

Mentoring Resources

Self-reflection tools for Service Coordinators

*Knowledge and Skills for Service
Coordinator Standards*



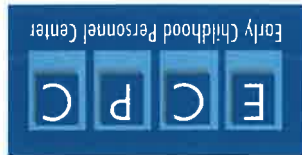
**NATIONAL
Service Coordination
TRAINING WORKGROUP**

*Service Coordinators Self-
Assessment*



Standards and Competencies

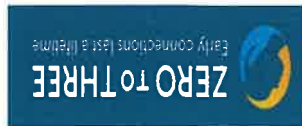
Cross Disciplinary Competencies



Initial Practice-Based Professional Standards for
Early Interventionists/Early Childhood Special
Education



P-5 Competencies



DEC Recommended Practices aligned Tools and Resources



Being an Effective Mentor/Coach



Engagement in Professional Organizations



LEADERSHIP PRACTICES CHECKLIST

This checklist includes 12 leadership practices that research indicates are related to positive organizational, teaming, leader, and employee outcomes (Dunst, et al., 2018). A leader can use any set of practices to actively engage employees in achieving organizational goals. Choose the set that best fits your organizational needs and plan and rehearse how you will use the practices to improve your leadership skills. Use the checklist to review your leadership practices following leader-staff interactions to self-assess your use of the practices or to have a coach, supervisor, or peer provide feedback and suggestions to improve your leadership skills.

Indicate which of the leadership practices you were able to use with your organization or program staff		
Leader-Centered Practices	1	Clearly describe the vision of your organization and engage staff in activities promoting their commitment to organizational goals.
	2	Communicate positively about your organization and how staff contribute to achieving organizational goals.
	3	Lead by example by modeling desired behavior in ways consistent with your organization's mission and goals.
Shared Responsibility Practices	4	Solicit staff input and feedback to strengthen staff commitment to your organization's goals.
	5	Seek staff input in terms of creative and innovative thinking about solutions and new ways to achieve organizational goals.
	6	Engage staff in shared leadership in ways that emphasize staff strengths and their contributions to achieving organizational goals.
Capacity-Building Practices	7	Engage in communicative and interactional practices that build positive leader-staff relationships by being sensitive and responsive to staff concerns and needs.
	8	Provide staff confidence-building learning opportunities that strengthen staff skills and instill pride in and commitment to your organizational mission and goals.
	9	Provide staff supportive guidance and feedback for their contributions to achieving organizational goals.
Staff Performance Practices	10	Clearly describe and articulate expected staff behavior and practices consistent with your organizational goals.
	11	Clearly communicate how staff behavior expectations contribute to organizational, teaming, and other activities to achieve organizational goals.
	12	Provide positive feedback and reinforcement in response to individual and collective staff accomplishments and contributions to achieving organizational goals.



NATIONAL Service Coordination TRAINING WORKGROUP

Knowledge and Skills for Service Coordinators (KSSC)

—SELF-ASSESSMENT—

Use the self assessment scale to reflect on your knowledge and skills. Then use the action plan to identify goals and activities you would like to pursue as it relates to your strengths and areas of need. Note, there are no right or wrong answers. Just your honest assessment so you can track your strengths, needs and progress as you develop your knowledge and skills.



1.0 Infant and Toddler Development: Service Coordinators demonstrate knowledge of infant and toddler development including factors that contribute to development such as family context, relationships, culture, socio-economic considerations, environment, and experiences to inform intervention decisions, child development and learning within natural environments.

HELP!	I need support	I am emerging	I feel pretty good	I've got this!
1	2	3	4	5



2.0 Family-Centered Practices: Service Coordinators demonstrate ability to respect and support the distinctive qualities of each family, recognizing the family as the teacher, support, decision-maker and advocate for their child.

HELP!	I need support	I am emerging	I feel pretty good	I've got this!
1	2	3	4	5



3.0 Leadership/Teaming: Service Coordinators demonstrate ability to be an effective leader by building professional, supportive partnerships with families; collaborating and teaming with IFSP team members to include family members; and engaging/collaborating with a variety of community partners.

HELP!	I need support	I am emerging	I feel pretty good	I've got this!
1	2	3	4	5



4.0 Coordination of Services: Service Coordinators demonstrate ability to coordinate and monitor the timely delivery of identified evidence-based early intervention services.

HELP!	I need support	I am emerging	I feel pretty good	I've got this!
1	2	3	4	5



5.0 Transition: Service Coordinators implement smooth and effective transition plans with the family that identify the events, activities, and processes associated with key changes between environments or programs during the early childhood years.

HELP!	I need support	I am emerging	I feel pretty good	I've got this!
1	2	3	4	5



6.0 Professionalism: Service Coordinators demonstrate professionalism by using personal and professional boundaries, flexibility, resiliency, time management, dependability, and by engaging in ongoing professional development.

HELP!	I need support	I am emerging	I feel pretty good	I've got this!
1	2	3	4	5

My greatest strengths include:

Areas I need support include:

Goals/Action Steps (include ways you hope to use your strengths as well as things you want to improve upon)

The person/people/resources that will help me succeed in my goals:
(e.g. mentor, supervisor, peer, team member, agency or entity that provides training and technical assistance, coursework, etc.)

Motivation and Guidance in Leadership Checklist

This checklist provides examples of practices leaders can use to create an environment in which work can get done in an effective and rewarding way. Providers who are expected to demonstrate beliefs and values that include behaviors such as valuing and respecting families, supporting their decisions, and including them as full team members and enhancing their confidence and competence need leadership

that exemplifies and demonstrates these same beliefs and values. The checklist can be used by leaders at both the state and local program level as a self-evaluation to determine if they are practicing and promoting these values and beliefs on a daily basis. Leaders lead by doing and setting the example.

Leader: _____

Date: _____

Please indicate the extent to which you use these practice characteristics as a leader:

Seldom
(0 - 25%)
or never
the time
Some of
(25 - 50%)
the time
As often
(50 - 75%)
as I can
Most of
(75 - 100%)
the time
Notes

1. Communicate statutes, policies, codes of ethics, and procedures to assist others in understanding the reasons behind decisions and actions

☐	☐	☐	☐
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2. Create an organizational environment in which all staff members are treated with respect and trust

☐	☐	☐	☐
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3. Model and promote participatory decision making to ensure staff investment in work plans

☐	☐	☐	☐
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4. Provide clear information about the purpose and expectations of assigned tasks or responsibilities

☐	☐	☐	☐
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5. Establish clear and open feedback loops for assigned work responsibilities

☐	☐	☐	☐
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6. Commit to and provide resources for staff to engage in learning opportunities

☐	☐	☐	☐
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7. Understand and establish professional boundaries; yet promote an open and caring workplace where people want to come each day

☐	☐	☐	☐
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8. Ensure that staff members take individual responsibility and honor the responsibilities of others for getting work done in a competent and timely way

6 Early Intervention Adult Learning Principles

Supporting the learning needs of caregivers is a fundamental part of early intervention practice. These 6 principles can guide your work with caregivers to ensure strong and productive relationships.

1 Caregivers learn best when **what is being learned is immediately relevant and useful.**

2 Caregivers learn best when **new knowledge is built on prior knowledge and experience.**

3 Caregivers need to understand **what they are learning, why it's important, and how to use it with their children.**

4 Caregivers learn best through **active participation and practice.**

5 Caregivers learn and remember best when **what they are learning is practiced in context and in real time.**

6 Caregivers benefit from **opportunities to reflect and receive feedback on their learning and their performance.**

Learn more and order ▶ bpub.fyi/Pause-Reflect



Child Social Communication

The first sounds infants make are the beginnings of social communication. Encouraging infants and toddlers to use vocalizations and words to communicate can help them become social partners in everyday interactions. By noticing and responding to children's attempts to communicate, you can promote their language learning.

Watch a video of this guide

Promoting Early Language Learning Skills

- Observe the social behavior infants and toddlers use during everyday classroom activities and routines. Pay attention to children's cooing (e.g., ah, ooh, eee), babbling (e.g., ba-ba-ba, ma-ma-ma), jabbering (e.g., invented words or sounds, parts of words), and simple words.
- Attend to what interests a child while engaged in everyday activities. Observe the child to identify the sounds he or she produces. Follow the child's lead and shift your attention to what captures the child's attention. Interpret a child's vocal initiations as attempts to get your attention, convey a need, express a feeling, or interact with you in some way. Position yourself so you can make eye contact with the child and have a face-to-face interaction.
- Respond positively to infant and toddler vocalizations. Use vocal imitation or respond in a repetitive and exaggerated way, alternating between adult speech and baby-talk.



Speedkingz / Shutterstock.com

A Quick Peek

Five-month-old Addie seemed to love the sound of her own voice and entertained her teachers, Jewell and Sammi, with her delightful cooing. During music time, as Jewell and Sammi clapped softly to the music, Addie cooed, "Eeeee." Jewell smiled and repeated Addie's sound, encouraging Addie to continue. Addie squealed and kicked her legs in excitement as she and Jewell began cooing back and forth with one another. Soon Jewell responded, "Oooo, eeee, ahhh." Addie looked surprised, then cooed, "Oooo, ahhh." Everyone was so delighted, they laughed and clapped for Addie.

You'll know the practice is working if...

- Children stay engaged in your-turn/my-turn interactions with you
- Children get excited when interacting with you
- Children vocalize more and use more varied vocalizations when interacting with you

This practice guide is based upon the following DEC *Recommended Practices*: Interaction 1, 2, 3, 4
The DEC Recommended Practices are available at <http://dec-sped.org/recommendedpractices>
Access this practice guide and other products at <http://ectacenter.org/decrp>
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Adult-Child Interaction Checklist

This checklist includes practices that can be used to engage a child in adult-child interactive episodes to promote and support child competence. The main focus of the practice is responding promptly and positively (contingently) to a child's behavior to elicit or maintain child interactions with an adult during everyday activities and play. Adult contingent responsiveness is characterized by sensitive, prompt, positive, and an appropriate amount of adult responses to maintain and not interrupt child interactions.

The checklist indicators can be used by a practitioner to develop a plan to use the practices with a child or to promote a parent's or other family members' use of the practices. The checklist rating scale can be used to do a self-evaluation to determine if the different practice characteristics were used by a practitioner with a child or as part of promoting a parent's use of the practices.

Practitioner:	Child:	Date:	Seldom or never (0 - 25%)	Some of the time (25 - 50%)	As often as I can (50 - 75%)	Most of the time (75 - 100%)	Notes
Please indicate which practice characteristics you were able to use as part of interactions with a child:							
1. Observe the child's participation in everyday activities and social play	☐	☐	☐	☐	☐	☐	
2. Identify the focus of the child's attention or engagement in the activities (e.g., child interests)	☐	☐	☐	☐	☐	☐	
3. Follow the child's lead and interests or preferences	☐	☐	☐	☐	☐	☐	
4. Interpret the child's behavior and responses as an intent to interact or communicate with you	☐	☐	☐	☐	☐	☐	
5. Respond promptly and positively (contingently) to the child's behavior in a way that maintains a child's interactions	☐	☐	☐	☐	☐	☐	
6. Enter into the child's play or interactions to encourage your-turn-my-turn play and joint-attention interactions	☐	☐	☐	☐	☐	☐	
7. Encourage the child to try new things (behavior elaborations) through modeling, expansions, or other types of guided supports	☐	☐	☐	☐	☐	☐	

This checklist is based upon the following DEC Recommended Practices: Interaction 1, 2, 3, 4, 5
The DEC Recommended Practices are available at <http://dec-sped.org/recommendedpractices>
Access this checklist and other products at <http://ectacenter.org/decp>
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Lista de verificación de interacciones entre el niño y los adultos

Esta lista de verificación incluye prácticas que pueden servir para involucrar al niño en episodios interactivos con adultos que promueven y apoyen su competencia. El foco principal de la práctica es responder con prontitud y de forma positiva (contingente) a la conducta del niño para inducir o mantener las interacciones del niño con adultos durante las actividades cotidianas y el juego. La respuesta contingente del adulto se caracteriza por la cantidad apropiada de respuestas sensibles, prontas, positivas y apropiadas, para proseguir las interacciones con el niño sin interrumpirlas.

Los indicadores de la lista de verificación pueden servir al practicante para elaborar un plan de uso de las prácticas o para fomentar el uso de las mismas por parte de los padres y otros miembros de la familia. La escala de puntuación de la lista de verificación puede servir para hacer una autoevaluación para determinar si el practicante empleó las distintas características de la práctica con el niño o como parte de fomentar el uso de las mismas por parte de los padres.

Practicante:	Niño:	Fecha:	Casi nunca o nunca (0 - 25%)	Algunas veces (25 - 50%)	Siempre que puedo de las veces (50 - 75%)	La mayoría de las veces (75 - 100%)	Notas
Indique las características de la práctica que empleó como parte de las interacciones con el niño:							
1. Observar la participación del niño en actividades cotidianas y juegos sociales.	☐	☐	☐	☐	☐	☐	
2. Identificar el foco de la atención o participación del niño en las actividades (sus intereses).	☐	☐	☐	☐	☐	☐	
3. Dejarse guiar por la iniciativa y los intereses del niño.	☐	☐	☐	☐	☐	☐	
4. Interpretar el comportamiento y las respuestas del niño como un intento de interactuar o comunicarse con usted.	☐	☐	☐	☐	☐	☐	
5. Responder con prontitud y de manera positiva (contingente) al comportamiento del niño, de una manera que no interrumpa la interacción.	☐	☐	☐	☐	☐	☐	
6. Involucrarse en los juegos o las interacciones del niño para fomentar el juego por turnos y las interacciones de atención conjunta.	☐	☐	☐	☐	☐	☐	
7. Animar al niño a intentar cosas nuevas (elaboración de comportamientos) a través de modelos, expansiones y otros tipos de asistencias guiadas.	☐	☐	☐	☐	☐	☐	

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