

Resilient Early Intervention Leadership- A Collaborative Approach

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2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





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Local Leadership =
Local Engagement

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You are invited to
add to



RESILIENT EARLY INTERVENTION LEADERSHIP



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Considerations:

- Rural
- Covid
- Engagement
- Relationships
- Stakeholder Involvement



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Recruiting Members

- Stakeholders to represent ECE field
- Stipends
- Support to members
- Creating a network around ECE



Competency Development Workgroup

- 10 members
- Meets monthly
- Purpose to create and publish leadership competency assessment tool for EI
- Stakeholders to represent ECE field



Advisory Group

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- 15 members: Advises and supports overall grant activities
- Continues throughout the 5-year grant span
- Looking for representation across the early childhood landscape:
 - Service coordinator
 - EI professional
 - Tribal representation
 - Family members
 - Childcare and Head Start



Resilient Early Childhood Leadership Collaborative (RELC)

10

- 100 professionals
- Monthly Webinars
 - 75 minutes
- Resilient Leadership
- 14 months
- Support materials provided





R·E·L·C
RESILIENT EARLY CHILDHOOD
Leadership Collaborative

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RELC Topics:

- Resilient Leadership: relationships, internal beliefs, initiative, self-control, reflection on leadership
- Adult Resilience
- Family Resilience
- Resilience & Racial Equity



RELC Impact Story: 12



Thank you so much for the opportunity to take part in the monthly training sessions to teach me resilience! Not only have the meetings been so powerful and reflective, but the days and weeks afterwards are even more powerful. Having a month to read, reflect, and use what I learn is so powerful. It has given me so much insight on myself that I did not know. It has helped me understand why I feel emotions that I never really understood. It has helped me redirect my mind when it wants to flow to the negative and I am now able to bring it back to the positive.

I have also realized how many different personalities and emotions there are in the world beyond the normal ones I once knew. Emotions and personalities are so much deeper than one imagines, and we have so much more control over our thoughts and feelings than we can ever imagine. I am now able to realize emotion or thought before it gets bigger than I can handle. I can redirect it quickly and get back into focus. Meeting monthly brings the information we have learned back to the forefront so we can add more knowledge into the thinking and reflecting we are already doing. Not only has this helped me become stronger as an individual but I have been able to carry it over into my work and other daily activities!

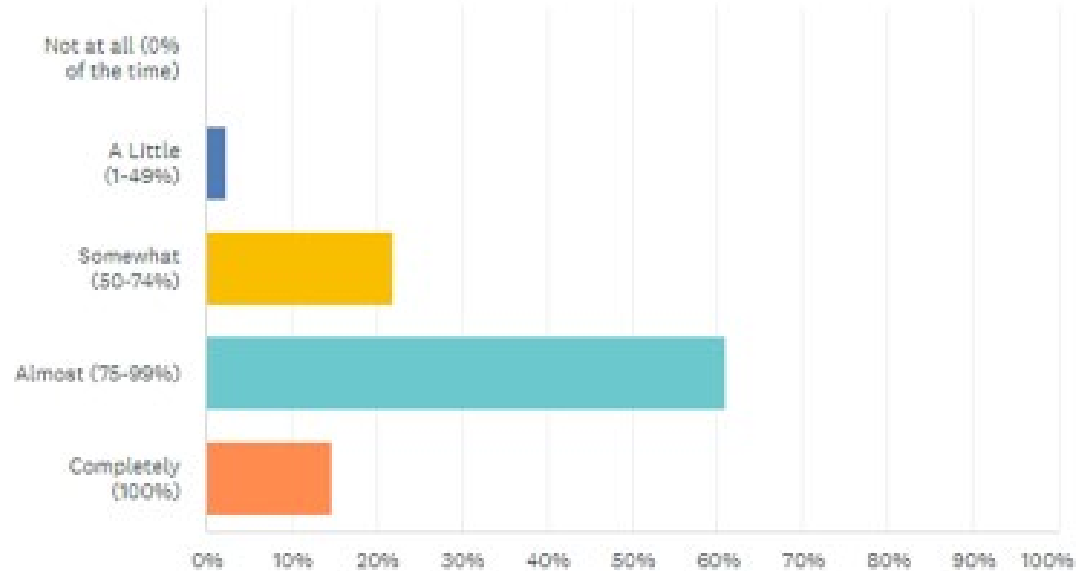
-RELC Participant



RELC Data

The Resilient Early Leadership Collaborative (RELC) webinars have increased my confidence in using the key principles of resilient leadership.

Answered: 41 Skipped: 0





RELC Comments

- Never waste a good crisis!! A resilient leader searches for opportunity in a difficult time.
- 1) A lot of what is in this is not new to me; however, it took me a lifetime of learning. To see it all together, plus the added bonus of things I didn't know or even think about, has been so uplifting. This course has validated what I thought I knew and taught me skills I didn't know before. 2) I will forever use the DARS!! So simple and yet so effective!!
- Understanding my strengths and awareness realizing the expectations on myself are extremely high
- Team dynamics and self-care strategies.
- There are times that it is necessary to say no and ask for help. It is important to fill my vessel before filling others.
- It is fine to make mistakes and learn from them. This helps in regards to not taking myself so seriously and living life. Self talk-so important, when I wake up telling myself I am going to have a good day, I tend to. Not letting things happen to me but taking change of my own destiny.
- Learning to be more reflective of interactions Great ideas to use in a group to build teamwork

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Early Intervention Leadership Certificate

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- Graduate Certificate (12 credits)
- January 2022 & 2023
 - Two cohorts of 18
- Professionals, parents, students
- Tuition & materials provided via grant



Early Intervention Empowering Story

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My story as a professional in early intervention began with my own story 17 years ago as a parent. Unlike the feel good stories, my experience unfortunately did not start out as positive. However, it did shape me into the person I am today so for that, I am thankful.

This brings me to how my story developed me into who I am today. Let me just begin by saying I know there are many wonderful, caring people out there doing early intervention. Early intervention has also come a long way since my daughter was receiving services. As a parent, I was worried sick about my child. I felt so relieved to have this support. However, the experience was not a positive one. The interventionist told me it was my fault that Avery was delayed and blamed me for her slow progression. If you have ever had a child with delays, you know how much blame you already put on yourself. I had already wondered over and over what I had done wrong with my pregnancy. Asking myself if I was giving her the attention she needed in order to develop. This put me at an all time low. I felt defeated. From there, I got Avery into outpatient. I was working my tail off to help her progress. Her week consisted of four outpatient visits and then one early intervention visit (which I dreaded). Looking back, I know my other two children did not get the attention they needed during this time. If we were not at therapy, I was doing therapy at home with her.

I always believe that certain experiences happen to us for a reason. This experience helped me develop a deeper understanding of what families are going through when their child has delays. I understand the sadness and blame parents put onto themselves. I understand the parent who is grieving and does not appear to want to help their child as well as the parent like myself, who goes over the top to “fix” their child. Although the experience with my daughter was a dark time, I use that experience to fire my passion for this field of work. I learned how important it is to listen to families and meet them where they are at. How important it is to help them understand their rights and keep them at the forefront in deciding what is best for their child. Most of all, how important it is to build them up with all the positives and celebrate the successes in order to empower them while working with their child.



DEC Leadership Recommended Practices:

L1. Leaders create a culture and a climate in which practitioners feel a sense of belonging and want to support the organization's mission and goals.

L2. Leaders promote adherence to and model the DEC Code of Ethics, DEC Position Statements and Papers, and the DEC Recommended Practices.

L3. Leaders develop and implement policies, structures, and practices that promote shared decision making with practitioners and families.

L4. Leaders belong to professional association(s) and engage in ongoing evidence based professional development.

L5. Leaders advocate for policies and resources that promote the implementation of the DEC Position Statements and Papers and the DEC Recommended Practices.

L6. Leaders establish partnerships across levels (state to local) and with their counterparts in other systems and agencies to create coordinated and inclusive systems of services and supports.

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DEC Leadership Recommended Practices:

L7. Leaders develop, refine, and implement policies and procedures that create the conditions for practitioners to implement the DEC Recommended Practices.

L8. Leaders work across levels and sectors to secure fiscal and human resources and maximize the use of these resources to successfully implement the DEC Recommended Practices.

L9. Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.

L10. Leaders ensure practitioners know and follow professional standards and all applicable laws and regulations governing service provision.

L11. Leaders collaborate with higher education, state licensing and certification agencies, practitioners, professional associations, and other stakeholders to develop or revise state competencies that align with DEC, Council for Exceptional Children (CEC), and other national professional standards.

L12. Leaders collaborate with stakeholders to collect and use data for program management and continuous program improvement and to examine the effectiveness of services and supports in improving child and family outcomes.

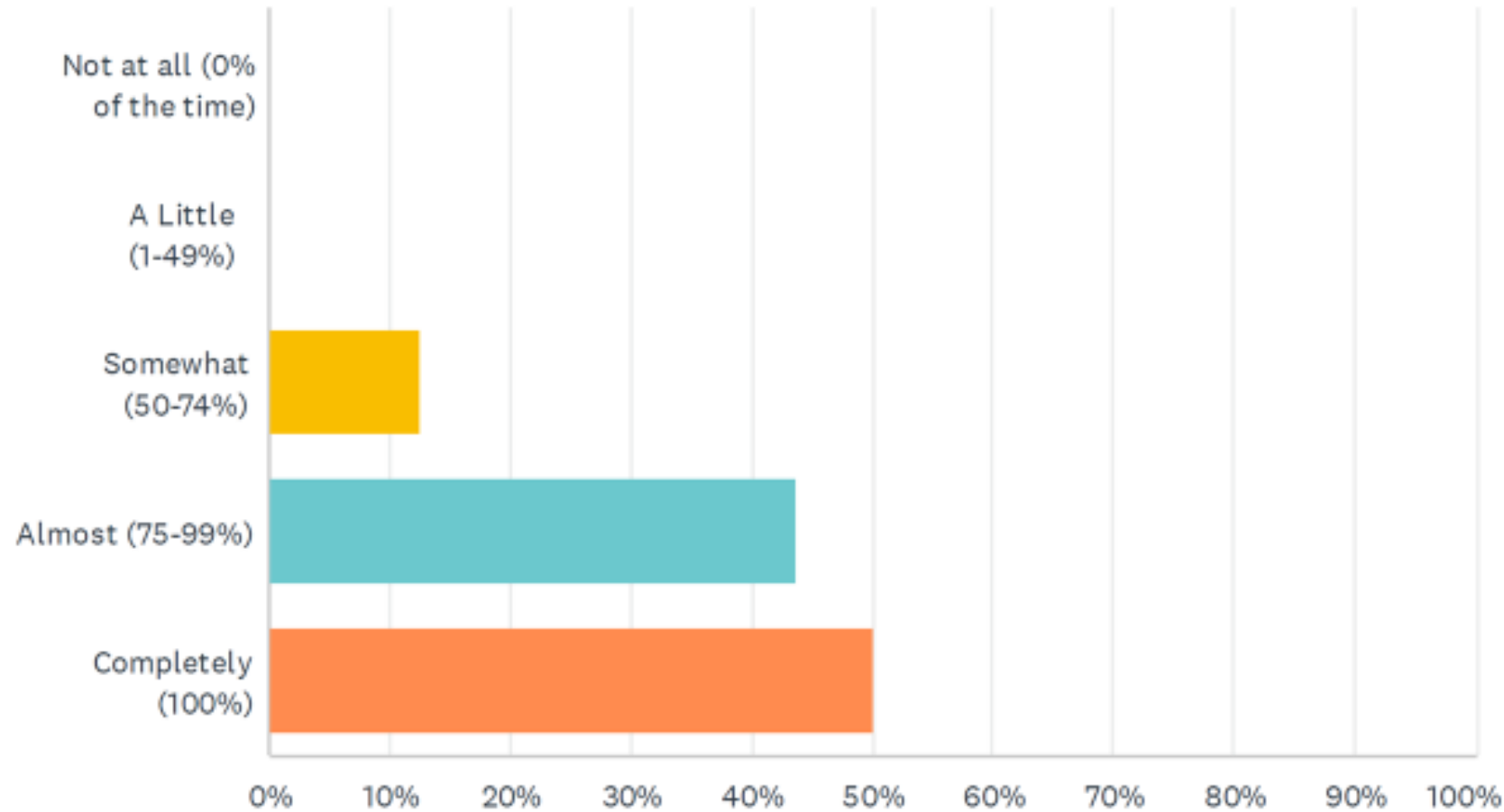
L13. Leaders promote efficient and coordinated service delivery for children and families by creating the conditions for practitioners from multiple disciplines and the family to work together as a team.

L14. Leaders collaborate with other agencies and programs to develop and implement ongoing community-wide screening procedures to identify and refer children who may need additional evaluation and services.



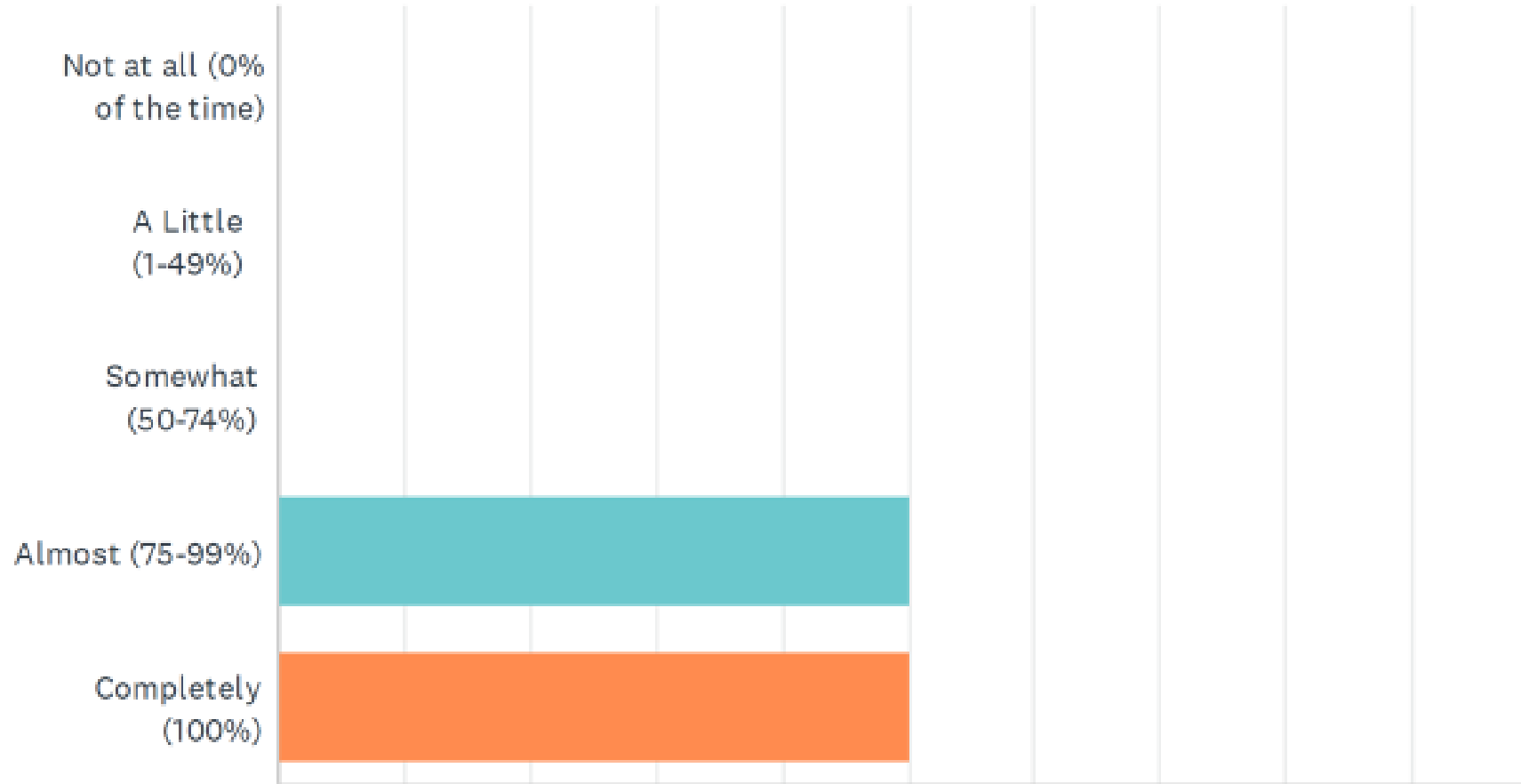
Q4 I have increased my confidence in understanding the key principles of resilient leadership through my involvement in the EI Certificate.

Answered: 16 Skipped: 0



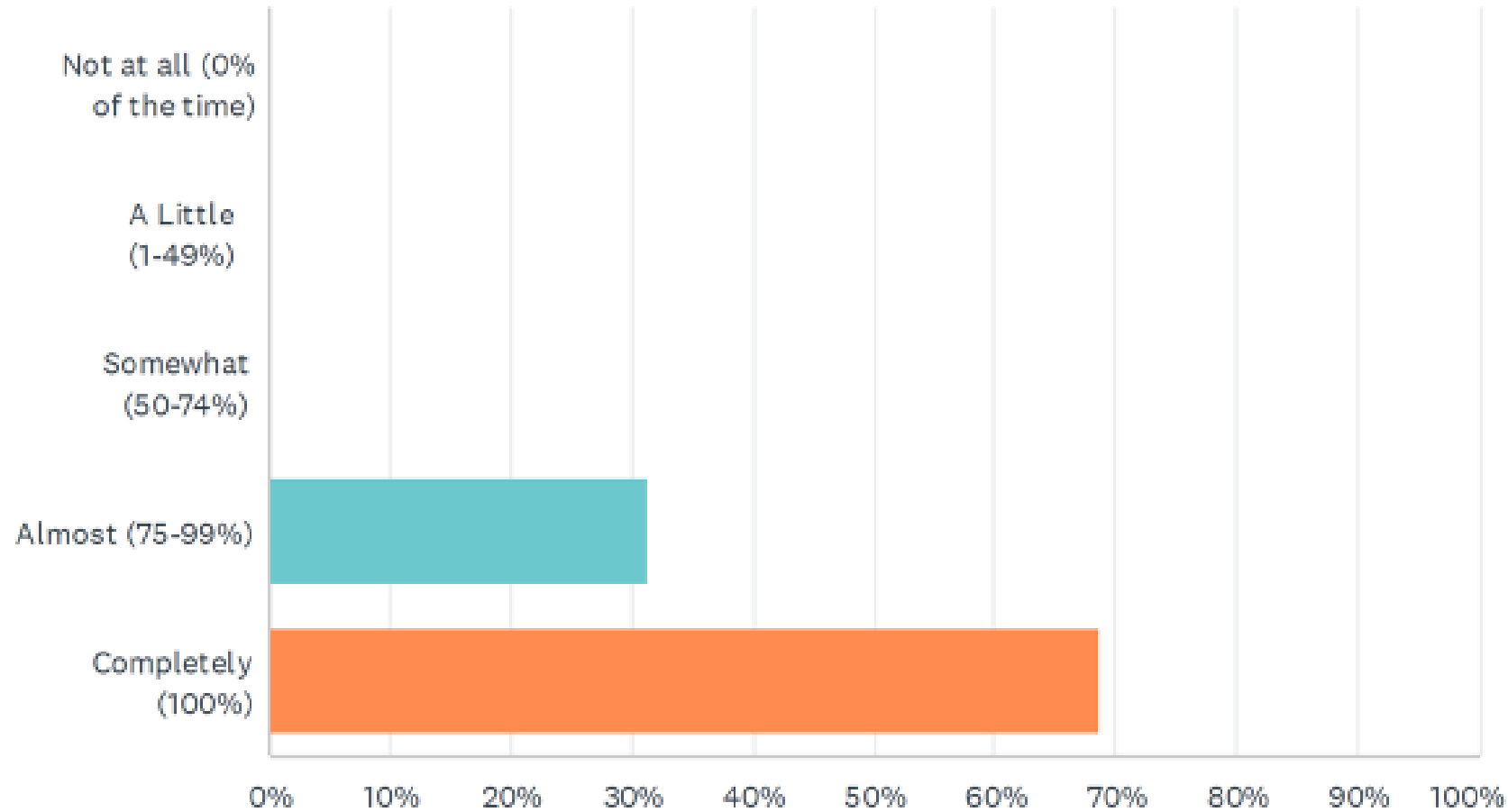
Q5 I have increased my confidence in using the key principles of early intervention through my involvement in the EI Certificate.

Answered: 16 Skipped: 0



Q8 The lessons within the coursework aid my learning in early intervention and resilient leadership.

Answered: 16 Skipped: 0



MOST IMPORTANT LEARNING MOMENTS FROM THE EI CERTIFICATE:

- Getting to know myself as a leader more. Learning from my weaknesses and how to grow as an educator to help students grow. How to form a partnership with parents of children.
- I love the discussion boards. It gives me an opportunity to see how others are applying what they are learning. The other is the visor [video] on venting. It really helped me see that there is no value in it.
- Talking about group norms and recognizing my own growth and how to give myself some credit.
- Learning about Teaming Learning about Authentic Assessment
- Communication with other students, receiving feedback and information about what is done with other groups. The program has had self reflection about how our program is working and ways that I can improve how we work as a team.
- Communication with other students, receiving feedback and information about what is done with other groups. The program has had self reflection about how our program is working and ways that I can improve how we work as a team.
- I have a hard time narrowing it down. So many aspects of this course improved my knowledge and supported my journey to becoming a better leader. Cultivating healthy communication is at the top of my list for essential learning moments and teaming culture and purpose.
- I think identifying my areas I need to work on and understanding the things that contribute to resiliency better.



CHALLENGES PARTICIPATING IN THE EI CERTIFICATE

- My personal challenge was waiting until the last day to do an assignment to focus on my job.
- Life is busy and I tend to procrastinate! So many times I am submitting coursework at the last minute instead of taking my time and doing the lessons as I do the readings.
- Life challenges. This was a very difficult semester personally, and my instructor worked with me and helped me feel supported and understood.
- Time with Managing homework, reflection, and my fulltime job.
- Completing all of the assignments as well as working full time and being a parent.
- working it into my work, personal, and school life. It has been a busy spring
- I did not have any particular challenges. The coursework was significant, reasonable in length, and immediately applicable.
- Trying to juggle a job, along with having a family and the other responsibilities of life.
- Mainly, time is the biggest challenge. Since I work full-time in a demanding role during the week, I don't have much time to study until the weekend. It's usually not an issue, unless something comes up to interfere on a weekend.
- The only challenge is the amount of time needed to fully learn, practice and reflect on the information.



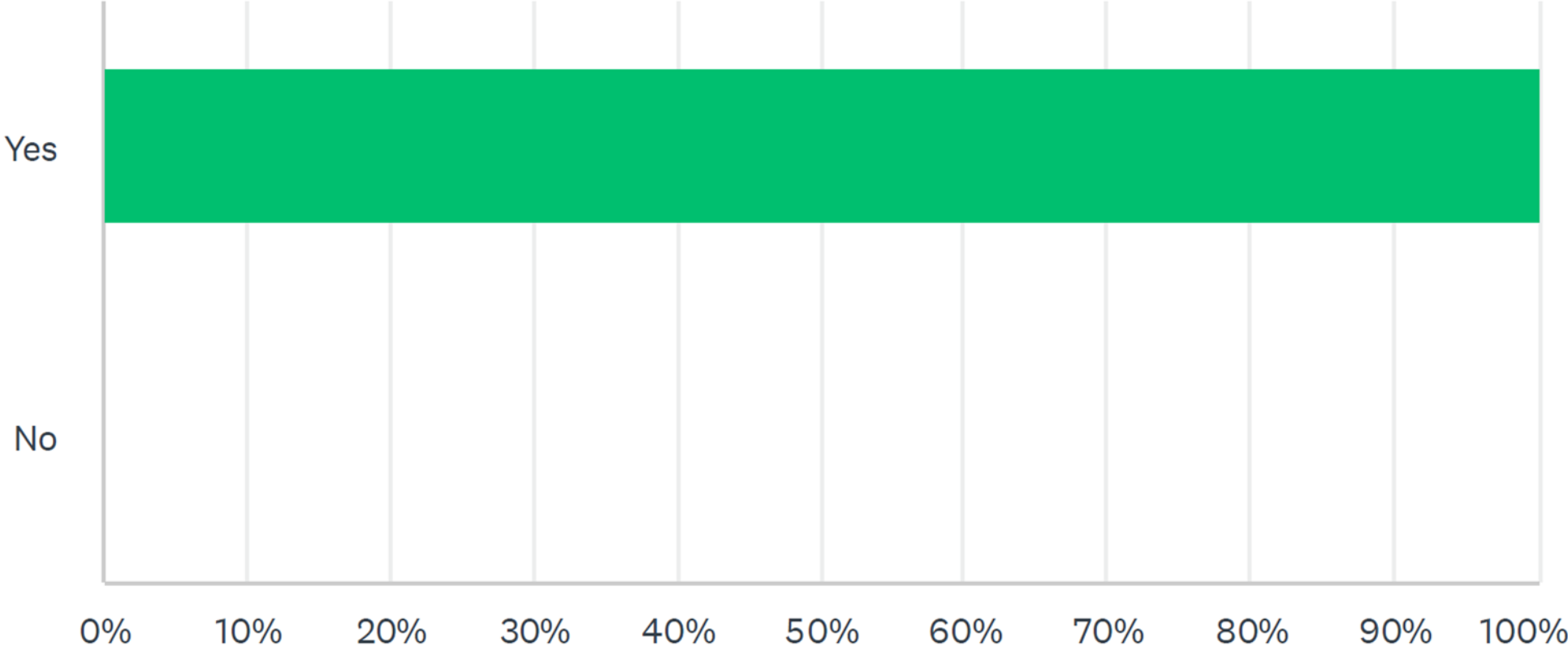
SUGGESTIONS FOR THE FUTURE

- I believe that you are doing a wonderful job with this certificate! THANK YOU!
- Very well done!!
- I really like the way the two courses are presented, finishing one before moving onto the next. Thinking about learning style, it would have been beneficial to have lectures summarizing more of the readings to make sure the most important information is highlighted. I liked a more bulleted answer format rather than paragraphs of reflection.
- Continue with the classes spread out as it makes it better to be able to complete the assignments.
- I like how it's broken up into sections so we can focus on one class at a time.
- I really enjoyed the EI Certificate. I hope the grant continues to be available. Even EIs who are not interested in overall leadership still gain very useful knowledge on working effectively with others. The adult learning information also supports our knowledge to carry over into working in homes as we coach adults.
- I don't really have any suggestions at this time.
- I think that this is a great learning and recommend that it is available to all Early Intervention professionals.
- I suggest that the entire focus of the courses should be on practical lessons that can help us be more effective with children and families.
- The only suggestion that I can think of, is how fast we needed to get through the information. I wish I had more time to read and reflect before moving on.
- I enjoyed how the classes were broken up so we only focused on one class at a time. With working a 40 plus hour week it was hard to find time to get assignments completed, I couldn't imagine how far behind I would have been juggling two classes at once. I was able to absorb more versus rushing through assignments.



Would you recommend the EI Certificate to your colleagues

Answered: 16 Skipped: 0



If your
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do more &
become more,
**YOU ARE A
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- John Quincy Adams

Questions?



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Resource Spotlight

- Individuals with Disabilities Education Act (IDEA) website
 - Brings together IDEA information and resources from the Department and its grantees.
 - <https://sites.ed.gov/idea/>
- IDEAS That Work
 - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
 - <https://osepideasthatwork.org/>





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