



Integrating FC-NE into Program Practices

<i>Public Awareness</i>	<i>FC-NE Practices</i>	<i>Current Practices</i>	<i>Action Steps</i>
<ul style="list-style-type: none"> • Community Awareness <ul style="list-style-type: none"> - Physician - Referral agencies - Policy makers - General population • Family Members 	<p>Importance of early intervention and the role of the family is emphasized.</p> <p>Evidence for and examples of the evolving model are provided.</p> <p>Multiple formats are available.</p> <p>General and specific audiences are targeted.</p> <p>Model of FC-NE for community is described consistently.</p> <p>Materials are available in multiple formats (e.g., print, video/audio) and languages.</p> <p>Role of family is described and illustrated with examples.</p> <p>Services are described as supports to family to enhance child development.</p> <p>Rationale for and examples everyday routines, activities, and places as teaching and learning contexts are provided.</p> <p>Materials emphasize informational resources and supports for family.</p>		



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<i>First Contacts</i>	<i>FC-NE Practices</i>	<i>Current Practices</i>	<i>Action Steps</i>
<ul style="list-style-type: none"> • Warm Welcome • Introduction to Program & Services • Family Conversations <ul style="list-style-type: none"> - concerns - priorities - resources - interests • Screening, if appropriate • Next Steps 	<p>Professionals engage in dialogue that are consistent with cultural and individual styles of the family.</p> <p>Program is described as support to families within the context of their everyday routines, activities and places.</p> <p>Programs provide families with a primary contact person and easiest ways to contact that person.</p> <p>Families receive a written statement of program philosophy regarding family participation in assessment planning and activities emphasizing their role on the team.</p> <p>The family is encouraged to ask about what they want to know about their child and program.</p> <p>Professionals ask families to talk about their child's interests, abilities, and needs. They demonstrate to the families that this information is critical and useful to develop the child's program using natural learning opportunities.</p> <p>Professionals review, with parental consent, agency information about the child's family.</p>		



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<i>Evaluation and Assessment</i>	<i>FC-NE Practices</i>	<i>Current Practices</i>	<i>Action Steps</i>
<ul style="list-style-type: none"> • Pre-Assessment Plan • Eligibility Evaluation • Routines Based Interview • Assessment for Program Planning • Observations 	<p>The family and other team members identify and address relevant individual, culture, and linguistic characteristics that may influence the assessment process.</p> <p>The family is asked to describe their individual and family characteristics they would like the team to know (i.e., how the family decisions are made, how children are disciplined, significant developmental milestones they value).</p> <p>Scheduling occurs at the convenience of family in location of their choice.</p> <p>Professionals, families and other regular caregivers work as equal team members for purposes of assessment (i.e., give equal priority to family/caregivers' observations and reports, discuss assessment results, reach consensus about the child's needs and programs).</p> <p>Professionals observe caregivers with children in contexts that are familiar to the child (e.g., home, childcare activities) relying on materials that capture the child's behaviors in routine circumstances (e.g., playing, eating, dressing).</p>		



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<i>Evaluation and Assessment</i> Continued	<i>FC-NE Practices</i>	<i>Current Practices</i>	<i>Action Steps</i>
<ul style="list-style-type: none"> Information Sharing 	<p>Throughout the assessment process, the family is encouraged to share their priorities and concerns and ask questions.</p> <p>In preparation for sharing and discussing assessment results, families are encouraged to share information with team (i.e., to bring a photo album, to think of a meaningful story, etc.).</p> <p>All information is shared in easy to understand language.</p> <p>Family members discuss routines while professionals ask questions and listen.</p> <p>Professionals report strengths within natural learning opportunities.</p> <p>The child's performance is not reported separately by each discipline but is integrated, resulting in a holistic and functional profile of the child.</p> <p>Recommendations are made within context of everyday routines, places and activities as requested by family.</p>		



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<i>IFSP</i>	<i>FC-NE Practices</i>	<i>Current Practices</i>	<i>Action Steps</i>
<ul style="list-style-type: none"> • Pre-planning • Sharing (or reviewing) evaluation/assessment information • Identifying outcomes and strategies 	<p>The information sharing process after assessment is explained as a problem-solving discussion in which family input is actively sought and valued.</p> <p>Team members assure the family that they will not be making decisions for the child or family, but will provide information about the child and community resources.</p> <p>Initiation of the dialogue is guided by the observations, thoughts and questions of family members. The other team members offer their insights and observations in a dialogue about the child.</p> <p>Professionals report assessment results in a manner that is immediately useful for planning program goals and objectives (in that the reporting identifies strengths and opportunities for learning that are functional and developmentally appropriate).</p> <p>Family members and professionals jointly develop appropriate family-identified outcomes within routines.</p> <p>Purpose of outcome is clear (everyone knows why it is an outcome) and accomplishment is measurable.</p>		



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<p><i>IFSP</i></p> <p>Continued</p>	<p><i>FC-NE Practices</i></p>	<p><i>Current Practices</i></p>	<p><i>Action Steps</i></p>
<ul style="list-style-type: none"> Determination of services/service providers provided 	<p>Meaningful outcomes for the child that build upon the current skills and behaviors and promote membership with others are identified by family.</p> <p>Family outcomes are included in IFSP.</p> <p>Planning that considers the situation (e.g., class, home, etc.) in which the intervention will be applied occurs prior to implementation.</p> <p>Supports, and resources provide families with participatory experiences (i.e., opportunities that promote parents' sense of competency as a parent) and opportunities to make choices and decisions.</p> <p>Resources support family participation, strengthen parenting competence and confidence, and match each family member's identifies priorities.</p>		



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<i>Intervention</i>	<i>FC-NE Practices</i>	<i>Current Practices</i>	<i>Action Steps</i>
<ul style="list-style-type: none"> • Service provision • Implementation 	<p>Supports and resources are mobilized in ways that are supportive and do not disrupt family and community life (i.e., scheduling and location of services are convenient to the family and match family preferences).</p> <p>Professional use helping styles (i.e., ways of communicating or providing services or supports) that promote shared family/professional responsibility in achieving family-identified outcomes.</p> <p>Family and child strengths and assets are used as basis for engaging families in participatory experiences supporting parenting competence and confidence.</p> <p>Intervention is implemented by caregivers between visits of professionals.</p> <p>Interventions involve as minor a modification of existing routine, sequence, materials as necessary for outcome achievement.</p>		



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<i>Intervention</i> Continued	<i>FC-NE Practices</i>	<i>Current Practices</i>	<i>Action Steps</i>
	<p>Professionals match caregiver's learning style to enhance their participation in routines and natural learning opportunities.</p> <p>Professionals demonstrate to caregivers ways to promote interaction, communication, and learning by being responsive to child behavior, using naturalistic teaching procedures as requested by and appropriate for family.</p> <p>Professionals support caregivers interaction, communication, and learning in play, promoting engagement and friendship activities as appropriate.</p> <p>Only specialized equipment necessary for successful functioning in everyday routines is used.</p>		



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<i>Intervention</i> Continued	<i>FC-NE Practices</i>	<i>Current Practices</i>	<i>Action Steps</i>
	<p>Instructional strategies are embedded and distributed within and across activities and routines.</p> <p>Practices are used systematically, frequently, and consistently within and across environments (e.g., home, center, community) and across people (i.e., those who care for and interact regularly with the child).</p> <p>Practices used are validated, normalized, useful across environments, respectful, and not stigmatizing of the child and family and are sensitive to linguistic and cultural issues.</p>		



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<i>Monitoring Progress</i>	<i>FC-NE Practices</i>	<i>Current Practices</i>	<i>Action Steps</i>
<ul style="list-style-type: none"> • Team input • Formative input • Annual review <ul style="list-style-type: none"> - Eligibility reestablishment (if needed) - Family concerns, priorities - Daily routines/activities update - Outcome reviews - Provider summaries - Other state guideline requirements 	<p>Family and professionals work together and share information routinely and collaboratively (i.e., respectfully, as equal partners) to achieve family identified goals.</p> <p>Practices and goals are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains; (b) the family's view of what the child needs to learn; (c) interventionist view of the child's strengths; and (d) the demands, and requirements of the child's current environments.</p> <p>Data-based decisions are used to make modifications in practices with data collected by caregivers and professionals.</p> <p>Professionals and families assess and redesign outcomes to meet the ever-changing needs of the child and family.</p> <p>Professionals and families assess the child's progress on a yearly (summative) basis to modify the child's goal plan (e.g., IEP/IFSP).</p>		