



Family Cohort 3 ECPC's Zoom Meeting

Time: March 3, 2021 3:00 PM to 5:00 PM Eastern

ZOOM LINK: <https://zoom.us/j/4447595051>

[Zoom Recording](#)

Outcomes of the meeting:

- Review the expectations of the family cohort.
- Review the EI/ECSE Standards and how to tie your story to a standard/component.
- Identify next steps for cohort members.

Attendees 15 part.	Chioma, Doris, Karen, Gina, Camila, Demetres, Marisol, Dan, Leona, Kenda, Laura, Danielle, Pat, Mistie, Roxane, Darla, Peggy, Molly
Welcome	Welcome and one thing to celebrate: Everyone shared one thing to celebrate!
Review the expectations	<p>REMINDER: ECPC technical assistance is used to support the following outcomes for the Family Cohort:</p> <ul style="list-style-type: none"> • Provide training: how to use stories to teach within IHE programs and state PD programs • ECPC will work to match families with IHE programs and state PD activities utilizing technology. • Learn how to tie stories to an element or 2 of the standards, what is the message (sample family stories may be shared on the ECPC website) • Families need to be able to talk about the standards and the DEC Recommended Practices and feel confident with the components and practices (and relate to state PD activities) • Videotape stories to gather feedback from peers before presenting to higher education or a state PD training. • Provide input to ECPC about materials and tools needed to support families to tell their stories in IHE and State PD systems. (Atleast 2 manuals and accompanying materials will be developed, one to support families to teach in IHE and State PD Trainings and another to support families in state CSPD systems) <p>Expectations of the Family Cohort:</p> <ul style="list-style-type: none"> • Participate in monthly calls (or listen to the recording if you miss the call) • Develop your story that addresses a Standard component or practice, • Assist in reviewing materials and tools, • Pilot and suggest revisions to the tools, • Review final products.
Presentation	<p>EI/ECSE Standards Presentation: Peggy Kemp – link to zoom:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • provide the background and rationale for the EI/ECSE Standards • Discuss aligning family CSPD leadership with the EI/ECSE Standards • Discuss the standards as aligned with teaching within IHE.

- Share resources to facilitate family leader infusion of the standards into family leadership work.

As a family member how to can use your story to teach reflecting one of the EI/ECSE standards based on the topic of the IHE course.

Highlight the IDEA Preamble: *“Disability is a natural consequence of the human experience and in no way diminishes the right of individuals to participate in and contribute to society.”*

The role of the Personnel Preparation standards is to ensure that personnel are appropriately trained to provide services to infants and toddlers with disabilities and their families.

Family emphasis in early childhood IHE program and your role within the state Comprehensive System of Personnel Development (CSPD) and how to connect it the family story.

Overview of the EI/ECSE Standards

Options for infusing family Standards:

- Separate Course
- Embedded content in multiple courses
- Family speakers/panels “telling family story.”
- Family service-learning projects
- Family members as class participants
- Family members as co-teachers
- Family members as faculty
- Internships with family organizations
- Families as partners on research grants/studies
- Family focus in thesis and dissertation
- What else?

Family Standard – we are very proud of the family standard; it is designed to elevate the family partnership.

Apply family capacity building practices to support the family to make informed decisions and advocate for their child.

The reason that the standards look the way they do is that they are the accreditation standards for CAEP (Council for the Accreditation of Educator Preparation). They limit the number of standards that can be submitted, so many items go into one standard which you will see.

Many resources supported the development of the standards, the work with the National Association of the Education for Young Children (NAEYC) [Advancing Equity in](#)

[Early Childhood Education Position Statement](#) that DEC endorsed, and the [Developmentally Appropriate Practice \(DAP\) Position Statement](#).

- [Link to Standards](#)
- [Link to the Supporting Explanations](#)

Standard 1: Child Development and Early Learning

Linking standards to an aspect of your story

- Development sequences across the array of abilities e.g., keeping a 3-year-old in a toddler classroom because they are not potty trained – holding them back
- Timing and order that are emerging.
- Not dosage – one size does not fit all approach.
- Sensory concerns – understanding child development and looking at the whole child approach – provide alternate options and the importance of having a conversation with the family to see what works at home.

Professionals need to give the right advice and as family members we need to give them permission to not always have all the answers and sometimes it is okay to learn as you go. But not to wait too long before trying something new.

Standard 2: Partnering with families to partner with IHE faculty.

Standard 3: Collaboration and teaming – inclusion standard -this only works if they work together = need to talk about team

Standard 4: Assessment standard –ethical and legal considerations, the need to establish a relationship prior to the paperwork. The paperwork is necessary, but the relationship is even more important and then to explain why the paperwork is so important. Helps families understand why you are doing what you are doing as a practitioner.

We need to share the importance about why it needs to look different using different tools for some children. The assessment tools need to be individualized for each child.

Focusing on the strength-based approach

- Need to know the culture of the family and if the family does not engage, there may be more behind it. (in some cultures, they are taught to respect authority figures like doctors and teachers and to never question what they are doing)
- You need to listen to the family – especially if a child does not preform, use the walk beside me to support my child.

Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences – this is not a one size fits all.

It is important that practitioners stay current on the evidence-based research. Also, to have open communication. Conversations on equitable access to opportunities for learning and growth. Tie in a story on inclusion – and if something did not work well, what could have been different to support the child to have a positive outcome?

Standard 6: Using Responsive and Reciprocal Interactions – is the data-based decision-making standard. Need to assure fidelity to the practices.

	<p>Standards as Leadership and Advocacy Tools Best available research and evidence-based practices guide the Standards.</p> <p>IDEA – Role of Research</p> <ul style="list-style-type: none"> • IDEA mentions research or scientifically based strategies 76 times; regulations mention them 160 times. • IDEA identifies “an insufficient focus on replicable research on proven methods of teaching and learning” as one of two factors that have “impeded” IDEA’s implementation. <p>Brainstorming and Questions: What about other family’s stories? How can we help families learn to tell their stories?</p> <p>Toolkit suggestions:</p> <ul style="list-style-type: none"> • ECPC will add a tool in the manual on “Helping families tell their story as an interview.” • Parents speak – professional speak – what the professional says is not always interpreted by the family the way they intended. Be careful of professional speak. E.g., if the professionals says that we may want to consider using a wheelchair to help your child get into the building as a support, the family just heard that my child will never walk and needs a wheelchair. This was not intention of the professional but that may be how the parent heard it. <p>Look at the standards, take the notes that you jotted down to begin the storyboard and sequencing – set the stage. Always have a take-away for your story, you will want to share that with your audience.</p>
Next Steps	<p>Please begin to draft your story using the story board template.</p> <ul style="list-style-type: none"> • Identify the Standard that you are planning to use, (remember that you will have many stories that will address many standards, but you need to create them one at a time) • Begin to draft your story that you can share at the meeting next month. We want everyone to come prepared to share: <ol style="list-style-type: none"> 1. Standard to be addressed. 2. Take away. 3. Draft of the big idea, with bullet points • Reach out to ECPC with any questions. Darla Gundler – gundler@uchc.edu <p>Moving Forward Developing Tools:</p> <ul style="list-style-type: none"> • Molly and Darla will begin to draft an outline and will share with you to get your feedback along the way. We are looking for you to be an expert reviewer.



	<p>Shared Space: Link to Google Drive: https://drive.google.com/drive/folders/1-33vKATdJyBkSOarEaSlwOPQoJQbHaZv?usp=sharing</p> <p>Link to the Family Cohort 3 on website: https://ecpcta.org/families/#collapsepanel-19978-1-0-00</p> <p>All materials can be found here including the zoom recording, ppts and handouts.</p>
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Monthly Call Schedule: All meetings are from 3:00 pm to 5:00 pm EST.

Wednesday, April 7, 2021

Wednesday, May 5, 2021

Wednesday, June 2, 2021