



Getting Services Started

Facilitator's Script



2 hours,
10 minutes total

Getting Services Started



5 minutes

Introduction and Overview

Welcome to our session on "Getting Services Started."

My name is _____. I represent the voice of _____ (family, early intervention, early childhood). Facilitating with me today are _____ (name/voice) and _____ (name/voice).



Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.

In this session, we will review ways families whose infants and toddlers are identified with disabilities get started in early care and education and early intervention services. We will discuss 3 ways that infants and toddlers with disabilities and their families get services started:

Getting Services Started

- ◆ *Families initiate access to services when they have concerns about their child's development.*
- ◆ *Early care and education programs refer an infant or toddler and his or her family to early intervention.*
- ◆ *Early intervention refers the family of an infant or toddler to early care and education programs for services.*

In this session you will also identify strategies to support families in accessing these services.



Add participant introductions/openers, as needed.

Review Learning Outcomes and Agenda.

See Facilitator's Guide.

Learning Outcomes



Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ◆ *Participants will understand the process of early identification and how to access services for families of infants and toddlers with disabilities.*
- ◆ *Participants will identify strategies to assist families in accessing services.*

Agenda

Agree on Ground Rules

Getting Services Started, Part 1

- Lecturette: Early Identification and Accessing Services
- View DVD: *Getting Services*, Part 1
- Large-Group Share-Back

Getting Services Started, Part 2

- View DVD: *Getting Services*, Part 2
- Small-Group Activity
- Large-Group Share-Back

Wrap-Up

Reflections/Continuous Improvement



5–10 minutes

Agree on Ground Rules

Establishing ground rules creates a climate of respect and caring. It is important to be respectful and nonjudgmental while practicing active listening.



See Facilitator's Guide.



Chart and post ground rules.



40 minutes total

Getting Services Started, Part 1

Lecturette:

Early Identification and Accessing Services

Families get started with early care and education and early intervention services for their infants and toddlers with disabilities in a variety of ways. Many times families or their medical providers identify a concern about the child's development, and families seek resources and services for support.

Some families are enrolled in Early Head Start or other early care and education programs. If service providers identify a developmental concern, they may refer the family to early intervention for further developmental assessment to determine eligibility for appropriate specialized services under Part C of the Individuals with Disabilities Education Act (IDEA).



15 minutes

Early intervention programs may also refer families to early care and education programs such as Early Head Start, child care, and family support services.

In all of these situations, it is important for the family to be in the driver's seat in determining the needs for their child and family and what services best match those needs. Collaboration between early care and education programs and early intervention is critical in providing comprehensive, coordinated services to families.

Most of the systems that impact young children have mandates for Child Find and the coordination of services for young children with disabilities and their families. It is important that each program be aware of the federal, state, and local mandates across systems.

The Individuals with Disabilities Education Act (IDEA), Part C, includes responsibilities for early intervention programs related to early identification, referral, and service delivery.

Many communities offer collaborative Child Find, screening, and referral efforts, including community screening fairs, joint screening and assessment, joint staff training, and participation on interagency planning committees.



10 minutes



View DVD: *Getting Services, Part 1*

Handout #2: Acknowledgements: *Getting Services*

Handout #3: Guided Viewing: *Getting Services, Part 1*

We have a 25-minute DVD called *Getting Services* that was developed by the Hilton/Early Head Start Training Program. We will show it in two parts. It was taped at many programs and communities across the nation. We thank the families and programs that participated for sharing their challenges and successes to help us look at how we can improve community collaboration in getting services started for families. The first two segments in the DVD look at the early identification of infants and toddlers with disabilities and how their families begin to access services.

Please take out Guided Viewing Handout #2 and record your thoughts on the following questions as you view the DVD:

- ♦ *What issues arise during the initial identification process for families?*
- ♦ *What supports can assist families as they begin the process of early identification and access to services?*
- ♦ *How can you provide leadership and support to address these issues?*



Start DVD: *Getting Services*

Part 1 (8 minutes): Stop at segment title:

“Identification—Early Head Start to Early Intervention”



15 minutes



Large-Group Share-Back

Allow 3–4 minutes for responses to each question.

What issues arise during the initial identification process for families?

Add any of the following key points not mentioned by the group:

- ◆ *Understanding medical diagnosis and jargon*
- ◆ *Loss*
- ◆ *Doctor's recommendation to institutionalize the child*
- ◆ *Low expectations of the child's future*
- ◆ *Families not feeling listened to or heard*



What supports can assist families as they begin the process of early identification and access to services?



Add the following key points if not mentioned by the group:

- ◆ *Support to understand medical information*
- ◆ *Listening to families*
- ◆ *Information and resources*
- ◆ *Family-to-family support*
- ◆ *Sharing positive outcomes and expectations for future possibilities*
- ◆ *Respect for family choices*



How can you provide leadership and support to address these issues?



Add the following key points if not mentioned by the group:

- ◆ *Offer assistance as needed for each individual family to access information and resources*
- ◆ *Find and support interpretation and translation for families who do not speak English*
- ◆ *Make referrals in a timely manner with support*
- ◆ *Encourage family-to-family support, as needed*
- ◆ *Set up systems in programs to identify and address family concerns about the existing process*



60 minutes total



20 minutes



Getting Services Started, Part 2

View DVD: *Getting Services, Part 2*

Handout #4: Guided Viewing: *Getting Services, Part 2*

Now let's look at Part 2 of the *Getting Services* DVD. The segments include: "Identification: Early Head Start to Early Intervention and Early Intervention to Early Head Start." Use Guided Viewing Handout #4 to record your thoughts about the following questions:

- ♦ *What issues and strategies arise as service providers work together with families to identify infants and toddlers with disabilities?*
- ♦ *What supported Maria and Stephanie during the process of early identification and access to services?*
- ♦ *What strategies did service providers use to facilitate referrals between their two systems?*



Start DVD: *Getting Services, Part 2*

Start DVD at segment title, "Identification: EHS to Early Intervention" (14 minutes)



20 minutes



Small-Group Activity

Divide into small groups.

You have 20 minutes to discuss the questions on Guided Viewing Handout #4 with your group and record your ideas. Each group will then share 1 strategy for each question with the large group.



20 minutes



Large-Group Share-Back

Plan for approximately 6–7 minutes of share-back per question

Let's take a few minutes to review your strategies for each of the questions. Each group will report its best strategy. If another group has already shared your best strategy, choose another. Who would like to go first on the first question?



What issues and strategies arise as service providers work with families to identify infants and toddlers with disabilities?



Add any of the following key points not mentioned by the group:

- ◆ *Families need to balance their everyday life with the child's specialized service needs.*
- ◆ *Providers need to support interventions in the context of daily routines.*
- ◆ *Families can benefit from family-to-family support.*
- ◆ *Providers can link families to family support networks.*
- ◆ *Staff need support and a safe place to talk with others within the agency.*
- ◆ *Families may need interpretation/translation.*
- ◆ *Agencies can hire staff whose languages/cultures reflect their communities.*



What supported Maria and Stephanie during the process of early identification and access to services?



Chart responses.



Add the following key points if not mentioned by the group:

- ◆ *Relationships built on trust are the foundation*
- ◆ *Respect for families*
- ◆ *Peer support (i.e., teen network is important)*
- ◆ *Families need child care and supports to balance work, school, and family life*
- ◆ *Early care and education and early intervention service providers can work together more effectively to provide coordinated services—each has its strengths*
- ◆ *Role-playing can be an effective strategy for supporting families in the referral process*
- ◆ *Follow each family's lead; don't do it for them*



What strategies did the service providers use to facilitate referrals between their two systems?



Chart responses.



Add the following key points if not mentioned by the group:

- ◆ *Identify what families want and follow their lead*
- ◆ *Educate one another's programs about the different service options and referral processes*
- ◆ *Establish ongoing communication systems (for example, by phone, fax, or email)*
- ◆ *Develop joint release of information forms across programs*
- ◆ *Develop and implement interagency agreements*
- ◆ *Delineate roles and responsibilities across agencies*
- ◆ *Identify gaps and avoid duplication*



5 minutes

Wrap-Up

In this session, we reviewed the various ways families get started in early care and education programs and early intervention services. Families or physicians may identify a need for specialized services. Service providers may identify a concern and refer the family to early intervention; or early intervention staff may identify the disability and refer the child and family to early care and education programs for additional services.

Many issues can arise for families and staff during this initial identification and referral process. It is important for programs to work collaboratively with families to ensure a smooth and coordinated process for getting services started. Each team member can contribute to the success of this collaboration, and each holds responsibility for continuing close communication and collaboration to continue to provide quality services.



Are there any questions or comments about the training today?



Review Learning Outcomes.

See Facilitator's Guide.

*10 minutes*

Reflections/Continuous Improvement

We would like to give you an opportunity to think about how this session applies to your work situation. Please take a few minutes and list 2–3 strategies you can start to use right away.



Gather Continuous Improvement feedback.

See Facilitator's Guide.

Your suggestions for improvements help us to make our sessions responsive to your needs as learners. We'd like to hear about what worked for you in this session and what could be done to facilitate your learning.



Divide a piece of chart paper into two columns, as shown. Entitle one column "What worked?" and the other column "Suggestions for improvement."

What worked?	Suggestions for improvement?

Chart participants' comments without rebuttal or discussion. Facilitators can act on these suggestions, as appropriate, in future training sessions.





What worked for you today?

What suggestions for improvement do you have?

Thank you for your participation today.

End training session