1:** Understanding three global child outcomes for all children:
    1. Positive social-emotional skills and social relationships.
    2. Acquisition and use of knowledge and skills including language and communication.
    3. The use of appropriate behaviors to meet their needs.
- **Module 3:** Evaluation procedures used by appropriate qualified personnel to determine a child's initial and continuing eligibility, consistent with the state definition of infants and toddlers with disabilities.

Child Outcome Summary Training Modules
- **Module 3:** Involve multiple sources: family professionals service providers, and caregivers when collecting information for the summary of functional performance and COS.
- **Module 3:** Involve multiple measures: criterion or curriculum based instruments, interviews, norm-referenced scales, Informed Clinical Opinion, and work samples.

Professional Learning Community
- **Session 3:** Understand how authentic assessment allows the team to observe and gather information about the family's regular routines and organize the information into the three global child outcome areas.

D. Skills: Develops meaningful IFSP outcomes based on assessments, and family concerns and priorities within the context of routines and activities. Collaborate with team to develop services and supports to enhance learning and participation in NE. Adapts the IFSP as the child grows and changes or family needs change: Collaborates with team to develop services and supports to enhance learning and participation in natural environments; adapts the IFSP as the child grows and changes or family needs change.

Introductory Training Modules
- **Module 2:** Decisions made by families about services are highly individual, and are shaped by their unique situations, characteristics, values, needs, and priorities. Sometimes families may feel like they don't have the capacity to participate in early intervention services.

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- **Module 4.2:** Plan for services, to take place in activities that are as close to the child's typical routines as possible. At a minimum, services should focus on enhancing the child's ability to be functional and engaged in the environments where they spend their time.

Child Outcome Summary Training Modules

- **Module 2:** At the systems level, we collect child outcomes data because we need a way to have information in a format that people at many different levels can use to plan and help make decisions about resources.
- **Module 2:** Providers have all this rich information on a child and family. As a team, you can come together and summarize that information in a common format related to three global outcomes which allows us a way to have a better snapshot about the benefits all the different children in a program or region are experiencing.
- **Module 4:** Describe functioning with respect to age-expected functioning, immediate foundational skills, and/or foundational skills as appropriate to provide support for the descriptor statement.
- **Module 4:** The newly revised DEC Recommended Practices define teaming and collaboration practices as "those that promote and sustain collaborative adult partnerships, relationships and ongoing interactions to ensure that programs and services achieve desired child and family outcomes and goals." These practices are respectful, supportive, culturally responsive, and support the capacity development of the members of the team. Teaming and collaboration practices includes ways in which team members share knowledge and expertise throughout the IFSP process, including the completion of the Summary of Functional Performance.

Professional Learning Community

- **Session 4:** Learn to write functional IFSP outcomes based on the summary of functional performance using 7 quality components.

E. Skills: Monitors children's progress on outcomes through family/caregiver report, observation, ongoing assessment, documentation, and communication with other service providers, then applies this knowledge to practice.

Introductory Training Modules

- **Module 5:** At the 6-month review, the team, including the family, discusses progress toward child and family outcomes and any new assessment or medical information that has been obtained. Following these discussions, the team decides whether any changes or modifications to current outcomes or services are needed, and considers adding new outcomes and services if appropriate. While the entire team will participate in the discussion of progress, the provider whose discipline is most closely connected to an outcome or the provider that the family sees most frequently may facilitate the discussion around that outcome.

Child Outcome Summary Training Modules

- **Module 4:** describe functioning at the current point in time (that is, do not compare functioning to a previous time point).
- **Module 4:** Effective summaries of functional performance document how the child uses skills in everyday functioning with enough detail to show what skills in the outcome area are age-expected and where in the progression of skills, the child's functioning currently is.
- **Module 4:** Measuring child outcomes was also designed to be a collaborative team process, pulling in information from multiple sources and people and synthesizing it into a summary to be used by the child's team to determine the extent to which the child is functioning

like same-aged peers. The heart of making this process work the way it is intended is for each member of the team to contribute information, and collaboratively decide which of the descriptor statements best describes the child in each of the three outcome areas.

Content Area 4: Family and Community Partnerships

A. Attitudes: Values families' and caregivers' culture, beliefs, and expertise as equal partners on the team.

Introductory Training Modules

- **Module 3:** Family's rights and procedural safeguards are in their own language, and can be understood in the context of their culture
- **Module 3:** Families have an essential role in the process of accessing early intervention services, from the initial referral through the transition from ESIT services when a child turns 3.
- **Module 6:** Families are key members of the transition team. The transition process is not meant to 'happen to' the family, but rather, it is meant to happen with the family. The expertise the family has regarding their child and their family's priorities should direct the entire transition process. The information families bring to the transition process helps to create a complete picture of the child.

Professional Learning Community

- **Session 2:** Focus on the importance of collaboration and valuing the participation of all team members including the family.
- **Session 2:** Uphold the unique value and dignity of each child and family through trusting relationships as we provide strengths-based, family-centered, culturally linguistic services using self-reflection and cultural humility.
- **Session 2:** Power and Collaboration: Generally defined as the ability to influence, control or resist the activities of others, power is an important, yet often unrecognized element of collaboration. Power means different things to different people. For some, it lies in an organization's ability to control relationship with others, so activities and outcomes align more directly with their purpose. Some regard the power of joint action as an important outcome of productive relations between organizations. For others, power means using the collaboration process to engage and empower groups not generally included in decision making processes.
- **Session 2:** Generally defined as the ability to influence, control, or resist the activities of others, power is an important, yet often unrecognized element of collaboration.

B. Knowledge: Demonstrates understanding of family systems, culture, and the impact on families of having a child with special needs.

Introductory Training Modules

- **Module 3:** Decisions are highly individual, and shaped by their unique situations, characteristics, values, needs, and priorities. Some families may feel like they don't have the capacity to participate in early intervention services.
- **Module 4.2:** It is also essential that providers are aware of a family's concerns, priorities, strengths, and resources, in order to provide services and supports that will best meet the family's needs.
- **Module 4.7:** Each member on the team, including the family, has equal input regarding appropriate services. The IFSP Team must value and support the family's typical routines when identifying services, supports, and strategies necessary to achieve the IFSP outcomes.

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C. Skills: Builds and maintains effective interpersonal relationships with families/caregivers and professional colleagues: Respects and promotes decision-making authority of families; respects the practices of the family culture; follows families' lead; follows through on commitments and promises; provides regular communication; establishes trusting relationships; communicates honestly, sensitively, and empathetically with families, using non-technical language.

Introductory Training Modules

- **Module 3:** To ensure early intervention services are as responsive as possible families must be supported in their important role as full partners on the IFSP team.
- **Module 3:** A child's IFSP team is made up of the family, the FRC, and any professionals who are providing early intervention services.
- **Module 3:** In a family centered approach, the routines, activities, and priorities of the family should drive the outcomes that are developed and the services included on the IFSP.
- **Module 4.2:** Part C services are grounded in family centered practice. A critical part of this practice is building respectful, responsive relationships with families. Building a relationship with the family begins with the first phone call and continues each step in the process.
- **Module 4.2:** When establishing relationships with families, it is important to take a strengths-based approach and use effective communication skills. Some key strategies to remember include approaching the family with empathy, using active listening, and highlighting the child's strengths. It is important to remember that building a meaningful relationship takes time, and that it may take multiple meetings and conversations to build a desired level of trust with the family.
- **Module 4.6:** There are practices to consider when collaborating as a member of a diverse team.
  1. All members participate. It is not necessary that all team members be knowledgeable in all five areas of development.
  2. Do not expect that families understand typical child development.
  3. Encourage diverse perspectives and different opinions.
  4. Minimize acronyms and jargon and explain professional terms.
  5. Summarize, paraphrase, or ask for descriptive examples to check understanding.
  6. Ask follow-up questions to get additional information, as needed.
- **Module 4.7:** The team, including early intervention providers and the family, come together to decide on functional child and family IFSP outcomes based on the strengths, concerns, priorities, and needs of the child and family. The IFSP also decides the supports, services and specific strategies that will be used to meet those functional IFSP outcomes.
- **Module 5:** Regular, open exchanges of information between team members is needed to make the ongoing IFSP implementation process, and any review meetings, efficient and focused.

Professional Learning Community

- **Session 1:** Explore how the ESIT guiding principles emphasize a family centered approach.
- **Session 3:** Consider how your implicit bias may impact your interactions with families. Explore ways to learn about and value the family's cultural background through authentic assessment.

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D. Skills: Applies principles of family centered practice: Uses relationship-based coaching strategies to build on families' strengths to enhance their confidence and competence; assists families to develop the skills they need to become their own advocates.

Introductory Training Modules
- **Module 4.7:** Coaching is an adult learning strategy use to build the capacity of a parent/caregiver to improve existing abilities, develop new skills, and gain a deeper understanding of how they can directly impact their child's development.

Professional Learning Community
- **Session 3:** Review examples of coaching and consider how high quality functional IFSP outcomes support coaching with families.

E. Knowledge and Skills: Demonstrates knowledge of community resources both within and outside of ESIT and assists families in accessing resources: Informs families of applicable resources; uses appropriate referral processes; works collaboratively with community resources; helps families build skill to access social supports; encourages parents to share with other parents; obtains and works effectively with interpreters.

Introductory Training Modules
- **Module 3:** Understand the FRC role and responsibilities in connecting the family with community resources.
- **Module 6:** Use knowledge of community options after transition to ensure families are supported after exiting ESIT services.

F. Skills: Participates in the development of IFSPs that are family-centered and culturally relevant.

Introductory Training Modules
- **Module 4.1-4.8:** Each module covers the variety of activities necessary for the development of the IFSP.

G. Skills: Supports families with coordinated, effective, equitable, and culturally and linguistically responsive transitions from ESIT to preschool special education services and/or the Early Childhood Education and Assistance Program (ECEAP), Head Start, and other high-quality early childhood settings.

Introductory Training Modules
- **Module 6:** Transition.

H. Knowledge and Skills: Demonstrates understanding of parent rights and procedural safeguards, explains them clearly to families, and completes required forms.

Introductory Training Modules
- **Module 2:** An overview of ESIT Parent Rights and Procedural Safeguards.

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Content Area 5: Health, Safety, and Nutrition

A. Attitudes: Supports culturally relevant family and caregiver routines that promote health, well-being, and development of the child.

Introductory Training Modules
- **Module 4.2:** Family Centered Practice assures the health and well-being of the child and family through a respectful family-professional partnership. It honors the strengths, cultures, traditions, and expertise that the family brings to the relationship. Family-centered practice is the standard that results in high-quality services.

Professional Learning Community
- **Session 2:** Introduces the role of Cultural Humility while engaging families and children with diverse needs.

B. Skills: Addresses implicit bias in best practices for daily routines and work to meet and support families in their cultural context: Applies holistic approach to help children and families improve sleep routines and well-being sensory, social-emotional, and cultural needs; supports families/caregivers in their feeding routines and understanding of nutrition with respect to cultural differences.

Introductory Training Modules
- **Module 4.2:** In order to establish a relationship with a family that is respectful and responsive to their individual strengths, needs, and experiences, especially when they are different than your own, it will be necessary to continuously reflect on your own experiences and biases, which may affect how you build relationships with different families.

Professional Learning Community
- **Session 3:** Understand how your own experiences influence your perspective on child development and family systems. Consider how to reflect on your own implicit bias and identity how it may be impacting your relationships and service delivery with families.

C. Knowledge: Understands potential impacts of disability, including medically fragile conditions, on social-emotional, health, safety, and nutrition needs and provides support to families.

No Training Available at This Time

D. Skills: Supports families/caregivers to understand and safely address challenging behaviors, including when and where to ask for help.

No Training Available at This Time

E. Knowledge: Understands and adheres to laws pertaining to the health and general well-being of children and families.

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No Training Available at This Time

F. Skills: Recognizes and follows procedures for documentation and notification of suspected abuse and neglect in partnership with families and other service providers when appropriate.

No Training Available at This Time

Content Area 6: Interactions

A. Attitudes: Values and promotes warm interactions and healthy attachment relationships between families/caregivers and children.

Introductory Training Modules
- **Module 3:** Early intervention services, which are focused on supporting the child and family in the context of their daily activities and routines, may differ from other services or treatments a family has accessed.

Professional Learning Community
- **Session 4:** Learn to write functional IFSP outcomes within the context of a relationship.

B. Knowledge: Demonstrates an understanding of different patterns of parent and child interactions and attachment and their impact on child development: Recognizes potential challenges to bonding and attachment; recognizes that infants communicate their needs through a variety of behaviors; recognizes cultural variations in how families/caregivers engage with infants and toddlers.

Introductory Training Modules
- **Module 4.2:** Coaching allows direct service providers to enhance the family's own ability to support their child's development. The coaching approach supports family learning through reflective feedback, sharing information and materials, providing emotional support, and through modeling.
- **Module 4.7:** Children learn best when interacting with important people in their lives. IFSP outcomes should support the caregiver's understanding that social-emotional development is foundational for all other learning.

C. Skills: Provides information and assistance to parents/caregivers to help them: Understand their role in social-emotional development; understand what they can do to promote health, language, physical, self-help, and cognitive development; find pleasure in caring for their child; "see" the child as a person, as well as all the factors that constitute effective parenting.

Introductory Training Modules
- **Module 3:** Global Family Outcomes: Families know their rights, effectively communicate child's needs, and help their child grow and learn.

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D. Skills: Collaborates with families and caregivers to develop individualized and culturally appropriate expectations for the response loop between child and caregiver during interactions: Supports and reinforces family strengths and emerging competencies; supports families to promote children's problem solving behavior; supports families to promote children's social-emotional development; supports families to promote age-appropriate interactions between children and their siblings and peers.

Introductory Training Modules

- **Module 3:** It is an FRC's job to assist families to understand the early intervention system, including the regulations that govern the system, as well as the research-based practices that are the cornerstone of early intervention services.
- **Module 3:** Another important role for the FRC during meetings is to help the family understand the information presented in reports, materials, and meetings, and what this information means for the family.
- **Module 4.3:** Support collaboration between team members, all in an attempt to help families feel less overwhelmed and minimize the impact on the family's time and energy.

Professional Learning Community

- **Session 2:** Introduce key concepts and structures that support effective collaboration for families and caregivers.
- **Session 4:** Consider the elements of a coaching style of interaction to build on strengths and support confidence and competence of family members.

Content Area 7: Program Planning and Development

A. Attitudes: Recognizes the importance of and implements a plan addressing continuous quality improvement for program evaluation and improvement.

Child Outcome Summary Training Modules

- **Module 5:** Having high-quality data allows us to check where we are with results and to ask ourselves – are we where we want to be? If the answer is 'no' or 'not quite,' then quality data allows us to engage continuous quality improvement cycles, such as the one shown here, to determine what we want to improve, to plan those improvements, implement changes, and evaluate to see if the improvements have helped improve children's outcomes.
- **Module 5:** Child outcomes data provides information about progress at many different levels – starting with the child level and then looking at groups of children at the individual program level, the Local Lead Agency level and the state level. Looking at the child outcomes data at these different levels provides a wealth of data that programs can use for program improvement.
- **Module 5:** Start by reviewing the evidence. Child outcomes data provides information about progress at many different levels – starting with the child level and then looking at groups of children at the individual program level, the Local Lead Agency level and the state level. Looking at the child outcomes data at these different levels provides a wealth of data that programs can use for program improvement.

Early Support for Infants and Toddlers Core Competencies Training Crosswalk

B. Skills: Implements best practices, including current research, evidence-based, and promising practices for ESIT service delivery.

Child Outcome Summary Training Modules

- **Module 5:** Start looking at the evidence, practice building data discussions into different situations and get comfortable with discussing inferences and actions based on data. Using your data is critical for improving the quality of the data and having meaningful information to improve program practices and child outcomes.

C. Skills: Utilizes home visit observation and feedback to facilitate quality improvement.

Child Outcome Summary Training Modules

- **Module 5:** When working with data for program improvement, look at relationships to better understand how the program is working for specific subgroups of children and families.
- **Module 5:** There are many ways to incorporate data at the program or agency level. Choosing specific strategies for incorporating data will help you learn about what might strengthen your program.

D. Skills: Accurately and clearly explains the provisions and requirements of federal, state, and local laws affecting infants/young children and families (e.g., Part C of IDEA, child protection, child care licensing rules and regulations) to families and other service providers working with the family.

Introductory Training Modules

- **Module 2:** Child and Family global outcome areas.
- **Module 2:** Part C: Purpose and History: IDEA, provides guidance for states on the provision early intervention services. There are rules and regulations that are specific to our state called Washington Administrative Code. IDEA requires a set of minimum components for each statewide system of early intervention services.
- **Module 3:** Part C requires a timely, comprehensive, multidisciplinary evaluation of each child, birth to age 3.

E. Skills: Personally works within the requirements of: Federal/state law, agency policies and practices, professional codes of conduct; state and local funding sources.

Introductory Training Modules

- **Module 4.1:** Once a referral has been made, the EIPA has 45 days to gather information, determine eligibility, and finalize the initial IFSP.
- **Module 4.1:** The FRC or other intake coordinator must make the initial contact with the family within three days of the referral, either by telephone or in person. During this contact, they will explain possible early intervention services, the process needed to determine if their child will be eligible, obtain written permission to request existing records using the Authorization for Release of Records Form, and explain the family's rights.

Early Support for Infants and Toddlers Core Competencies Training Crosswalk

- **Module 4.1:** The FRC will provide prior written notice, schedule and hold the initial IFSP meeting with the IFSP team, including the family. During the meeting, the team will review the present levels of development, summary of functional performance, complete the Child Outcome Summary process, write functional outcomes and determine what services will be added to the plan. Will provide prior written notice no less than seven days in advance, unless it is documented that a different timeframe best meets the family's needs.

F. Skills: Practices confidentiality of each family's information in all contexts with exception only when making necessary reports to protect the safety of a family member (e.g., Children's Protective, Duty to Warn).

No Training Available at This Time

Content Area 8: Professional Development and Leadership

A. Attitudes: Values growth mindset and ongoing professional development activities to continually enhance competence and stay informed of the knowledge base of the evolving infant and early childhood, early intervention, and specific professional fields.

Professional Learning Community
- **Session 2:** Introduce key concepts related to the role and function of effective leadership. Identify leadership as function and the need to build and sustain leadership capacity deep within the system.
- **Session 3:** Explore how to use authentic assessment to gather information about the family's culture and priorities.

B. Knowledge: Actively seeks to recognize and integrate the world views of culturally diverse communities, including values, assumptions, communication styles, group norms, experiences, and perspectives.

Introductory Training Modules
- **Module 4.5:** All of the activities that are required in the first 45 days can be overwhelming and stressful for families. Providers should be prepared to have difficult conversations with families regarding their child's development, diagnosis, or other family concerns.

C. Skills: Adheres to standards of professionalism, including: honesty, integrity, dependability, responsibility, time management, problem solving, professional boundaries, use of an equity lens, communication skills, seeks professional support (mentor), recognizes burnout, and promotes self-care as a means of prevention.

Introductory Training Modules
- **Module 3:** The work of early intervention providers is grounded in guiding principles related to partnerships with families:
    1. Families are equal partners;
    2. Family and other social relationships are the central focus of all services;
    3. Learning occurs with familiar people in familiar settings;

4. The process is individualized to reflect the family's priorities; and
5. Families can enhance their child's learning and development.

Professional Learning Community

- **Session 2:** Introduce the importance of engaging "at-integrity" individually and systemically.

D. Skills: Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work and recognize areas for professional and/or personal development.

Introductory Training Modules

- **Module 4.2:** In order to establish a relationship with a family that is respectful and responsive to their individual strengths, needs, and experiences, especially when they are different than your own, it will be necessary to continuously reflect on your own experiences and biases, which may affect how you build relationships with different families.

Professional Learning Community

- **Session 3:** Explore ways to reflect on how your own culture and bias may impact your interactions with families.

E. Skills: Participates in teaming through reflective collaboration and consultation that values multiple, diverse perspectives: Exchanges complete and unbiased information in a supportive manner with the team; integrates information and consults with others when making important decisions; generates new insights and workable solutions related to relationship focused, family-centered care.

Introductory Training Modules

- **Module 3:** To develop a productive, collaborative, and effective team, there are several teaming and collaboration models that an IFSP team may adopt. Interdisciplinary, Multidisciplinary, Transdisciplinary.
- **Module 4.3:** Support collaboration between team members, all in an attempt to help families feel less overwhelmed and minimize the impact on the family's time and energy.
- **Module 4.4:** Because of the importance of the information gathered and to reduce the burden of time and energy while participating in multiple visits with different professionals, it is important for team members to collaborate and share information with each other.
- **Module 4.7:** Coaching is an adult learning strategy that is used to build the capacity of a caregiver to improve existing abilities, develop new skills, and gain a deeper understanding of how they can directly impact their child's development.
- **Module 4.7:** Coaching is a vital part of early intervention because the provider's role is to build the family's capacity to support their child's development and effectively communicate their child's needs. A provider's role is to help the family recognize their own skill and build on their strengths to feel confident in their role as their child's first and most important teacher.

Professional Learning Community

- **Session 2:** Introduce key concepts and strategies in support of effective teaming.