

EI/ECSE Standard 2
Component 2.2
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 2, Component 2.2:





After participating in this professional learning opportunity, participants will be able to:

- Describe effective communication strategies to use with families, including those from different cultural and linguistic backgrounds
- Describe strategies to inform families about resources and supports available to them
- Develop strategies to help families make informed decisions and advocate for access, participation, and equity in natural and inclusive environments for their child

Outline of Session Activities

Topic	Slides	Activity
Introduction/Objectives	1-4	
Communication and Collaboration	5	
Elements of Effective Communication	6	
Linguistically accessible	7-12	
Implementing Culturally Normative practices	13	
Building Trust Through Respectful Interactions	14	
Activity: Including Culture	15-16	Activity (Slide 15) Video (Slide 16)
Effective Communication	17	
Identify and Address Communication Breakdowns	18	
Positive Communication Skills	19-20	
Effective Listening	21	
Establishing Partnerships with a Diverse Array of Families	22	
Activity: A Tale of 2 conversations	23-25	Activity (Slide 23) Video (Slide 24) Video (Slide 25)
Communicating with Families	26	
Connecting Families with Concrete Resources	27	
Connecting Families of Children with Disabilities	28	
Activity: Reflections During Final Home Visit	29-30	Activity (Slide 29) Video (30)
References and Resources	31-33	

Speaker Notes with Slides

Slide 1	<p style="text-align: center;">Family-Centered Practices Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) 2.2</p> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
Slide 2	<p style="text-align: center;">Standard 2</p> <p>Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices to support families in making informed decisions and advocating for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.</p> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
Slide 3	<p style="text-align: center;">Component: 2.2</p> <ul style="list-style-type: none">• Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments. <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
Slide 4	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none">• Describe effective communication strategies to use with families, including those from different cultural and linguistic backgrounds• Describe strategies to inform families about resources and supports available to them• Develop strategies to help families make informed decisions and advocate for access, participation, and equity in natural and inclusive environments for their child <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	

Slide 5

Communication and Collaboration

(DEC Recommended Practices, 2014)

- **Communication:** any means by which an individual relates or exchanges experiences, ideas, preferences, knowledge, and feelings
- **Collaboration:** interactive relationships between adults such as family members and professionals to work together to achieve mutually agreed-upon goals



Slide 6

Elements of Effective Communication

- Linguistically accessible
- Culturally normative
- Jargon-free and strength-based language
- Respectful
- Confidential
- Presumes competence of both parties
- Fully reciprocal



Rossetti, Z. Sauer, J.S., Bui, O. Ou, S. (2017). Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process. TEACHING Exceptional Children, Vol. 49(5) pp. 328-338.





These are some of the most foundational elements of effective communication. (read through the list)





We aim to meet families where they are using words and practices that make sense to them. We use their primary language, we talk about abilities that they feel relate to their own child in the world they live in, including home, school, community.


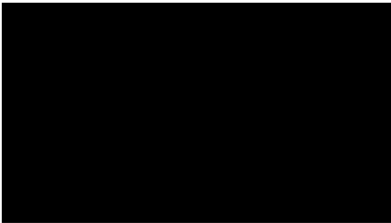


We refrain from the use of jargon, acronyms, deficit based language.



We treat every family member and child with respect, and we ensure that the information they share with us is confidential.


We always accept the reality that family members are competent in their own unique context, even if we don't understand their values from our own perspective.

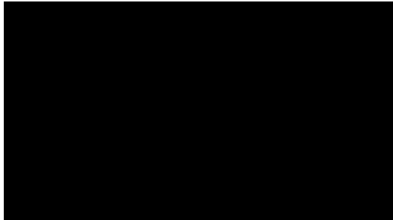

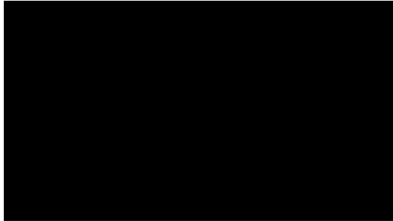



		<p>We make sure that interactions go both ways – always – and are horizontal vs. vertical in nature.</p>
<p>Slide 7</p>	<p style="text-align: center;">Linguistically Accessible</p> <ul style="list-style-type: none"> • IDEA §303.321(a)(5) and (a)(6) require that notification to parents be provided in the native language normally used by the parents of the child • All direct contact with a child (including evaluation of the child) includes use of the language normally used in the home or learning environment (§303.A.29(a)) <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	<p>Let’s talk a little bit about what we mean when we talk about making early intervention services “linguistically accessible” (read slide)</p>
<p>Slide 8</p>	<p style="text-align: center;">Overcoming Linguistic Barriers</p> <ul style="list-style-type: none"> • Families from diverse linguistic and cultural backgrounds often do not access clear information about service provision • Poor communication due to language barriers compromises engagement and quality of services • Interpreters should be actively sought out in your community to meet the legal requirements of IDEA <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	<p>Families from diverse linguistic and cultural backgrounds may not have access to clear information about services May hesitate to request clarification Poor communication due to language barriers compromises engagement and quality of services</p>
<p>Slide 9</p>	<p style="text-align: center;">Selecting a Qualified Interpreter</p> <ul style="list-style-type: none"> • Fluent in both languages, including dialect • Familiar with EI/ECSE terminology • Familiar with screening/assessment tools • Familiar with family culture, including nonverbal expressions and gestures • Follow confidentiality protocol (HIPAA/FERPA) • Have a certification/licensure <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	<p>Acar, S. & Blasco, P.M. (2016). Guidelines for collaborating with interpreters in early intervention/early childhood special education, <i>Young Exceptional Children</i>; Vol. 21(3),pp.170-174</p> <p>[Facilitator can encourage discussion about availability of qualified interpreters in their communities – and brainstorm ways to increase capacity of this resource locally]</p>
<p>Slide 10</p>	<p style="text-align: center;">Strategies to Locate Translation and Interpreter Resources <small>(Rossett, Sauer et al., (2017))</small></p> <ul style="list-style-type: none"> • Locate materials that have already been translated: check local and state websites, e.g., Connecticut’s Birth to Three web platform • Train bilingual staff in your district to be translators or interpreters, and explore resources for training in your community, e.g., Found in Translation.org <p style="text-align: center;"> Early Childhood Personnel Center www.ecpic.org</p>	<p>[Facilitator may choose to create breakout groups for participants to explore their state and local resources for translated form and assessments, and/or resources for interpreters]</p> <p>https://www.birth23.org/providers/provider-resources/translated/</p> <p>https://found-in-translation.org/</p>



<p>Slide 11</p>	<p style="text-align: center;">Strategies to Locate Translation and Interpreter Resources, cont.</p> <ul style="list-style-type: none"> • Collaborate with local universities to identify students in language programs who may need practicum hours • Collaborate with other non-profit or other community agencies that have bilingual staff to help with translations or to identify community members who may want to be trained as an interpreter <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 12</p>	<p style="text-align: center;">Strategies for Service Providers Working With Interpreters <small>(Acar & Blasco, 2016)</small></p> <ul style="list-style-type: none"> • Introduce all parties and explain roles • Always look at and talk directly to family members rather than to the interpreter – avoid side comments • Clarify the need for precise translations at all times • Never enlist children to interpret • Avoid asking “do you understand?” and instead ask which details could be better explained – focus on specifics • Speak in a measured pace – and pause often <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Acar, S. & Blasco, P.M. (2016). Guidelines for collaborating with interpreters in early intervention/early childhood special education, <i>Young Exceptional Children</i>; Vol. 21(3),pp.170-174</p> <p>Note, service provider and interpreter should touch base PRIOR to meeting with the family, to discuss key points of the meeting and for the service provider to answer any of the interpreter’s questions regarding information that is going to be presented.</p>
<p>Slide 13</p>	<p style="text-align: center;">Implementing Culturally Normative Practices</p> <ul style="list-style-type: none"> • Everyone carries culture with them • Systems of education and care most often based on tenets of the dominant culture • Children and families learn and use communication, behavior, and prioritize goals in the context of their own culture • EI/ECSE providers acknowledge and normalize the unique culture of families and create bridges into early care and education environments <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Hepburn, K.S., (2004). Building culturally and linguistically competent services to support young children, their families, and school readiness. The Annie E. Casey Foundation.</p>
<p>Slide 14</p>	<p style="text-align: center;">Building Trust Through Respectful Interactions</p> <ul style="list-style-type: none"> • Being predictable – doing what you say you will do, being on time • Providing clear information about assessments and programming - creating space for questions • Making sure that families are the decision-makers • Frequent communication – check-ins, texts, pictures • Responding to family needs rather than jumping in – So, what did you try? How did that work? • Celebrating small steps forward when families are overwhelmed/struggling <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	

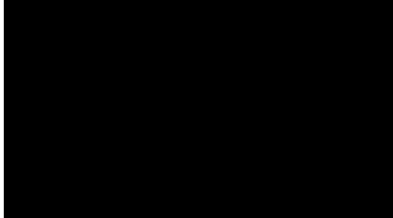




<p>Slide 15</p>	<p style="text-align: center;">Video: Including Culture</p> <p>Watch the 'Including Culture' video on the next slide before discussing the following questions;</p> <ul style="list-style-type: none"> • How does this teacher talk about how she includes the concept of culture in her classroom? • She mentioned one example – are there other child behaviors connected to culture that can be misinterpreted? • Are there differences in the way we might interpret child behaviors based on implicit/explicit biases? <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>https://www.youtube.com/watch?v=RgHZq-qJHeY</p> <p>Support discussion around the reality that typical child behaviors in preschool – that often involve testing boundaries and boisterous behaviors – are more quickly labeled as problematic when children are black or brown, especially boys. How can we examine our own definitions of “challenging behavior” in ways that keeps the child safe from broader judgements about who s/he is and about the community s/he is from?</p>
<p>Slide 16</p>	<p style="text-align: center;">Video: Including Culture</p> <div style="text-align: center;">  </div> <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>https://www.youtube.com/watch?v=RgHZq-qJHeY</p> <p>Support discussion around the reality that typical child behaviors in preschool – that often involve testing boundaries and boisterous behaviors – are more quickly labeled as problematic when children are black or brown, especially boys. How can we examine our own definitions of “challenging behavior” in ways that keeps the child safe from broader judgements about who s/he is and about the community s/he is from?</p>
<p>Slide 17</p>	<p style="text-align: center;">Effective Communication</p> <ul style="list-style-type: none"> • Effective communication is the cornerstone of family-centered practice • Currently, there are too many families of children who are eligible for EI services (in Part C or Part B) who do not engage with early intervention services (ITCA, 2020) • Families of color less likely to engage with and remain in EI services • EI/ECSE practitioners can use effective communication to increase the likelihood of family engagement <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	

<p>Slide 18</p>	<p style="text-align: center;">Identify and Address Communication Breakdowns <small>Turnbull, Turnbull et al., (2015)</small></p> <ul style="list-style-type: none"> • Family member may be relatively silent (nod, “uh-huh”) or may appear distracted (e.g., looks down at phone) <ul style="list-style-type: none"> • May be confused, overwhelmed, or may feel alienated from the process • May feel they must “comply” • Professionals may unintentionally dominate the interaction taking the position of “expert” <hr/> <p style="text-align: center;"> <small>ECPIC Early Childhood Program Center www.ecpic.org</small></p>	<p>Facilitator can invite discussion of the many ways communication can break down, especially in first meetings when a trust relationship has not been identified.</p> <p>What can EI/ECSE staff do when they notice that family members are sending these kinds of signals that communication is not open and reciprocal? Ask participants to share their experiences.</p> <p>Discuss with the group how we can set the stage with families an equal partner in the interaction – which may mean noticing aloud that the family member may not be sure about this process – taking a step back to allow opportunity for expression of doubts or concerns</p> <p>Support discussion about how previous experiences with formal systems, and ongoing experiences of racial inequity and associated intergenerational trauma may create barriers to establishing a trust relationship for some family members</p> <p>Discuss the reality that in some cultural groups, families want and expect us to present as the experts – how do we do this while keeping relationships respectful and reciprocal?</p>
<p>Slide 19</p>	<p style="text-align: center;">Positive Communication Skills <small>Turnbull, Turnbull et al., (2015)</small></p> <p>Nonverbal communication</p> <ul style="list-style-type: none"> • Physical proximity – face to face, on the same level • Appropriate use of eye contact, making sure to notice how family member uses sustained eye contact • Attending to the speaker rather than to paperwork • Noticing how your body expresses your interest in listening to the speaker <hr/> <p style="text-align: center;"> <small>ECPIC Early Childhood Program Center www.ecpic.org</small></p>	

<p>Slide 20</p>	<p>Positive Communication Skills: Listening</p>  <p>E C P C Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 21</p>	<p>Effective Listening Turnbull, Turnbull et al., (2015)</p> <ul style="list-style-type: none"> • Create space for the family member to speak – we often rush to fill moments of silence • Ask open-ended questions that are relevant to what the family member is communicating about • Paraphrase what the family member said to clarify your understanding • Respond to affect – acknowledge emotions when you hear them expressed <p>E C P C Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 22</p>	<p>Establishing Partnerships with a Diverse Array of Families Turnbull, Turnbull et al., (2015) pp. 196-197</p> <p>Enhancing shared power and connection:</p> <ul style="list-style-type: none"> • Respect: Honors all communication as valid and authentic • Reciprocity: Values the power of the family member’s voice, brings as much to the interaction as your own • Responsiveness: Each individual has something to contribute – connection is always the focus <p>E C P C Early Childhood Program Center www.ecpc.org</p>	<p>Respect: Honors behavior as valid and authentic – represents that person alone at the moment in time Reciprocity: Value the power of the family member’s voice as a resource that brings as much to the interaction as your own Responsiveness: Each individual has something to contribute – connection is always the focus</p>
<p>Slide 23</p>	<p>Activity: A Tale of 2 conversations</p> <ul style="list-style-type: none"> • Watch the first of the “Tale of Two Conversations” videos on the next slide, and identify aspects of the interaction that contributed to a lack of connection • Watch the second video and identify some of the positive communication strategies we reviewed <p>E C P C Early Childhood Program Center www.ecpc.org</p>	<p>Facilitator: Each video is around 7 minutes long – if you are time-limited you may want to move on and simply bring these points into the activity at the end of this presentation</p> <p>https://www.cadreworks.org/resources/cadr-e-materials-state-resource/tale-two-conversations</p>

<p>Slide 24</p>	<p>Tale of 2 Conversations: Take One</p>  <p style="text-align: center;"></p>	<p>https://www.youtube.com/watch?v=RVNrRJ9Kr88</p>
<p>Slide 25</p>	<p>Tale of 2 Conversations: Take Two</p>  <p style="text-align: center;"></p>	<p>https://www.youtube.com/watch?v=logiEKnt1eE</p>
<p>Slide 26</p>	<p>Communicating with Families</p> <ul style="list-style-type: none"> • Establish preferred method of contact and best time to talk • Treat every message as important and respond to messages promptly • Address family member by name, not by role (e.g., Mom) • In early care settings, obtain necessary consents to share pictures and video with families • Let families know you appreciate their time in communicating with you <p style="text-align: center;"></p>	
<p>Slide 27</p>	<p>Connecting Families with Concrete Resources</p> <p>Cultivate a list of resources unique to your community:</p> <ul style="list-style-type: none"> • Child care • Transportation • Housing • Employment • Health Care/Behavioral health/Allied health care providers • Provide information about resources directly, and empower families to make contact <p style="text-align: center;"></p>	<p>Support discussion that family members may not be able to fully attend to or engage in early intervention services until their basic needs are met – they need to establish predictability and safety in their daily lives first.</p> <p>There may be barriers that you can't see around why family members do not act on referrals to, for instance, housing or child care. We want to remain curious and open to factors that may lead family members to avoid interacting with formal systems, including fear that their child may be taken away, fear of change when they are already</p>

		<p>overwhelmed, influences from other important relationships.</p> <p>Can help to offer to make contact with agencies together when a trust relationship has been forged</p>
<p>Slide 28</p>	<p>Connecting Families of Children with Disabilities</p> <ul style="list-style-type: none"> • Families of children with disabilities benefit from connections w/other families who share similar experiences • Parent Centers – federally funded, offer direct and indirect support to families of children with disabilities • Family organizations focused on specific disabilities, e.g., through Autism Speaks, The Arc, ASAN • National websites, e.g., National Dissemination Center for Children with Disabilities 	<p>https://autisticadvocacy.org/book/welcome-to-the-autistic-community/</p> <p>https://www.parentcenterhub.org/find-your-center/</p> <p>https://autisticadvocacy.org/book/welcome-to-the-autistic-community/</p> <p>https://www.autismspeaks.org/autism-support-family-help</p> <p>https://thearc.org/our-initiatives/</p> <p>https://www.fhi360.org/projects/national-dissemination-center-children-disabilities-nichey</p> <p>Facilitator may choose to have groups identify resources to connect families they know to parent support</p>
<p>Slide 29</p>	<p>Activity</p> <ul style="list-style-type: none"> • https://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention • Listen to this mother talk about her experience with the primary service provider, a physical therapist (PT) • Which of the practices we discussed today did you hear her bring forward as she talked about her experiences? • How were these services provided in a way that supported this family’s engagement in services? 	<p>https://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention</p>

<p>Slide 30</p>	<p style="text-align: center;">Video: Reflections During the Final Home Visit</p>  <p style="text-align: center;"> Early Childhood Program www.ecpic.org</p>	<p>https://www.youtube.com/watch?v=RqR5OfRWvgw</p>
<p>Slide 31</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Acar, S. & Blasco, P.M. (2016). Guidelines for Collaborating With Interpreters in Early Intervention/Early Childhood Special Education, <i>Young Exceptional Children</i>; Vol. 21(3) • Hepburn, K.S., (2004). Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness. The Annie E. Casey Foundation. • Rossetti, Z. Sauer, J.S., Bui, O. Ou, S. (2017). Developing Collaborative Partnerships With Culturally and Linguistically Diverse Families During the IEP Process. <i>TEACHING Exceptional Children</i>, Vol. 49(5) <p style="text-align: center;"> Early Childhood Program www.ecpic.org</p>	<p>https://journals.sagepub.com/doi/full/10.1177/1096250616674516</p> <p>https://files.eric.ed.gov/fulltext/ED485881.pdf</p> <p>https://doi.org/10.1177%2F0040059918758163</p>
<p>Slide 32</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Turnbull, A., Turnbull, R., Erwin, E.J., Soodak, L.C., Shogren, K.A. (2015) <i>Families, Professionals and Exceptionality: Positive Outcomes Through Partnerships and Trust</i>; Pearson. <p style="text-align: center;"> Early Childhood Program www.ecpic.org</p>	<p>https://www.pearson.com/us/higher-education/product/Turnbull-Families-Professionals-and-Exceptionality-Positive-Outcomes-Through-Partnerships-and-Trust-6th-Edition/9780137070480.html</p>
<p>Slide 33</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Connecticut's Birth to Three • CECE Early Childhood Videos at Eastern CT State U: Learning about a Child's Family Culture • Head Start ECLKC website: Children with Disabilities <p style="text-align: center;"> Early Childhood Program www.ecpic.org</p>	<p>https://www.birth23.org/providers/provider-resources/translated/</p> <p>https://www.youtube.com/watch?app=desktop&v=RgHZq-qJHeY</p> <p>https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest-multimedia-training-library/session-6-inclusion-story</p>