A Statewide
Professional Development
Initiative
for Early Intervention Providers

EHDI Short Course
March 18, 2018
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Arlene Stredler-Brown, Susie Tiggs

bit.ly/EIPDEHDI

Who are we?

Expectations of Participants

- Enter with an open mind.

- Be willing to step out of your comfort zone.

- Ask questions.

- Share ideas.

- HAVE FUN!

Handouts and Resources

- Per Person
  - Notetaking Guide
  - Link to Livebinder

- Per Table
  - EI Personalized Learning Plan
  - Knowledge & Skills of EI Providers...
  - Self Assessment

When you hear the word professional development, what one word pops into your mind first?

When poll is active, respond at **PollEv.com/susietiggs029**

Text **SUSIETIGGS029** to **37607** once to join

- Write your ideas - one idea per sticky note.
- When you are finished put your sticky notes on the wall.
- Silently read others' sticky notes.
- Cluster your ideas with other similar ideas.

What changes have you noticed in our field?

- Give each cluster a name or headline to describe its theme.
- What themes did we come up with?

What changes have you noticed in our field?

Families

Systems
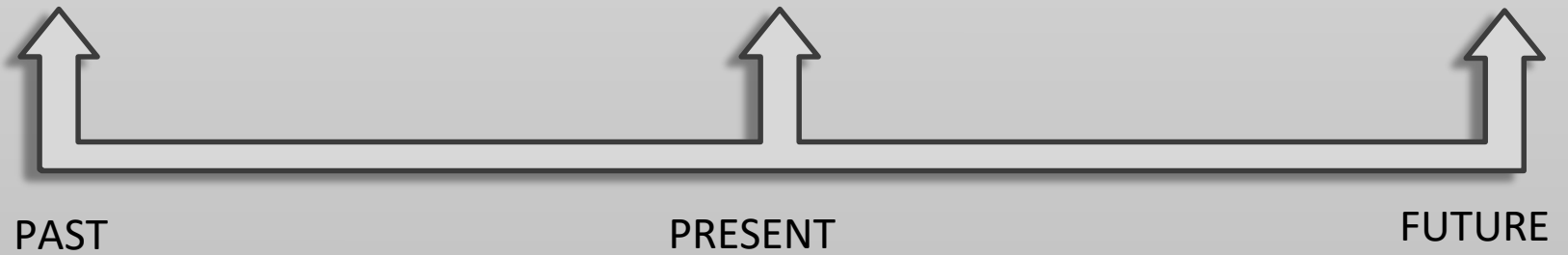
Children

Technology

Expectations

Change Happens!

PAST

PRESENT

FUTURE

The Evolution of EI PD

- College Courses
- National Meetings
- State-Level Meetings
- Program-Designed Inservices

PAST

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FUTURE

The Evolution of EI PD

- College Courses
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- Online Courses
- Webinars

PAST

PRESENT

FUTURE
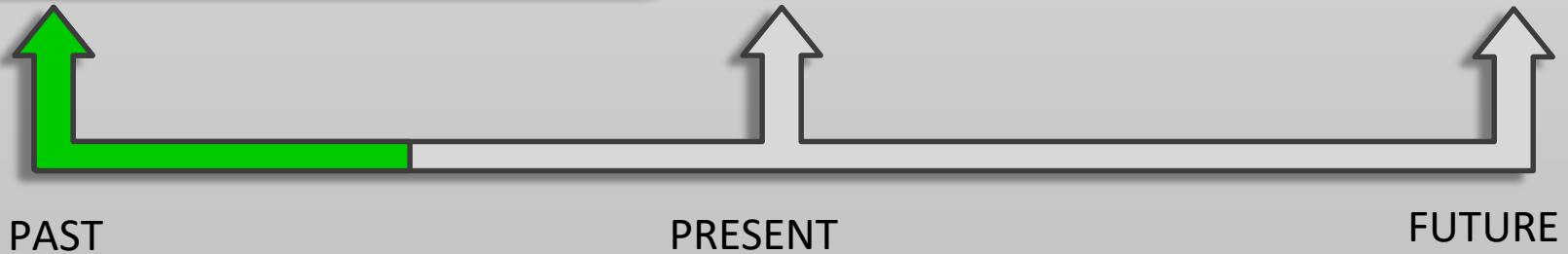
The Evolution of EI PD

- College Courses
- National Meetings
- State-Level Meetings
- Program-Designed In-Services

- Online Courses
- Webinars

- Social Media
- Remote Coaching
- New Ways Not Invented Yet!

PAST

PRESENT

FUTURE

The Evolution of EI PD

The Solution?

Do It Yourself Personalized Professional Development

The Solution!

Learning is a constant
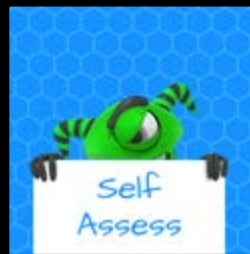process of discovery

a process without end.
- Bruce Lee

Steps to Personalized Professional Development Planning

Choose Topics

Step 1

Self Assess

Set Goals

Choose Learning

Reflect Often

Document Learning

Evaluate Plan

Knowledge and Skills:
Early Intervention

Supplement to the JCIH 2007 Position Statement: Principles and Guidelines for Early Intervention After Confirmation That a Child is Deaf/Hard of Hearing (2013)

Appendix 1 of the JCIH Supplement: Knowledge & Skills of EI Providers for Children who are D/HH and Their Families

9 Competency Areas

Appendix 1A Family-Centered Practice: Family-Professional Partnerships, Decision Making, and Fam... ...port

Providers Have the Knowledge and Skills to

Best Practice Documents (Ref. No.)

1. Recognize the expertise and major impact of families on c...
2. Understand family systems and family dynamics
3. Establish respectful reciprocal relationships with families
4. Demonstrate appropriate and effective listening strategies
5. Facilitate families' identification of concerns, priorities, an...
6. Implement strategies to promote infant-caregiver relations...
7. Promote and enlist ... family-t... support net...
8. Sup... family he...
9. Ide...
10. Pro... sup... ...cating the need t...
    oth... emot...
11. Encourage fa... ...on with the EI team
12. Promote family... ...cts of intervention
13. Promote inform... ...ough provision of a...
    information, re...
14. Implement str... ...upporting families'
    approaches/...
15. Encourage fa...
...to ... ...vention services

- Family-Centered Practice
- Socially, Culturally, and Linguistically Responsive Practices
- Language Acquisition and Communication Development
- Infant and Toddler Development
- Screening, Evaluation, and Assessment
- Technology
- Planning and Implementation of Services
- Collaboration and Interdisciplinary Models and Practices
- Professional and Ethical Behavior

- On your tables, find the "Knowledge & Skills of EI Providers for Children who are D/HH and Their Families"
- Keeping in mind the categories of change we discussed earlier, select 1 or 2 statements that have been impacted by those changes..
- Create **** to share with others.

bit.ly/KSEIJCIH

Appendix 1A Family-Centered Practice: Family-Professional Partnerships, Decision Making, and Family Support
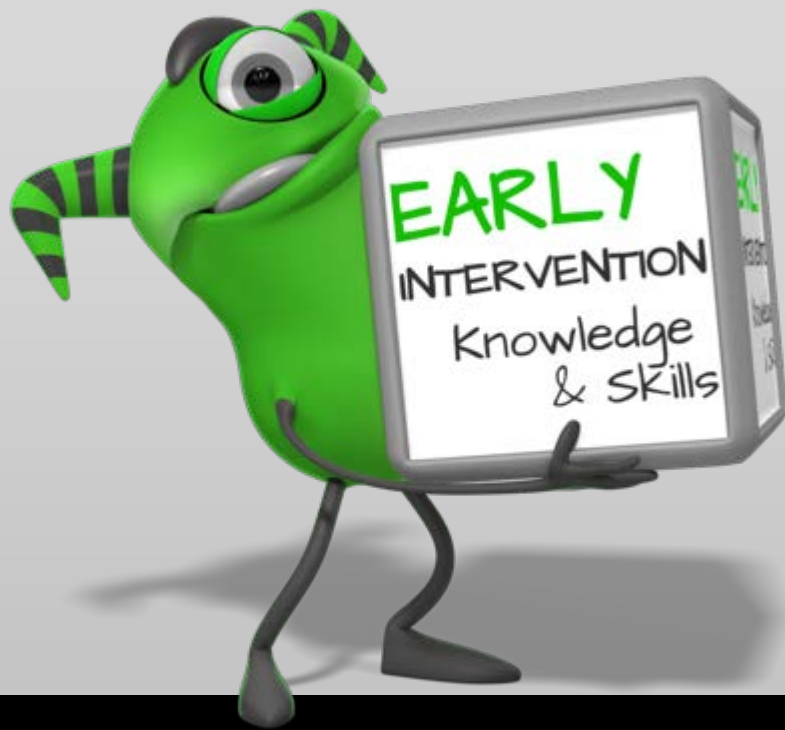
Providers Have the Knowledge and Skills to

Best Pra...ment...

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13. Promote inform... ugh provision
   information, re...
14. Implement str... upporting fami...
   approaches/...
15. Encourage fa...
16. ...tion services

- **Family-Centered Practice**
- **Socially, Culturally, and Linguistically Responsive Practices**
- Language Acquisition and Communication Development
- Infant and Toddler Development
- **Screening, Evaluation, and Assessment**
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- Professional and Ethical Behavior

So-oo-o much to know!
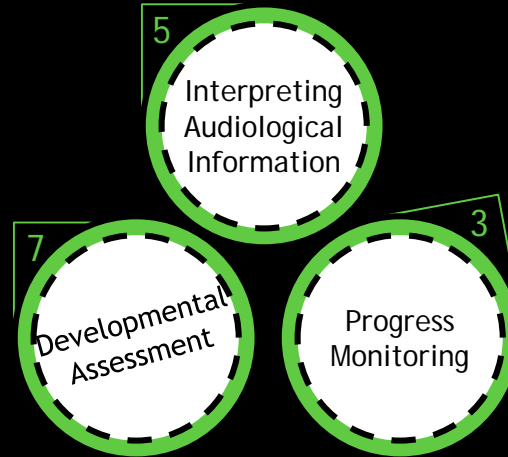
Google Form

Google Form

Email w/ Link

Editable Spreadsheet in Google Docs

COMPETENCY AREA: FAMILY CENTERED PRACTICES

Knowledge and Skills Related to Family Professional Partnerships

1. Understand family systems

1A. Rate the importance of this competency to your work as an early intervention provider *

	1	2	3	4	5	
Low Importance	○	○	○	○	●	High Importance

1B. Rate your need for additional knowledge and experience in this area *

	1	2	3	4	5	
Low Need	○	○	○	●	○	High Need

2. Demonstrate effective and appropriate skills for listening and responding to family members

2A. Rate the importance of this competency to your work as an early intervention provideryour current caseload *

	1	2	3	4	5	
Low Importance	○	○	●	○	○	High Importance

2B. Rate your need for additional knowledge and experience in this area *

	1	2	3	4	5	
Low Need	○	●	○	○	○	High Need

... for participating in the Texas DHH Early Intervention Provider Self-Assessment.

You can ... editable document here:

has just shared this editable Google Spreadsheet with you: EI Self Assessment QMe

Ongoing Developmental Assessment		to your work	this area	
17	Understand the process of informed choice, including benefits, risks, and uncertainties	5	4	9
	Support families and implement strategies to assist in decision-making ...		3	7
			3	5
			4	
			4	8
	... procedures and	5	3	8
23	Implement assessment strategies that include family participation and involvement	3	3	6

COMPETENCY AREA: SCREENING, EVALUATION, AND ASSESSMENT
Use of Developmental Assessment Tools to Monitor Progress

		Rate the importance of this competency to your work	Rate your need for additional knowledge and experience in this area	
24	Monitor child progress using appropriate tools and procedures	3	4	7
25	Convey assessment and evaluation results and recommendations in a manner that is understandable, accessible, culturally sensitive, and confidential	2	3	5
26	Understand how to use assessment results to guide early intervention services	4	5	9

Competency 1: My Learning Goal
What is my goal for this competency, and how will I know when I have accomplished my goal? Include the ways in which your practice as an EI professional will change as a result of your work on this competency.

Your answer

DEVELOPING STRATEGIES/IDENTIFYING STEPS FOR PROFESSIONAL LEARNING AND DOCUMENTING COMPLETION USING RESOURCES

Competency 1: My Independent Activities
(books, articles, web research, blogs, etc) List at least two resources you will use in your independent study. Review Region 11 Early Intervention and Skills Live Binder as a starting point to find potential resources.

Your answer

Competency 1: Documentation I Will Submit to Demonstrate Completion of My Independent Activities

Your answer

Competency 1: My Interactive Activities
(networking with other parent advisors or specialists, observing sessions/lessons of other parent advisors or specialists that relate to my competency, participating in an EI specific twitter chat, implementing revised practices, etc.).

Your answer

Competency 1: Documentation I Will Submit to Demonstrate Completion of My Interactive Activities

Your answer

Competency 1: My Workshops/Courses - OPTIONAL

Thank you for participating in the Texas Early Intervention Individual Professional Learning

has just shared this editable Google Document with you: Early Intervention IPLP Susi

Competency 1:

23. Implement assessment strategies that include family participation and involvement

Why Selected:

to a limited extent. accomplish this, I e assessment process in which family cipation in the t and yield more

Learning Goal:

Develop communication strategies that help family members': 1) understand the purposes of and processes for assessing their child's development; and 2) feel comfortable and competent in their role in getting the most accurate information about their child.

My Interactive Strategies:

Identify professionals, including parent advisors, within my area and discuss strategies they have used successfully.
Outline my new assessment strategies; discuss them with the other professionals I have identified as resources. Obtain feedback; revise as needed.

My Independent Study Strategies:

Research and select tests that include parents in the administration of the protocol

- Look over self-assessment.
- As a table group, pick one competency.
- Complete assessment for that competency.
- Select learning target based on results.

Your Turn

JCIH Knowledge or Skill to Focus On

SMART Goals

Specific:
What exactly do I want to accomplish?

Measurable:
How will I know I have met my goal?

Attainable:
What do I need to accomplish this? Who can help me?

Relevant:
Is the goal linked to something important to me?

Time-Bound:
When do I want my goal to be met?

Choosing Learning

Collaborative Learning Tasks	Independent Learning Tasks
•	•
•	•
•	•

Artifact(s) to Document Learning

My SMART Goal

S Specific	What exactly do I want to accomplish?
M Measurable	How will I know I have met my goal?
A Attainable	What do I need to accomplish this? Who can help me?
R Relevant	Is the goal linked to something important to me?
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JCTH Knowledge or Skill to Focus On

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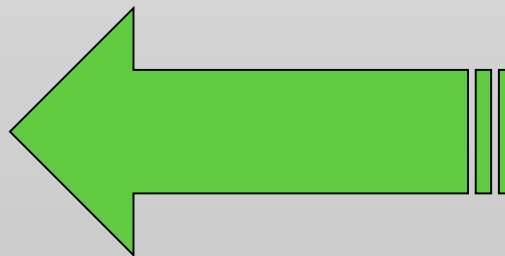
Choosing Learning

Collaborative Learning Tasks	Independent Learning Tasks
•	•
•	•
•	•

Artifact(s) to Document Learning

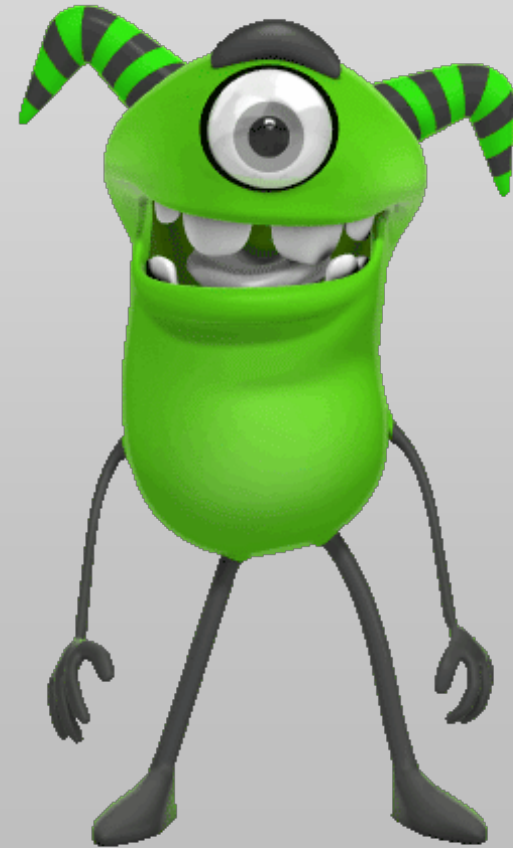**Informal Learning is the...**

Unofficial, Unscheduled, Impromptu

way most people learn.

Informal Learning Promotes...

Informal Learning provides...

40-60% of relevant knowledge & skills

- From the ThingLink, pick a strategy you aren't familiar with and explore.
- What would that look like with your learning target?

bit.ly/PPDbuffet

I prefer to learn...

Collaboratively. **A**

Independently. **B**

Collaboratively or independently, depending on the topic. **C**

- Observe another parent advisor
- Visit with a coach
- Participate in a Twitter Chat
- Take an online course

Collaborative Study Tasks

COLLABORATIVE TASKS

- Observe another parent

Collaborative Learning Tasks

When poll is active, respond at **PollEv.com/susietiggs029**

Text **SUSIETIGGS029** to **37607** once to join

Collaborative Study Tasks

- Read an article
- Follow a blog
- Watch videos showing techniques
- Take an online course

Independent Study Tasks

- Read an article

Independent Learning Tasks

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Independent Study Tasks

5.2 Family-Professional Partnerships Resources

Click on the resource type to see a list of suggested resources.

Click on the photo or title of the resource to learn more information about the resource and how to access it.

▾ Journal Articles

Supporting Learning Opportunities in Natural Settings Through Participation-Based Services
Campbell, P. H., & Sawyer, L. B. (2007). Supporting learning opportunities in natural settings through participation-based services. *Journal of Early Intervention, 29*(4), 287-305.

Family-Centered Practices... cy and Evidence
...windt, M. (2... competency and evidence.
...ning, 2...

▸ Books

▸ Videos

▸ eBook

▸ Websites

▸ eLearning Modules

Menu of Resources Sorted by Type
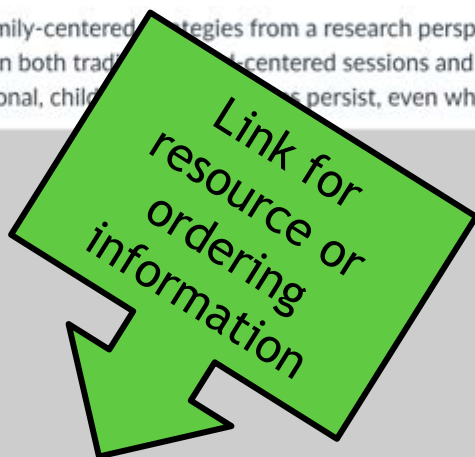
Detailed Info for each Resource

5.2.2 Article - Supporting Learning Opportunities

Overview:

This study explains the underpinnings of family-centered strategies from a research perspective. It describes a study that examines practitioners' behaviors during home visits in both traditional child-centered sessions and more current family-centered sessions. The research findings confirm that use of traditional, child-centered practices persist, even when the provider intends to be family-centered.

- **Resource Type**
  - Journal Article
- **Level**
  - Detailed
- **Audience**
  - Professional
- **JCIH Competency Area**
  - Family-Professional Partnerships
- **How to Access It**
  - Supporting Learning Opportunities PDF

Resources

5.2 Family-Professional Partnerships Resources

Click on the resource type to see a list of suggested resources.

Click on the photo or title of the resource ___ ___ information about the resource and how to access it.

▾ Journal Articles

Click on type to see the list.

...ties in Natural Settings Through Participation-Based Services

... (2007). Supporting learning opportunities in natural settings through ... Journal of Early Intervention, 29(4), 287-305.

Family-Centered Practice: Collaboration, Competency and Evidence

Espe-Sherwindt, M. (2008). Family-centered practice: Collaboration, competency and evidence. Support for Learning, 23(3), 136-143.

▸ Books

5.2.2 Article - Supporting Learning Opportunities

Overview:

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- **Resource Type**
  - Journal Article
- **Level**
  - Detailed
- **Audience**
  - Professional
- **JCIH Competency Area**
  - Family-Professional Partnerships
- **How to Access It**
  - Supporting Learning Opportunities PDF

Link for resource or ordering information

- Visit the EI Resources Site
- Explore the types of resources and variety of options for learning
- Which resources are familiar, and which are new to you?
- What is missing?

bit.ly/EIResources

JCTH Knowledge or Skill to Focus On

SMART Goals

Specific: What exactly do I want to accomplish?	
Measurable: How will I know I have met my goal?	
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Time-Bound: When do I want my goal to be met?	

Choosing Learning

Collaborative Learning Tasks	Independent Learning Tasks
• • •	• • •

Artifact(s) to Document Learning

Reflect Often
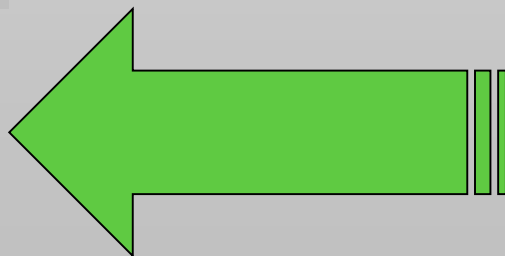
Choose Topics

Self Assess

Set Goals

Choose Learning

Step 5

Document Learning

Evaluate Plan

"We don't learn from experience. We learn from **reflecting** on experience."

-John Dewey

A Taxonomy of Reflection

Creating: What should I do next?

Evaluating: How well did I do?

Analyzing: Do I see any patterns in what I did?

Applying: Where could I use this again?

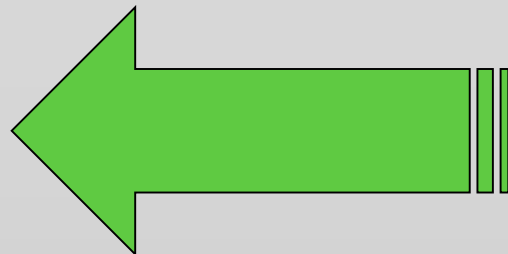Understanding: What was important about it?

Remembering: What did I do?

Model developed by Peter Pappas

A Taxonomy of Reflection

Creating: What should I do next?	
Evaluating: How well did I do?	
Analyzing: Do I see any patterns in what I did?	
Applying: Where could I use this again?	
Remembering: What did I do?	

Evaluate Plan	Yes	No
Do your goals and your plan reflect your needs?		
Are they relevant to your current work?		
Does your plan involve new learning and growth, not just time and effort?		
Are your goals clear?		
Does your plan include some activities that are collaborative as well as activities that can be done independently?		
Does your plan include time for reflection followed by appropriate adjustments?		
Does your plan include a way to demonstrate your learning?		

Evidence of Learning

Certificates of Attendance

Reflection Documentation

Digital Badges

Lesson Plans

Coaching Feedback

Evidence of Learning = Artifacts

What other ideas do you have for creating artifacts to prove your learning?

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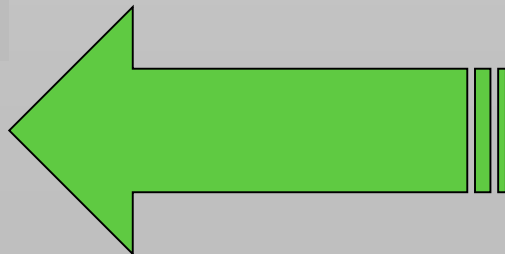
Learn-A-Lot PD Session

6 Hours
Continuing
Professional
Development

Reflection

DIY PPD
Taking Control of My Learning

Evidence of Learning = Artifacts

Reflection

DIY PPD
Taking Control of My Learning

Informed Choice for Families
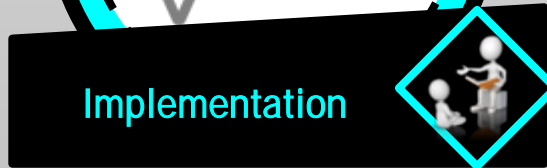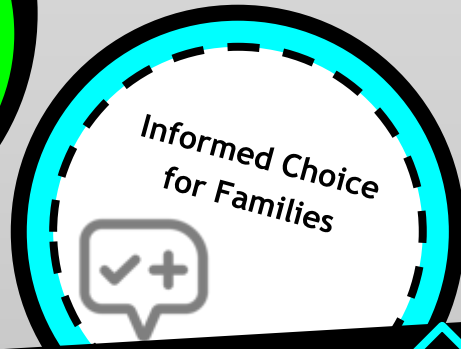
Implementation

Badges = visual representations of a **skill** or **achievement**

Digital Badges

Digital Badges

THINK OUT LOUD

@bryanMMathers

OLD SCHOOL CREDENTIALS

NEW SCHOOL CREDENTIALS

Digital Badges

- Visit the Credly Website
- View earned badges - click expand
- View given badges - click expand

bit.ly/stcredly

Evaluate Plan

Choose Topics

Self Assess

Set Goals

Choose Learning

Reflect Often

Document Learning

Step 7

A Taxonomy of Reflection

↑	**Creating:** What should I do next?	
	Evaluating: How well did I do?	
	Analyzing: Do I see any patterns in what I did?	
	Applying: Where could I use this again?	
	Remembering: What did I do?	

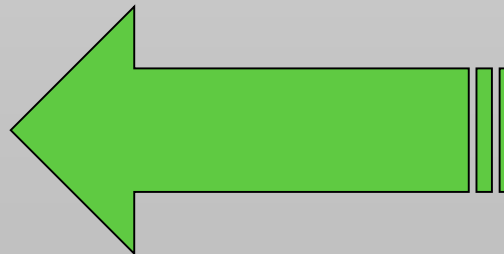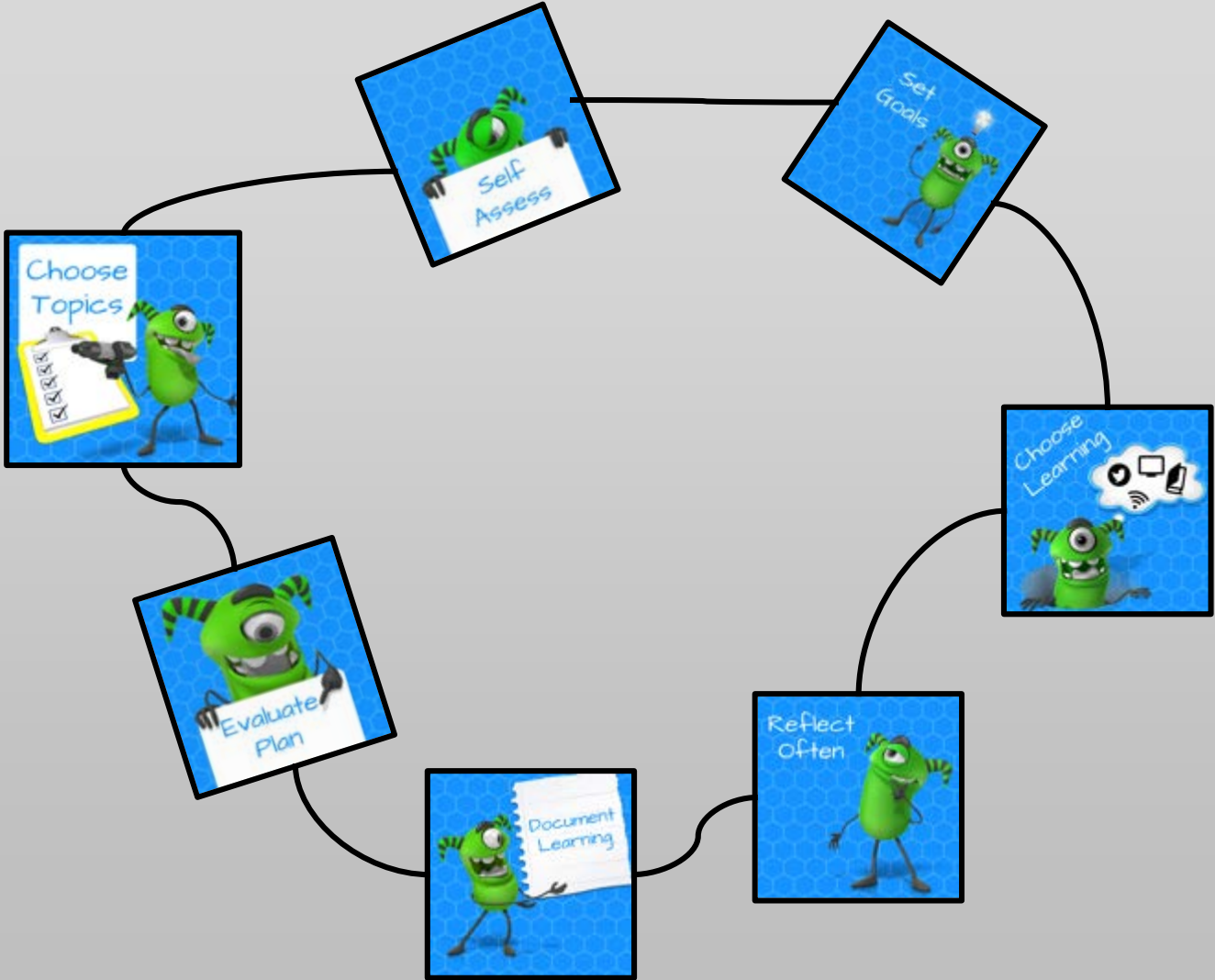| Evaluate Plan	Yes	No
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Are they relevant to your current work?		
Does your plan involve new learning and growth, not just time and effort?		
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Does your plan include some activities that are collaborative as well as activities that can be done independently?		
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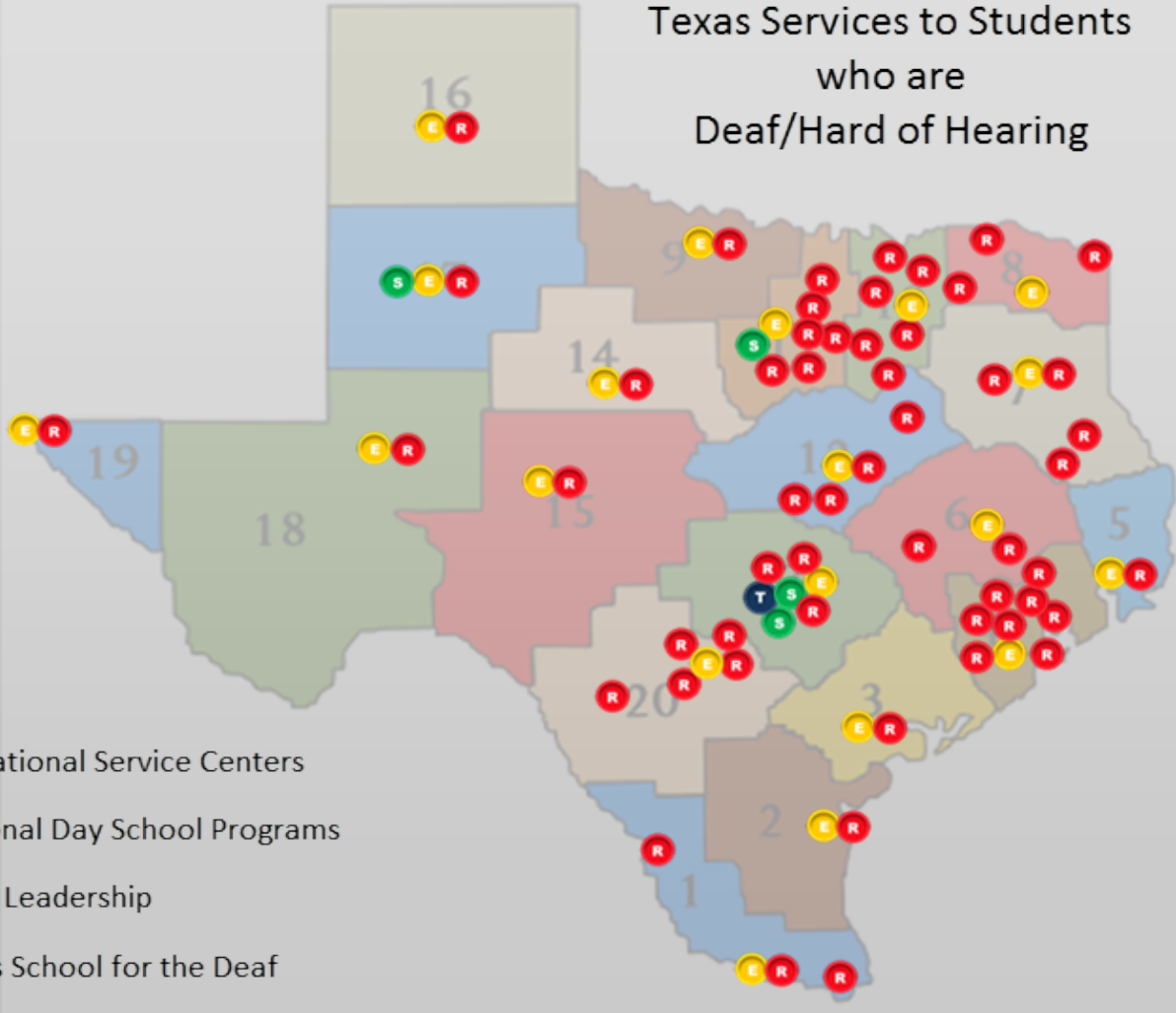"It is what we **KNOW** already that often prevents us from learning."

Claude Bernard

Why PPD?

Texas Services to Students who are Deaf/Hard of Hearing

1,247 Local Education Agencies

54 Regional Programs/ Deaf + Tx School/Deaf

42 Early Childhood Intervention Programs

Legend:
- E — Educational Service Centers
- R — Regional Day School Programs
- S — State Leadership
- T — Texas School for the Deaf

willing to share and collaborate!

Questions? Comments?

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  marilyn.sass-lehrer@gallaudet.edu

- **Arlene Stredler-Brown**
  arlene.brown@colorado.edu

- **Susie Tiggs**
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bit.ly/EIPDEHDI