

Appendix B

Key Resources & References to Support the Illinois Service Coordination (SC) Action Plan

Developed by the Early Intervention Training Program at the University of Illinois

September 2018

Service Coordination under Part C of IDEA: The Federal Law guiding Early Intervention.

The statutes and regulations are clearly outlined for each section (Service Coordination and Service Coordinator Responsibilities). https://blogs.illinois.edu/view/6039/114592#a_toc1

Service Coordination Toolkit Checklists: Checklists to identify best practices throughout evaluation, IFSP, and monitoring services (*Developed by the University of Connecticut Center for Excellence in Developmental Disabilities University of Connecticut A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research, and Service, 2012*):

<https://blogs.illinois.edu/files/6039/114592/4633.pdf>

National SC Part C Survey Results (November 2017): Results of National Survey identifying Service Coordinator strengths and challenges from 8 states.

<https://blogs.illinois.edu/view/6039/114592#surveyresults>

Division for Early Childhood (DEC) Recommended Practices: The DEC Recommended Practices provides suggestions for best practice in Early Childhood Special Education/Early Intervention related to assessment, environment, family, instruction, interaction, teaming, and transition. <https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo>

Council for Exceptional Children (CEC) Advanced Professional Standards: Professional Standards and Key Elements with examples/explanation. Standards include: Assessment,

Developed by the Early Intervention Training Program at the University of Illinois – September 2018

Content Knowledge, Leadership, Ethics, and Collaboration.

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards%20with%20Explanation.pdf>

National Association for the Education of Young Children (NAEYC) Professional

Preparation Standards: Provides background, development, and information on each of the seven Initial Preparation Standards and seven Advanced Standards. Includes rubrics for each Standard. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/higher-ed/NAEYC-Professional-Preparation-Standards.pdf>

Illinois SC Study (2009): The evaluation which took place between June 1, 2009 and September 30, 2009 examined the key effective service coordination practices and outcomes expected of all service coordination models as identified by the Research and Training Center (RTC) in Service Coordination (funded by the Office of Special Education Programs of the U.S. Department of Education). <https://blogs.illinois.edu/view/6039/114592#ILSCModel>

Common Terms & Abbreviations:

CEC – Council for Exceptional Children: Professional organization for professional working with people with disabilities and their families. A variety of special interest groups are available for professionals to explore specific aspects of special education.

CoP – Community of Practice: a group of professionals with shared interest collaborating and sharing resources in a variety of methods (on-line, in-person, employer-sponsored).

DEC – Division for Early Childhood: the Division of Early Childhood is within the Council for Exceptional Children with a specific focus on early childhood special education and early intervention.

Developed by the Early Intervention Training Program at the University of Illinois – September 2018

ECPC – Early Childhood Personnel Center: national technical assistance center to facilitate the development, implementation and evaluation of integrated and comprehensive systems of personnel development for the early childhood workforce serving infants and young children with disabilities

ECTA Center – Early Childhood Technical Assistance Center: national technical assistance center focused on building state and local system capacity to use evidence-based practices to improve outcomes for children with disabilities and their families.

EITP – Early Intervention Training Program at the University of IL: a resource for early intervention professionals, including state-wide resources, links, and professional development opportunities.

ITCA – Infant Toddler’s Coordinators Association: Professional organization promote mutual assistance, cooperation and exchange of information and ideas in the administration of the IDEA Infant and Toddler System, and to provide support to the state coordinators

NAEYC – National Association for the Education of Young Children: Professional organization for early childhood education and child development professionals. A variety of resources are available on developmentally appropriate practices and professional standards.

NOFO - Notice of Funding Opportunity: an announcement of a funding opportunity, including information and procedures of a grant.

PD – Professional Development: on-going opportunities to learn and expand on knowledge and methods of evidence-based practices related to roles and responsibilities within Early Intervention.

RFP – Request for Proposal: a request for proposals outlines the services that are required for a project or for an agency seeking to administer a project. The RFP is one step in the decision process when bidding services or grants.

TA – Technical Assistance: individualized professional development or systems change efforts aimed at improving practices through evidence-based strategies. TA can be provided at the professional, local, state, or systems level. TA is provided by experts in the field through on-site trainings, coaching, mentoring, workgroups, and a variety of other methods.

National & Statewide Initiatives:

National Service Coordination Training Workgroup: Workgroup members include training and technical assistance providers, professional development specialists, administrators and supervisors from across the nation who have a role in preparing service coordinators in their state. Activities include bi-monthly meetings, national service coordination webinars and other opportunities to resource share around training and development of service coordinators.

National Service Coordination Leadership Institute Group: This Group is a subgroup of the National Service Coordination Training Workgroup which includes representatives from 9 states across the nation. Group members are working closely with the Early Childhood Personnel Center to develop state and national action plans that will help prepare, empower and support high quality service coordination across the nation.

Recommended Knowledge and Skills for Service Coordinators – The National Service Coordination Leadership Institute Group has been working closely with the Early Childhood Personnel Center, Division for Early Childhood and the Infant and Toddler Coordinator Association in an effort to establish knowledge and skills that all service coordinators need to

demonstrate regardless of the state, lead agency or model of service coordination. These are currently in draft format with hopes that they will be ready for distribution in 2019.

Power to the Profession is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge and competencies, qualifications, standards and compensation. Here is a link to the press release for more information: <https://www.naeyc.org/our-work/initiatives/profession/naeyc-announces-new-national-collaboration>

Early Childhood Standards Taskforce – The Council for Exceptional Children (CEC), in partnership with the Division for Early Childhood (DEC), has launched an ECSE Standards Development Task Force. The Task Force is charged with exploring the value and necessity of developing Professional Practice-Based Early Childhood Special Education (ECSE) Standards in accordance with the Council for the Accreditation of Educator Preparation (CAEP) standards development guidelines and based on the recommendations outlined in the Framing Document. The Task Force will meet over the course of two years and the first meeting took place in July 2018.

Illinois Service Coordination Community of Practice (CoP) is place for service coordinators currently working in the Illinois Early Intervention Program to partner and support each other in the very important work that they do. Members meet quarterly and have the ability to post comments, request support and share resources with one another on a workspace in between meetings. There is also a Leadership Group within this CoP and service coordinators with a desire to help lead and facilitate the CoP and topical discussions and new members are always welcome to join as long as they are a current service coordinator in Illinois.

Child and Family Connections Service Coordination Trainer Forum is intended for individuals who have a role in providing training and technical assistance to service coordinators in the Illinois Early Intervention Program. This may include CFC Program Managers, Assistant Program Managers, Lead Service Coordinators, Technical Assistance Providers and anyone else at the local level who has a responsibility to help prepare new and existing service coordinators in their important role. Members of the CFC Forum can connect via quarterly web meetings or via an online workspace. New members are always welcome to join as long as they are involved in the training and preparation of service coordinators in Illinois and share interests with the group.

Definitions

Standards: Professional guidelines that provide consistent expectations for behaviors, interactions, and ethics within a profession. What you must know and be able to do (knowledge and skills).

Indicator: A rule for the measure of quality, a sign that shows the condition or existence of something.

Practice: The act of doing. A practice encompasses knowledge and skills and the ability to do with fidelity and consistency results in a competency.

Competencies: Specific professional behaviors and interactions that professionals demonstrate and expected to know when fully capable of meeting standards. In short, an ability or a skill.

Fidelity: The degree to which strategies or practices are consistently implemented across systems, agencies, or individuals. Implementing practices with fidelity demonstrates

practitioner's understanding and consistent use of recommended best practices in early intervention.

Existing Resources to Help Develop Competencies:

Cross Disciplinary Core Competencies: <https://ecpcta.org/cross-disciplinary-alignment-2/>

Infant & Toddler Development Connection Virginia:

<http://www.infantva.org/documents/ovw-cc-EI-ITC-CoreCompetenc.pdf> or

<https://eittraining.vcu.edu/index.php?pagecall=11>

Kentucky SC Competencies & Standards (under Guidance Documents)

<https://chfs.ky.gov/agencies/dph/dmch/ecdb/Pages/fsenrollment.aspx>