

Service Delivery Observation Activity

Description of the Activity: The service coordinator orientee will observe two direct service sessions for two different children/families who are not on their service coordination caseload. One session must be a Developmental Intervention session and the other must be the provision of a discipline specific therapy service (Occupational, Physical or Speech Therapy).

The accompanying Direct Service Observation worksheet will be completed for each observation by the service coordinator orientee and reviewed with the Regional Training and Technical Assistance Coordinator following the completion of this activity and the Evaluation, Family Information Gathering Meeting and Initial IFSP Activity.

Procedures

1. In collaboration with Unit Coordinator, contact the program administrator of a comprehensive service provider agency to schedule your two observation sessions.
2. Make a copy of the worksheet before you begin writing on it so that you will have a fresh copy for each observation.
3. Complete section 1 of the Direct Service Observation Activity Worksheet.
4. Contact the direct service provider to whom you have been assigned to observe to confirm the location, date, time and directions to the visit. Also confirm that the family knows you will be attending as an observer and has agreed to your observation of their intervention session.
5. Review the most recent IFSP of the child/family whom you will be observing prior to your observation and complete section 2 of the Direct Service Observation Activity Worksheet.
6. Complete section 3 of the Direct Service Observation Activity Worksheet and observe direct service delivery session as arranged
7. Complete section 4 of the Direct Service Observation Activity Worksheet after the observation is completed.

8. Repeat steps 3-7 with the second child/family you have been assigned to observe, using a clean copy of the Direct Service Observation Activity Worksheet.
9. Schedule a conference with your Regional Training and Technical Assistance Coordinator to review your Evaluation, Family Information Gathering and Initial IFSP Observation Worksheet and your Service Delivery Observation Worksheet, when you have completed both.

Direct Service Observation Activity Worksheet

Name of Service Coordinator Orientee _____

First Name of Child to be Observed _____ Child's Age _____

Name, Agency, and Discipline of Intervention Provider to be Observed

Service to be Observed _____ Location of Service Session _____

Date of Most Recent IFSP _____ Date of Observation _____

Section 1: Family-Guided Routines for Early Intervention

(to be completed at the start of this unit)

- A. Read the attached handout #1 from the FACETS Project, Family guided routines for early intervention, complete the true-false quiz, and review the explanation of answers.

Section 2: Preparing to Observe a Direct Service Session

(to be completed once a child and session to observe have been identified)

- A. List all of the outcomes included in the child/family's IFSP. You will want to have these fresh in your mind during your actual observation.
- B. Review the Concerns, Priorities and Resources (CPR) Sections of the current IFSP. Describe how the statements of family's CPR relate to the outcomes listed above.

C. Early intervention services are based on the IFSP outcomes written by the team. The content of any one service delivery session should address specific IFSP outcomes through a variety of techniques: observing the parent/caregiver and child in family routines, modeling intervention strategies with the child, sharing information, problem solving, coaching the parent/caregiver in strategies for intervention within family routines, etc. Please list the IFSP outcomes you observed being addressed and describe the strategy(s) the provider was utilizing.

D. Give specific examples of family-centered practices that you observed during the intervention session.

E. Describe any strategies that could have been used to make this session more family-centered.

Direct Service Observation Activity

Competencies Addressed

- 1.1 Demonstrate understanding of theories of infant and toddler development, including content, sequences, range and variability within developmental domains and their implications for developmentally appropriate practice.
- 1.2 Demonstrate knowledge of variability in development, including risk factors, developmental variations, developmental patterns with specific disabilities, medical aspects, and neurological factors and their effect on early development within the context of the child and family relationship.
- 1.3 Demonstrate knowledge of the impact of environmental, cultural, and familial influences on child growth and development, as well as how to access information sources and techniques to address the impact.
- 1.4 Demonstrate awareness of family and child interactions as the primary context for development and learning.
- 1.5 Describe how a child learns skills through play and identify strategies that promote play skills.
- 3.1 Demonstrate understanding of the complex job of families in caring for and providing learning opportunities for young children, and the additional responsibilities that accompany having a child with special needs.
- 3.2 Understand that the core of family-centered practice recognizes the family as the center of a young child's life, and is the child's constant support, decision-maker, and advocate.
- 3.3 Apply family-centered principles so that early intervention supports families in their task of enhancing their children's learning and development.
- 3.4 Respond appropriately to family strengths and individuality and respect different coping methods.
- 3.5 Interact appropriately with families challenged by mental illness, abuse, chronic illness, developmental disabilities and other environmental influences that impact their ability to participate in early intervention.
- 3.6 Promote the family's acquisition of knowledge, skills and confidence in identifying and implementing outcomes for their child and family.
- 3.7 Support families to make informed decisions by sharing complete and unbiased information in a professional manner.

- 3.8 Provide information and support to promote the family's active participation as a member of the team in developing outcomes and strategies for their IFSP.
- 4.4 Develop, implement and monitor IFSPs in a manner that meets IDEA regulations and New Jersey's Policies Procedures and Guidelines.
- 5.1 Demonstrate effective communication skills to gather and understand information from families, providers and the larger community.
- 5.2 Demonstrate ability to recognize signs of emotional distress, abuse and neglect with families and identify appropriate referral sources for support.
- 5.4 Maintain confidentiality, obtain informed consent and explain the family's right to confidentiality throughout their enrollment in early intervention.
- 5.5 Maintain child records and data collection according to agency standards.
- 5.11 Collaborate with the family to identify current level of functioning, strengths and needs of the infant/toddler.
- 5.17 Utilize procedural safeguards components with and on the behalf of families.
- 5.20 Effectively refer families to parent groups, and state and local advocacy organizations to increase their opportunities for support.
- 7.1 Participate as an effective team member to implement New Jersey's model of Early Intervention. Team models may include:
 - ❖ multidisciplinary teams
 - ❖ interdisciplinary teams
 - ❖ transdisciplinary teams
- 7.2 Demonstrate ability to provide consultation and instruction in areas of own expertise.
- 7.3 Demonstrate ability to effectively communicate with a variety of people in a jargon-free and culturally sensitive manner.
- 7.5 Demonstrate ability to utilize effective problem-solving, decision-making and conflict management strategies.
- 7.6 Demonstrate understanding of different roles and skills of different disciplines.
- 8.4 Demonstrate knowledge and display the ability to perform responsibilities concerning the reporting of suspected child abuse or neglect.
- 9.2 Demonstrate flexibility and resiliency in response to diversity and change in both families and the New Jersey Early Intervention System.
- 9.3 Demonstrate knowledge of procedural safeguard components and the ability to communicate the purpose, content, and process of each to all families served.

- 9.4 Demonstrate ability to manage multiple priorities and responsibilities of the job.
- 9.5 Demonstrate ability to manage personal and professional boundaries, including early intervention families, program and agency boundaries.
- 9.7 Consistently uses "people first" language, e.g. saying "a child with Down syndrome" instead of "a Down's child".

SCHS LETTERHEAD HERE

Dear Early Intervention Family,

Thank you for agreeing to allow a newly hired service coordinator to observe (fill in activity to be observed) with your child and family on (fill in date and time).

All newly hired service coordinators participate in a variety of orientation activities designed to help them better understand and carry out the responsibilities of their job.

Some of the activities require that they observe another professional who may be conducting an eligibility evaluation, family information gathering session, IFSP meeting or direct service delivery session.

During these observations the newly hired service coordinator will observe the activity described above, but will not participate.

All information that the observer hears and sees about your family will be held in strictest confidence, just as your ongoing service providers and assigned service coordinator protect your family's personal information. If you have any questions or concerns about agreeing to participate in an observation please contact your child/family's service coordinator.

Thank you for assisting us in meeting the ongoing training needs of early intervention service coordinators.

Sincerely yours,

SCHS Unit Coordinator

A Note on Being an Observer

Completing your service coordinator orientation activities will require you to make a number of observations of children, families, other service coordinators, evaluators and service providers engaged in a variety of early intervention activities.

All observations will be arranged, and the family will be asked for verbal consent for you to observe, by the provider of the service. The provider of the service will make note in their chart/progress notes that the family gave verbal consent for the observation to occur.

At the time of the observation you should introduce yourself to the family and explain that you are present to observe the early intervention activity. Thank the family for being willing to share their family's early intervention activity with you in order to help you gain new skills as a service coordinator. Consult with the family and early intervention professional as to the best place for you to sit to observe.

No matter how tempted you may feel to participate during the session, please remember that your role is strictly that of observer. If you have a question or observation please share it with the early intervention professional outside of the session, either immediately following the session, (if time allows) or over the telephone.

All information that you see, hear or read about a child/family must be held in the strictest of confidence. As you complete your observation worksheets please use only the child's first name.

Your review of the evaluation reports, intakes and IFSPs of children/families who are served by other service coordinators within your unit is permitted by FERPA (Family Educational Rights and Privacy Act) without additional written consent.

January 2004

Dear Early Intervention Providers and Evaluation Team Members,

The NJEIS Comprehensive System of Personnel Development has begun to implement an exciting new orientation program for Service Coordinators. Two of the learning opportunities that new Service Coordinators will be experiencing are observations of intake meetings, evaluations, initial IFSPs and service delivery sessions.

Arrangements for these observations will be made through TET Coordinators and Program Administrators with verbal consent from the family to be observed. Service Coordinator orientees will be observing and will not participate in these activities in any way. They may take notes during the session as part of their learning experience.

Attached are the instructions and worksheets the orientees are required to complete. The purpose of completing the observations is to familiarize them with important early intervention activities. The worksheets are designed to help them analyze what they observed and consider the impact on the family. Most importantly, the emphasis is on helping the orientee to analyze how family-centered practices are embedded into early intervention.

Please be assured that the providers and evaluators involved in the activities are not being monitored in any manner through these observations.

If you have any questions please feel free to contact us.

Sincerely yours,

Brenda Dater
CSPD Project Specialist
908-964-5303
brendad@njeis.org

Pam Schachter
CSPD Project Specialist
908-964-5303
pams@njeis.org

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