Essentials for *Early On*® Faculty Guide

Early On 101: Essentials of *Early On* Module

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Early On® Center for Higher Education

The field of early intervention offers a broad array of career opportunities including developmental specialists, service coordinators, physical therapists, occupational therapists, speech-language pathologists, infant mental health specialists, and more. Part C of the Individuals with Disabilities Education Act (IDEA) federal regulations requires states to have policies and procedures to ensure that qualified personnel are available to support the early intervention system for infants and toddlers with disabilities. As noted in the Michigan Department of Education Early On Personnel Standards, online training modules, called the Essentials of *Early On*, have been developed to support personnel working with infants and toddlers with disabilities. The Essentials of *Early On* consists of five online training modules and five corresponding competency quizzes. The suggested order to complete the five online training modules are as follows:

- Foundations for Early Intervention
- *Early On* 101
- IFSP Process
- Procedural Safeguards
- Facilitating Smooth and Effective Transitions

The Essentials for *Early On* Faculty Guide is intended to be used to support the curriculum within or across courses for those who are preparing pre-service professionals to work with infants and toddlers with delays or disabilities and their families.

Early On 101: Essentials of Early *On* Faculty Guide

This faculty guide corresponds with the *Early On* 101: Essentials of *Early On* Module. Both the faculty guide and the module provide participants with a basic understanding of *Early On*. The history and philosophy of *Early On* are explored. The *Early On* process from referral through transition is reviewed. Additional topics addressed include: Service Coordination, State Performance Plan Indicators, *Early On* administration and *Early On* resources.

Before beginning the faculty guide and using these activities and module, we encourage faculty to watch each of the five Essentials of *Early On* training modules before using them, or any of the faulty guides in their coursework. Having a comprehensive understanding of the content allows faculty to facilitate the learning modules and activities with an appreciation of the "bigger picture" in mind. It is up to the discretion of the instructor to decide how to best present the information to students based on their discipline and where their students are at in their development of content learning. It is recommended to use this guide in the sequential order that is listed. Activities are embedded before and/or after each chapter for this module in order to build upon the understanding of the content in the *Early On* 101 module.

Things to consider when embedding the module and activities in coursework:

- Each module chapter has a time associated with it online, but this time does not include discussion, review of linked articles and reference materials, watching any videos, extension activities and other related learning opportunities.
- Reviewing the supporting materials, articles, videos and references supports the learning for each module. It may be beneficial for students to prepare ahead of time by reading the articles and referenced materials. Other options include pausing the module and providing time to read and discuss resources or reviewing resources after viewing the module and discussing them at the end or at a later date.
- When reviewing the modules ahead of time, it might be helpful to make note of where in the training module to pause and discuss current practice and/or policy, service area policy or procedure and documentation needs and/or changes.
- It may be helpful to build in time for activities and discussion with students.

Early On 101 Module: Chapter 1 – *Early On*

Chapter 1: (https://youtu.be/ptwJvXALYHw)

This chapter will provide the foundation for *Early On*, explore the history of *Early On* and address the philosophies associated with *Early On*. (Time:10 minutes) Watch the Chapter 1 module together as a group (or ask learners to watch it before meeting as a class).

Topics will include:

- *Early On* Overview
- History of *Early On*
- Purpose of Part C of IDEA
- *Early On* Mission
- *Early On* Vision
- Child and Family Outcomes
- Structure of Part C in Michigan
- What is *Early On*?

Handout for Chapter 1: What is *Early On*? – Video

Purpose: To provide learners with an introduction to *Early On* Michigan supports and services for infants and toddlers, birth to three years of age, with developmental delay(s) and/or disabilities, and their families.

Directions: Video - What is *Early On*? Time: 5 minutes

- As learners watch the video, have them listen for key words such as early interventionists, eligibility, IFSP, evaluation, service coordinator, evaluation, child, family, resources, needs, etc. Have learners write down important information they hear and learn during the video on the handout.
- Create the note taking table with the "Headings" (*Early On*, Families, or Key Ideas) on a flip chart or white board.
- Invite learners to share what they learned from the video and write responses in the appropriate heading table.
- To facilitate a discussion:
    - Ask learners if they have any prior experience or knowledge working with families or maybe know children and families receiving *Early On* services.
    - Discuss themes across each of the "Headings" (*Early On*, Families, or Key Ideas), including common words and phrases.
    - Ask learners to elaborate on the purpose of *Early On* Michigan and why they feel that it is an important for children and families in Michigan.
    - Discuss any new information learners may have learned and answer any questions that may have come up.

Early On 101 Module: Chapter 2 – *Early On* Process

Chapter 2: (https://youtu.be/CkQw28A5OsQ)

This chapter will take a closer look at the *Early On* process in Michigan from referral through transition, including all the steps along the way. (Time: 9 minutes) Watch the Chapter 2 module together as a group (or ask learners to watch it before meeting as a class).

Topics will include:

- *Early On* Process
- Michigan Mandatory Special Education
- IDEA
- Eligibility
- Established Medical Conditions
- Developmental Delay
- Referral and Evaluation
- Screening
- Informed Clinical Opinion
- *Early On* Forms
- *Early On* Services

Handout for Chapter 2: *Early On* Process

Purpose: To review and discuss pieces of the *Early On* process, including: Part C, Part B, Michigan Mandatory Special Education, eligibility determination, developmental delay, and no cost support and services.

Directions:

- Before viewing the Chapter 2 module, pass out the handout to each learner.
- Have learners work independently as they watch Chapter 2 of the module to answer the questions on the Activity 3 handout.
- Debrief by discussing each of the answers. Use the following discussion questions:
    - How might this information be useful to know within your coursework?
    - Which topics are you already familiar with?
    - Which topics do you need to learn more about?
    - How is Michigan Mandatory Special Education age requirements different than IDEA Part B and Part C age requirements?

Early On 101 Module: Chapter 3 – Service Coordination

Chapter 3: (https://youtu.be/KxE8-4_T3-4)

This chapter will define service coordination, a requirement for eligible children and their families. Available resources for use with families will also be identified. (Time: 2 minutes) Watch the Chapter 3 module together as a group (or ask learners to watch it before meeting as a class).

Topics will include:

- What is Service Coordination?
- Effective Service Coordination
- EOTTA Website
- Public Awareness
- *Early On* Resource Materials

Handout for Chapter 3: Service Coordination

Purpose: To provide learners an opportunity to better understand service coordination in *Early On*.

Directions:

- After viewing the Chapter 3 module, pass out the blog article Service Coordination is Both Wonderful & Challenging! (https://veipd.org/earlyintervention/2013/11/15/service-coordination-is-both-wonderful-challenging/) to each learner. Instruct learners read the article (this may also be sent out prior to the class meeting).
- Discuss with learners that service coordination is an active, ongoing process that involves assisting parents of infants and toddlers with disabilities in gaining access to, and coordinating the provision of, early intervention services and coordinating other services identified in the IFSP that are needed for the infant or toddler with a disability and the child's family.
- Have learners reflect on emotions that may have come up while reading this article.
- To facilitate a discussion, ask the following questions:
    - How does this article currently relate to you as a student or professional?
    - If you were the service coordinator, what would you find to most challenging in this article? Why?
    - Was this the picture you had in mind when thinking about what service coordination is?

Early On 101 Module: Chapter 4 – State Performance Plan Indicators

Chapter 4: (https://youtu.be/afG6cpXMICc)

This chapter will look at the State Performance Plan Indicators, both Compliance and Results Indicators and provide the targets for the State of Michigan. (Time: 4 minutes) Watch the Chapter 4 module together as a group (or ask learners to watch it before meeting as a class).

Topics will include:

- State Performance Plan Indicators
- Compliance Indicators
- Indicator 1 – Timely Services
- Indicator 7
- Indicator 8 – Transition
- Results Indicators

Handout for Chapter 4: Indicator 3 – Child Outcomes

Purpose: To provide learners an opportunity to better understand the State Performance Plan/Annual Performance Report Indicator 3 – Child Outcomes.

Directions:

- After viewing the Chapter 4 module, pass out the handout for Activity #5.
- Discuss with learners that States receiving IDEA funds must have a State Performance Plan/Annual Performance Report (SPP/APR) that evaluates their efforts to implement the requirements and purposes of C of the IDEA and reports annually on their performance.
    - Ask students to reflect on why they think there are indicators, regulations, and rules set in place for states?
- Discuss with learners that as a part of the State Performance Plan/Annual Performance Report (SPP/APR), states are required to report on the percent of infants and toddlers with Individualized Family Service Plans (IFSPs) who demonstrate improved:
    - Positive social-emotional skills (including social relationships);
    - Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
    - Use of appropriate behaviors to meet their needs.
- Invite the learners to explore the content on the handout for Activity #5 before watching the video Child Outcomes Step-by-Step (http://ectacenter.org/eco/pages/videos.asp)
- In pairs, have the learners review each of the child outcomes, summarizing each of the key components. Answers can be written on the whiteboard or a flip chart.
- Introduce the video by explaining that these outcome areas are not simply a measuring process for children with challenges or disabilities, but rather a set of crucial behaviors and skills that all children must acquire to participate fully in routines and activities with their families, caretakers, teachers and community members both now and in the future. These child outcomes were developed as part of IDEA; however, the measures themselves reflect quality of life for any child or individual.

- Have the learners watch the video Child Outcomes Step-by-Step (http://ectacenter.org/eco/pages/videos.asp). This video describes and illustrates the three child outcomes. It is a collaborative presentation of Results Matter, Colorado Department of Education, the Desired Results access Project, Napa County Office of Education, funded by the California Department of Education, Special Education Division, and the Early Childhood Outcomes Center, funded by the Office of Special Education Programs.
- Discuss with learners the importance of the age expected skills and behaviors needed in each of the three Child Outcomes.
    - What are some of these skills and behaviors for 0-3 for each outcome? How would you know the skill and behaviors are age expected?
    - How might this information by useful to know as you continue your coursework as an early childhood professional?
- Also, discuss with learners that as a part of the State Performance Plan/Annual Performance Report (SPP/APR), states are required to report on the percent of families participating in Part C who report that early intervention (EI) services have helped their family:
    - Know their rights;
    - Effectively communicate their children's needs; and
    - Help their children develop and learn.
- Have the learners watch the video Supporting Children by Improving Families (http://ectacenter.org/eco/pages/videos-supporting.asp). This video is a companion to the video Child Outcomes: Step-By-Step. This video describes the importance of supporting families, collecting data on family outcomes, and using the data to improve the program. It is a collaborative presentation of Results Matter, Colorado Department of Education, the Desired Results access Project, Napa County Office of Education, funded by the California Department of Education, Special Education Division, and the Early Childhood Outcomes Center, funded by the Office of Special Education Programs.

Early On 101 Module: Chapter 5 – Putting It All Together

Chapter 5: (https://youtu.be/w6THU0nRSNk)

This final chapter will consider the involvement of the Michigan Interagency Coordinating Council (MICC) as well as the Local Interagency Coordinating Councils (LICCs). The administration of *Early On* will be addressed. Consideration will also be given to some of the mandated projects for *Early On*. Additional resources and information about trainings are provided here as well. (Time: 1 minute) Watch the Chapter 5 module together as a group (or ask learners to watch it before meeting as a class).

Topics will include:

- Putting It All Together
- Michigan Interagency Coordinating Council
- Local Interagency Coordinating Council
- *Early On* Administration
- Your Local Service Area
- Mandated Activities
- Resources

Handout for Chapter 5: Family Stories – The Impact of *Early On*

Purpose: To facilitate a discussion and reflection of *Early On* - Michigan's birth to age three early intervention system for eligible children and families.

Directions: Family Stories – 4 Videos (http://earlyonfoundation.org/resources.php?ID=7)

- Introduce the videos by sharing the following with your learners:
    - Research has shown that by addressing delays early on - especially between birth and age 3 - we can more effectively impact a child's development, even into adulthood. Every child should be supported to grow and develop the skills they will need to be successful in school and in life. That support needs to start as early as possible when children have special needs or minor to significant disabilities.
- Pass out the guided viewing sheet. Give learners a minute to review the sheet before playing the videos.
- Have learners watch all 3 of the Family Stories videos located on the *Early On* Michigan Foundation website.
- Invite learners to share their thoughts about what they have just watched.
- Have learners answer the questions on the guided viewing sheet.
- Debrief by reviewing each question and discussing answers.

Handout for Chapter 5: Parent Resources

Purpose: To facilitate discussion and reflection of the use of online resources related to a parent's concern of his/her infant or toddler having a developmental delay.

Directions:

- Ask learners to picture themselves as a parent who has a concern about their infant's or toddler's development and have the learner find online resources to help support their child and family with those concerns.
- Have learners gather online information that may be based on the following.
    - Support and services the family can access that are -
        - Michigan specific resources
        - National resources
        - Developmental delay specific resources (speech and language, cognitive, gross motor, etc.)
- Discuss key search terms with learners such as: concerned about your child's development, services available for child with speech concerns, child is not crawling, concerns about infant hearing, etc. These resources can be Michigan specific and/or national resources. Have learners work individually or in groups to research online.
- On a flip chart or whiteboard, invite learners to list the resources they found that might (or would) help support with a developmental concern.
- Discuss the similarities that they found while exploring Michigan specific, national, and developmental delay resources.
- Ask each learner to share one thing he or she will take away from this activity.