

Objectives for Part I

- Understand why we use family stories to teach pre-service and in-service personnel in early childhood intervention what professional standards look like in the field.
- Find stories within your experiences that best illustrate family-centered, culturally responsive practices related to the EI/ECSE Standards.

Telling Stories is Powerful!

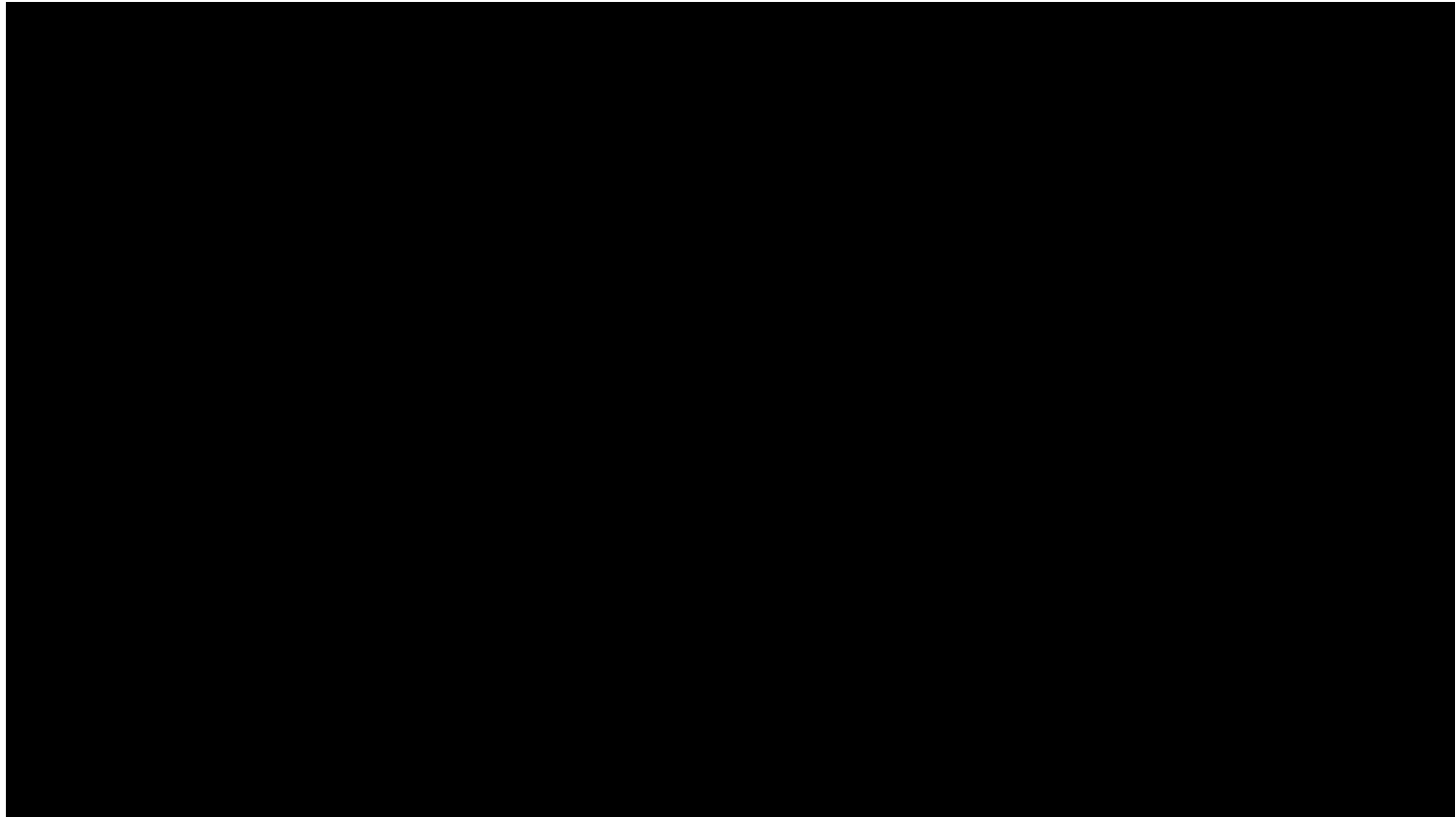
*If you have knowledge,
let others light their candles at it.*

~ Margaret Fuller

<http://www.flickr.com/photos/samuelevecchi/2504479497/>

- We appreciate fact, logic, wit—but we FEEL stories
- Stories help us connect through shared experiences, beliefs and purpose

MOTH Story: The Accident by Ophira Eisenberg



Reflection

- What imagery made this a great story?
- What did you see as she told her story?
- How was humor part of this story?
- What emotions did you feel?
- What did you learn?



Tell a Meaningful Story

- Telling a story and telling a compelling, authentic story are two different things. Know the difference.
- Telling your story involves time, energy and attention, but making your story meaningful requires effort and practice.
- You want your audience to feel what you felt during the experience.



Empathy vs. Sympathy

- **Empathy** is **better** than **sympathy**.
- When you have **sympathy** for someone, you pity the concerned person.
- But when you have **empathy**, you literally feel the agony or any other emotions that person is experiencing.
- When you sympathize you show pity, whereas when you empathize you show sharing of feeling.

Tell a Difficult Story

“In the middle of every difficulty lies opportunity.” *Winston Churchill*

- Difficult conversations are not necessarily enjoyable, but sometimes they are necessary.
- Words and actions of providers can have a life-long impact on families.

Communicating With and About People with Disabilities

- Language reflects what we think about people.
- As leaders, how we talk about people influences attitudes towards them.
- People-first language emphasizes the person first, not the disability.
- It is used to communicate respectfully about individuals with disabilities.
- Some individuals prefer identity first language.

Know Your “Why”



- Your story will allow your audience to know you, and to help you **influence behavior** and **inspire action**

Know Your “Why”

For advocacy:

- Speak on someone else’s behalf
- Argue for an outcome

Use your story to teach:

- Share expertise
- Influence behavior
- Affect change in practice

Use Your Story to Teach

- When you tell a story to teach, you show providers how big or small changes in their practices can improve outcomes for families and children.



Use Your Story to Teach

- The art of telling a story will make your message resonate and allow you to take the basics of your story and **teach a particular skill, strategy or guiding principle.**



EI/ECSE Standards

Initial Practice-Based Professional Standards for
Early Intervention/Early Childhood Special Education
(Initial birth through age 8)

- Knowledge and skills needed to prepare a highly qualified EI/ECSE workforce.
- Promotes collaborative partnerships across disciplines (e.g. PT, OT, SLP).



EI/ECSE Standards

- Six themes within the standards:
 - Families as partners in decision making
 - Respect for diversity
 - Equity for all children and families
 - Individually, developmentally, age, and functionally appropriate intervention and instruction
 - Partnerships, collaboration, and team interaction
 - Multi-faceted use of technology and interactive media

EI/ECSE Standards

- Seven Standards with components to describe each
 - Child Development and Early Learning
 - Partnering with Families
 - Collaboration and Teaming
 - Assessment Processes
 - Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences
 - Using Responsive and Reciprocal Interactions, Interventions, and Instruction
 - Professionalism and Ethical Practice

<https://www.dec-sped.org/ei-ecse-standards>

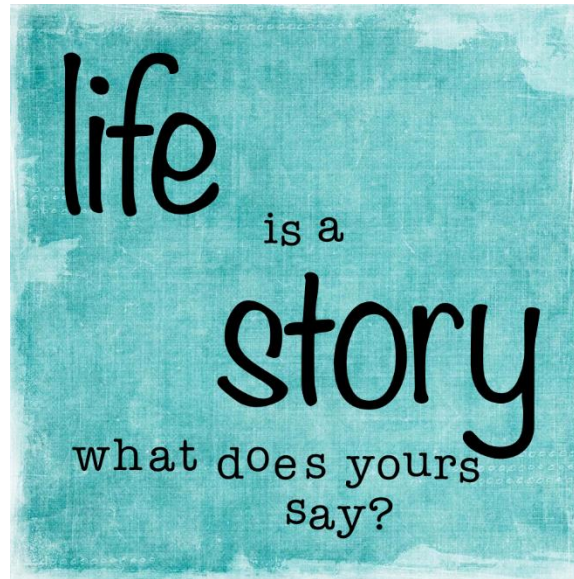
Example

- EI/ECSE Standard 3: **Collaboration and Teaming**

3.3: Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.

Before transitioning from Part C into Part B/619 services, the physical therapist in EI coordinates with the school-based PT and the parent to determine what adaptive equipment will be necessary around the school building for a child with low muscle tone to fully participate in activities with their peers.

Find Your Story



- Professional standards are already embedded in your stories – which ones you pull out depends upon your audience and purpose.

Activity 1: Find Your Story

Visualize Your Story

What was happening?

What did you see?

What did you hear?

What were you feeling?

Who was around you?

What was going well?

What could have been done differently?

What did you learn?

Activity 2: Find Your Story



- Look at your experience
- Refer to the list of EI/ECSE Standards:
- Choose one of the standards to relate your story to.

Does your experience illustrate any of those standards being done well?

Does your experience illustrate what could have been done differently?

Reflection

- **Tell a Meaningful Story** –Story elements such as imagery and humor help connect with an audience so that they feel what you felt during an experience.
- **Know Your “Why”** - Using your story to teach helps practitioners understand what professional standards should look like in the field.
- **Find Your Story** – Take the time to stop, breathe, reflect, feel, and bring yourself back to a moment in time so that you can bring your story to life.

Coming up in Part II

Learn how to develop a story that will illustrate a particular skill, strategy or guiding principle related to the EI/ECSE Standards.

- Build a foundation for your story.
- Share intentional, specific details.
- Convey a clear message.
- Highlight lessons learned.
- Provide solutions and suggestions.







Early Childhood Personnel Center

www.ecpcta.org

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