ECI: Making It Work (MIW) Introduction

1. Making It Work (MIW)

1.1 MIW mainpage

Notes:
Welcome to the Making It Work (MIW) training module. MIW is created by the Texas Early Childhood Intervention (ECI) state office. MIW is a required training for all Texas ECI staff and is the foundation of EIS credentialing. This is an accessible text version of the ECI Making It Work training, which is linked from the ECI website from the following page:
https://hhs.texas.gov/doing-business-hhs/provider-portals/assistive-services-providers/early-childhood-intervention-programs/eci-training-and-technical-assistance. This training module includes links to videos and websites, worksheets, quizzes, and activities. These will be indicated as you read through the module.

2. Introduction to the module

2.1 Purpose of MIW

Notes:
As you work through the Making It Work module, you'll acquire knowledge fundamental to your job and apply it in realistic scenarios through guided practice activities.
If you're a new staff member, the module serves as an orientation to your role with ECI.
If you're a veteran staff member, MIW is a resource on topics that are essential to your work. You'll be able to look up specific information, or brush up on key skills.

2.2 Module navigation

Notes:
Each chapter of MIW is corresponded by a number. You are currently at 2.2, “Module Navigation”. You are currently viewing the Notes to see a text version of 1
the audio for the training.

At various spots throughout the module, you will be asked short questions. It's an opportunity for you to do a quick self-check. Then the answer will be revealed.

Throughout the module, you'll need to access and use a number of handouts and worksheets. They'll be linked on the associated slides and instructions will be provided. Alternatively, you can access the entire course packet before you start the training. Go to the MIW website and you'll find all handouts and worksheets in a single file that can be saved and printed.

2.3 Overview

Notes:
You're currently working through the introduction to the module. Upon completion of this section, you'll meet your MIW caseload and help the children & their families through all stages of ECI services -- beginning with referral and initial contact, to evaluation and assessment, to the IFSP, service delivery and case management, all the way through to transition ...

2.4 Your MIW desk

Notes:
You will occasionally be asked to work on activities, check your understanding of key concepts, review files of the MIW families you're helping, and complete ECI forms.

Meet the MIW Service Coordinator. She will walk you through each stage of the ECI journey -- from referral and pre-enrollment through to transition.

This is your MIW Coach. She'll be your mentor throughout the training and will offer guidance in challenging activities.

2.5 Welcome to ECI

Notes:
Welcome to Texas ECI. Helping families with young children who have developmental delays. Now that you're acquainted with Making It Work, let's talk about why you are here!
Early Childhood Intervention (ECI) is a statewide system that is a program of the Texas Health and Human Services System (HHS). The mission of ECI is to assure that families with young children who have developmental delays have the resources and support they need to reach their goals.

The Individuals with Disabilities Act (IDEA), other federal regulations, and Texas Rule establish the requirements for ECI.

2.6 Seven key principles

Notes:
Texas ECI has adopted the 7 Key Principles for Providing Early Intervention Services in Natural Environments as a philosophical framework for providing services to infants and toddlers. The 7 Key Principles describe an evidence-based method for providing quality services.

Listed next are the 7 Key Principles. Read about them now.
1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children’s learning and development.
3. The primary role of the service provider in early intervention is to work with and support the family members and caregivers in a child’s life.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child’s and family members’ preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on children’s and families’ needs and priorities.
6. The family’s priorities needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws and regulations.
2.7 Activity: Key principles challenge

Notes:
Here's the challenge: What one essential feature of ECI services is included in every principle? Review the 7 key principles and find the common element. (Note that variations of the word are used, so find a form of the word in each principle.)

Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
All families, with the necessary supports and resources, can enhance their children’s learning and development.
The primary role of a service provider in early intervention is to work with and support family members and caregivers in children’s lives.
The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child’s and family members’ preferences, learning styles and cultural beliefs.
IFSP outcomes must be functional and based on children’s and families’ needs and priorities.
The family’s priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.
So what is the word that is included in each of the seen sentences? That's right! The correct answer is that Families are key in all aspects of early intervention.

2.8 Family to Family video

Notes:
The perspective of families is captured in the ECI Family to Family video. It features several families talking about their experiences with ECI and how they and their child benefited. The video also gives a good overview of ECI services. As
you watch the video, think of your role as a service provider and how you can use this video when working with families.

The link to the video is here: https://www.youtube.com/watch?v=BS5hUdK2u0c.

### 2.9 What is a team?

Notes:

The importance of teaming: What is a team?

What: Work together on a common project, service or goal.

How: Through collaborative partnership and sharing knowledge and expertise

Why: To support families to achieve goals for healthy child development.

The family participates as an equal team member on every ECI team. An important feature of ECI services is the emphasis on teams. The overarching goal of all ECI teams is to promote healthy child development, and to support parents to achieve family goals. Successful ECI teams develop and maintain collaborative partnerships, support relationships, and include ongoing interactions. Interactions include sharing knowledge and expertise in ways that are respectful, supportive, and culturally sensitive.

Check Yourself: Answer this question: Why are teams important to ECI?

Answer: Teams provide a way for people with different skills to collaborate effectively and help families achieve their goals.

### 2.10 Team members

Notes:

Every team consists of the parent(s), a Service Coordinator, and at least two individuals with expertise in different disciplines. ECI teams are known as interdisciplinary because there are two professionals from different disciplines on each team. The professionals share a common perspective regarding infant/toddler development and developmental delay, with each professional bringing specific expertise. ECI teams plan and recommend interventions based on evidence-based practices, unique needs of the child and family, and priorities
of the family.

Take some time now to explore the roles of each team member ...

Service Coordinator:

The Service Coordinator is the single point of contact for the family. The Service Coordinator makes sure the family is aware of their rights in early intervention, and assists the child and her family to access ECI services.

In some instances, the Service Coordinator may also have a role as a Service Provider.

Service Provider:

The Service Provider is an ECI professional who delivers a service that is planned for the child and family. They include Occupational Therapists (OTs), Physical Therapists (PTs), Speech Language Pathologists (SLPs), and Early Intervention Specialists (EIS).

Family: The parent is the cornerstone for each ECI team, because the parent has the most knowledge about the child, is the constant in the child’s life, and will often be the decision maker when choices about services are presented.

2.11 Activity: Identify team roles

Choose the right answer to each question. More than one right answer may apply.

Whose role is it to .... ?

Question 1:

Who is the single point of contact for the family? (choose one or more to select)

Choices:

1. The Service Coordinator
2. The Family
3. The Service Provider

Answer: The Service Coordinator. According to Rule (TAC §108.103) the Service Coordinator is the single point of contact for the family.

Question 2:
Who implements interventions and recommendations in-between home visits? (choose one or more to select)

Choices:

1. The Service Coordinator
2. The Family
3. The Service Provider

Answer: The Family. The time between visits is vital to the learning process, as the family implements interventions and recommendations.

Question 3:
Who is the cornerstone of every ECI team? (choose one or more to select)

Choices:

1. The Service Coordinator
2. The Family
3. The Service Provider

Answer: The Family. The family has the most knowledge about the child, is the constant in the child’s life, and will generally be the decision maker when choices about services are presented.

Question 4:
Who coaches others on how to implement intervention strategies? (choose one or more to select)

Choices:

1. The Service Coordinator
2. The Family
3. The Service Provider

Answer: The service provider coaches the family and other team members on implementing strategies.

Question 5:
If the family provides important information to one person on the team, who else should learn about this information? (choose one or more to select)

Choices:
1. The Service Coordinator
2. The Family
3. The Service Provider

Answer: The Service Coordinator and the Service Provider. The family may discuss important matters with either the Service Coordinator or a Service Provider. It is important to share this information with other members of the team.

2.12 Team communication

Notes:
The role of the interdisciplinary team is to work cooperatively to provide evaluation, assessment, to develop the service plan and to provide intervention. Members communicate with each other about their findings and activities to collaboratively develop goals and plans as a team.

Activities of the team will vary, dependent on the various processes required during a child’s enrollment in ECI. One of the first activities of the team is to establish an effective means of communication. Phone calls, emails or texts, or notes can get you started. Communication strategies will vary, depending on the ECI process and needs of team members. We will explore the roles of the team -- and suggest ways to communicate -- in each process as you work through your MIW case load.

2.13 Cultural Competence: Working with diverse families

Notes:
Effective early intervention services must be family-centered and culturally responsive.

In order to successfully engage families in services, you will need to recognize the role of culture in all areas of the early intervention process.

In practice, this means you will:

• Be continually mindful of your own values, beliefs and biases
Family-centered services are respectful of the family’s culture throughout the early intervention process.

2.14 Closer look at principle 4

Notes:
Let’s take a moment to review principle 4 from the Key Principles for Providing Early Intervention Services and the fundamental concepts that address family-centered and culturally-appropriate services.

Principle #4 four explains that “The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child’s and family members’ preferences, learning styles and cultural beliefs.”

There are four key concepts in this principle that you should keep in mind as you work with families.

1. Family members are active in all aspects of service.
2. The adults in a child’s life each have their own preferred learning styles; interactions must be sensitive and responsive to individuals.
3. Each family’s culture, spiritual beliefs, activities, values and traditions will be different from the service provider’s (even if from a seemingly similar culture); service providers should seek to understand not judge.
4. Family ways of thinking and doing are more important than provider comfort and beliefs.

Cross cultural competence is a term that is used to define effective interactions that take into account similarities and differences in the way people respond and react to their environment. It is the process of knowing our own culture in order to relate and in this case deliver services to individuals who have different cultural
perspectives. Developing skill in this area will be a continual process and is necessary for the successful implementation of key principle #4.

2.15 Race, ethnicity and culture

Notes:
Race, ethnicity and culture are three terms which are closely related but have different meanings. To begin to understand culture and to develop cross-cultural competence, it is important to know the distinction between these three terms.

Race represents a large group of people distinguished from others on the basis of common physical characteristics such as skin color and facial features. Race is externally assigned based on these physical characteristics and genetics.

Unlike race, ethnicity is not assigned by others but is related to how a group of people perceive they are connected to one another. The connection is based on a shared past and common culture. In the United States, ethnicity refers to a subset of the national culture in which people are thought to have a common ancestry and who share a distinctive culture. Ethnicity refers to social traits such as religious faith, language, and traditions. A person’s ethnicity can give them a sense of identity and belonging.

Culture reflects the sum total of learned behavior of an ethnic group and is generally considered to be the traditions of that group. Culture is a set of values, attitudes, beliefs, of the group and is transmitted from generation to generation.

While culture can be a shared group experience, individuals in the group reflect a personal culture as well. As a service provider, it is important to recognize that while a family identifies with a specific ethnicity, each family and individual family members will often reflect their own unique culture.

Culture is different from ethnicity in that individuals can adopt cultural practices
that do not reflect their family of origins beliefs and practices. Responding to each family individually is critical because a family’s culture is complex and subtle differences can take time to learn.

2.16 Developing cultural awareness

Notes:

In order to provide culturally-appropriate services and to develop cross-cultural competence, service providers must develop cultural awareness. This begins with the recognition of your own personal culture: How do your values shape what you believe? How does what you believe shape your actions?

Developing an awareness of the interplay between our culture and our perceptions is a difficult task because our own culture is not conscious to us. From birth, we have learned to respond based upon our family’s culture. We do not question it because it is simply our reality. In order to develop awareness, we must step outside our cultural boundaries and examine how our culture impacts our behavior.

Culture is reflected through symbols, heroes, rituals and values. It is manifested in ways that are tangible and in ways that are more difficult to perceive. Unlike obvious representations of culture such as dress, food and traditional celebrations, understanding what a family values or believes is not as easily perceived.

Symbols represent the most superficial aspect of culture while values are deeply rooted within a person’s belief system and form the basis for how an individual views his world.

Symbols:
Words, gestures, pictures or objects that carry a particular meaning and are best recognized by those who share a particular culture. Symbols for a culture can change over time and can also go away.

Heroes:
Real persons or characters who reflect character traits that are highly valued. Heroes serve as role models.

Rituals:
Activities considered by the group to be essential or to demonstrate socially appropriate behavior such as how to pay respect to others, appropriate greetings, religious or spiritual ceremonies, etc.

Values:
The core of our personal culture is found in what we value. We cannot directly observe cultural values but only infer them by our actions or responses to events. Our belief system is directly related to values and consequently our actions serve as reflection of our values.

2.17 Activity: Know Your Culture

Notes:
Cultural awareness is essential when you interact with families. Just as your culture impacts your actions, their culture will influence how they interpret and evaluate situations and respond to services. It is easy to misinterpret the behavior of your families when you lack awareness of your own values and project them on to others.

As a service provider, you must view the world from the family’s point of view. If your cultural perspectives dominate the interaction and do not fit the family’s preferences, the family may distance themselves from the interaction and not fully participate.

Take some time now to identify some of the components of your culture. What are some values, rituals, heroes and symbols from your family, and why are these important? Use the handout 1.3 for this activity.

2.18 Activity: What do you value?

Notes:
In the United States, the Anglo-European culture is the dominant culture and reflects a specific set of beliefs, values and practices. This is in contrast to the non-dominant culture which does not reflect Anglo-European values. Take a look at the chart in handout 2 (the Reference Chart), which compares Anglo-European culture with other perspectives in terms of how they value independence, change, equality, etc. Review the definitions. By examining some of these traits, you may begin to have a sense of your own culture, and it will help you identify other cultural perspectives.

Indicate where your values fall on each continuum ...

<table>
<thead>
<tr>
<th>Anglo-European Value:</th>
<th>Vs.</th>
<th>Other value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence/ Individualism</td>
<td>vs.</td>
<td>Interdependence/ Group Warfare</td>
</tr>
<tr>
<td>Change</td>
<td>vs.</td>
<td>Tradition</td>
</tr>
<tr>
<td>Informality (communication)</td>
<td>vs.</td>
<td>Formality (communication)</td>
</tr>
<tr>
<td>Equality</td>
<td>vs.</td>
<td>Hierarchy/ Rank/ Status</td>
</tr>
<tr>
<td>Action Orientation</td>
<td>vs.</td>
<td>“Being” Orientation</td>
</tr>
<tr>
<td>Time Dominates</td>
<td>vs.</td>
<td>Human interaction orientation</td>
</tr>
<tr>
<td>Family Membership</td>
<td>vs.</td>
<td>Extended Family Membership</td>
</tr>
</tbody>
</table>

As you probably experienced in this activity, identifying your own cultural values is not always easy. While you may favor one part of the continuum over another, you probably found yourself at different points in the continuum with specific values. It is important to be very cautious in making assumptions about a family’s values and beliefs based on what is typically assigned to a particular culture or ethnicity. The goal of cross cultural competency is to gain insight rather than to stereotype. The key to forming a working partnership with families is to understand the importance of self-awareness and reflection and be willing to think about how culture is present in all your interactions.

2.19 Your MIW caseload

Notes:
Congratulations! You've completed the introduction to the MIW module and you have earned the responsibility of having a caseload. Here are the three children you'll be working with throughout the module: Andre, Elizabeth, and Riley.

2.20 MIW bookshelf

Notes:

Along the way, you'll need to access reference materials. At any time during the training, you can go to the MIW bookshelf to look up something in the Texas Administrative Code or Part C regulations. You can also access ECI forms from the bookshelf, connect to resources on early childhood development or the 7 key principles, and access supplemental activities to the module. There's also a resource for supervisors, as well as an indexed list of topics under "ECI Fundamentals."

You will be directed at key points to resource guides and tools. Here are the following resources with the link to which you will be directed:


Federal Regulations, IDEA, Part C: http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&SID=6b266fffd7c890f6646b0e34961691ca&rgn=div5&view=text&node=34:2.1.1.2&idno=34

ECI Forms: (in development)

Supplemental Activities: (in development)

Early Childhood Development: (in development)

The 7 Key Principles: http://ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike_3_11_08.pdf.

ECI Fundamentals: (in development)

Supervisor Guidelines: (in development)

Let's get started!