

**Part C Videos Illustrating DEC Recommended Practice Categories Draft 10/1/19**

 **Assessment**

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| **Video** | **Owner/Source** | **State(s)****posting** | **Cross-Disciplinary Category** |
| **Supporting Children by Improving Family Outcomes** (runtime 13:19) Examples of how the five OSEP family outcomes are described, delivered, measured, and used to improve services using scenes from home visits and classrooms and parents talking about which outcomes were most important for them.<https://www.birth23.org/families/videos/> | DaSY, Early Childhood TA Center, and the California Dept. of Education Desired Results Access Project | CT, NV | Collaboration and Coordination |
| **Child Outcomes Step by Step** (runtime 8:37) Explains and illustrates the functioning necessary for each child to be an active and successful participant at home, in the community, and in other places like a child care program or preschool as is measured by three child outcomes adopted by the Office of Special Education Programs (OSEP).<https://www.dcyf.wa.gov/services/child-development-supports/esit/early-intervention-services> | Results Matter, Colorado Dept. of Education, Desired Results Access Project. . | WA | Evidence Based Intervention  |
| **Authentic Assessment an Early Intervention Example** (runtime 7:36)An early intervention provider shows examples of how to use observation and/or videos of toddlers in family routines to measure child outcomes adopted by the Office of Special Education Programs (OSEP) via an authentic assessment process.<https://vimeo.com/123420909>  | Maryland State Department of Education/Division of Early Intervention and Special Education  | MD | Evidence Based Intervention |
| **Family Interview** (runtime 1:54) Two early intervention staff interview a mother about her son’s progress in Developing Positive Social Skills in order to add information for the child outcome measures adopted by the Office of Special Education Programs (OSEP).<https://rise.articulate.com/share/QQgx7FuKA22NHO4SWykQy_orEUMRJ5DS#/lessons/cj2uqiad000043d66xzwqq14r>  | Maryland State Department of Education/Division of Early Intervention and Special Education | MD | Family Centered Practice |

**ENVIRONMENT**

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| **Video** | **Owner/Source** | **State(s) posting** | **Cross-Disciplinary Category** |
| **A Home Visit with Kiyah's Family (Using Family Guided Routines Based Intervention)** (runtime 10:53) Special education teacher Peg joins Kiyah and her father, Kris on a home visit embedding opportunities for Kiyah to learn and participate in the family's everyday activities such as getting ready for childcare and taking a walk.<https://www.iafamilysupportnetwork.org/early-access-iowa/parents-family/your-journey-with-ea> | Iowa Department of Education Early Access and Florida State University Communication and Early Childhood Research and Practice Center | IA | Evidence Based Intervention  |
| **Natural Environment**s (runtime 5:20) Parents and professionals discuss delivering early intervention services in natural environments with some scenes of children at home, in the community, and in childcare settings. <https://youtu.be/1kdXseo9AeU> | Michigan Alliance for Families | MI | Evidence Based Intervention  |
| **Natural Learning Environments** (runtime 16:00) Drs. Michael Guralnick and Mary Beth Bruder provide legal and academic context, illustrated with examples of infants and toddlers with disabilities at home, in child care, and in preschool (2003).<https://youtu.be/wvAv1_eAo9Q> | Washington State Department of Early Learning | WA, NV | Evidence Based Intervention  |
| **Assistive Technology for Early Literacy** (runtime 9:24) A Speech-Language-Pathologist describes and shows examples of low-tech and higher tech Assistive Technology aids to early literacy from page fluffers and Wikki Stix to pre-braille books and BIGmack Communicators.<https://sde.ok.gov/soonerstart-professional-development> | Oklahoma Department of Education Sooner Start  | OK | Evidence Based Intervention  |

**FAMILY**

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| **Video** | **Owner/Source** | **State(s) posting** | **Cross-Disciplinary Category** |
| **The IFSP Meeting-Chapter One: Introductions to the team and family priorities**. (runtime 8:02) Introduces the family and team members, reviews the purpose of the IFSP meeting, and highlights the service coordinator's role at the IFSP meeting as well as general tips to ensure families are at the center of an IFSP meeting.<http://dhhs.nv.gov/Programs/IDEA/Early_Intervention_Programs/> | Illinois Early Intervention Training Program | NV | Collaboration and Coordination |
| **Bri IFSP video Chapter 4.1–Family Centered Functional Outcomes Part 1** (runtime 8:26) Team discussions take place as a family transforms their priorities into a meaningful and measurable outcome.<https://www.youtube.com/watch?v=ZnRP-bvNKUg&list=PL9DC2069DAD870262&index=8> | Illinois Early Intervention Training Program |  | Collaboration and Coordination |
| **Bri IFSP video Chapter 4.2–Family Centered Functional Outcomes Part 2**(runtime 9:31) All team members contribute to the development of strategies to support the first family centered functional outcome for Bri and her family. [https://youtu.be/vCm6Nrgta7Q?list=P](https://youtu.be/vCm6Nrgta7Q?list=PL9DC2069DAD870262) [L9DC2069DAD870262](https://youtu.be/vCm6Nrgta7Q?list=PL9DC2069DAD870262) | Illinois Early Intervention Training Program |  | Collaboration and Coordination |
| **Writing an IFSP** (runtime 13:01) Parents and professionals discuss the essential role of parents in the IFSP meeting.<http://dhhs.nv.gov/Programs/IDEA/Early_Intervention_Programs/> | King County Developmental Disabilities Division, Early Intervention Program | NV | Collaboration and Coordination |
| **Janella’s Story** (runtime 11:33) The EI team including the parent, discusses the best type o switch for Janella to use for choice. Video shows Janella using switches before and after the discussion.<https://youtu.be/-Ew4oCrq6Qg> | Colorado Dept. of Education Results Matter |  | Collaboration and Coordination |
| **Dream Big: A FIT Family Story** (runtime 5:27) Parents Dani and Marcos describe many of the key features of early intervention and how they and their daughter benefits from them, illustrated with examples of the parents interacting with their child and the early intervention provider.<http://www.cdd.unm.edu/ecln/FIT/fit-focus-video-library.html> | New Mexico Family Infant Toddler Program | NM, OH | Family-centered Practices |

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| **FAMILY (continued)** |
| **Video** | **Owner/Source** | **State(s) posting** | **Cross-Disciplinary Category** |
| **Home Visiting Helps** (runtime 1:19) A home visitor is shown assisting a family with activities to ensure that their child meets her developmental milestones.<https://www.youtube.com/user/CMS092711> | Pennsylvania Department of Health Services | PA | Family-centered Practices |
| **Connect video 4.4: Starting a Relationship** (runtime 2:37) Clara, a practitioner, makes an initial home visit with a mother and describes how to begin a family-professional partnership, especially working with families from different cultural backgrounds.<https://www.connectmodules.dec-sped.org/connect-modules/resources/audio/audio-4-4/> | Early Childhood Personnel Center | NC | Family-centered Practices |
| **Engaging Families and Creating Trusting Partnerships to Improve Child and Family Outcomes** (runtime 4:22) A parent discusses the journey in early intervention with her child who is now age 5 and in pre-k. She talks about the frustrations o trying to give input to professionals. <https://youtu.be/fvwVOi_8Xd0> | DaSY/Early Childhood TA Center |  | Collaboration and Coordination |

**INSTRUCTION**

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| **Video** | **Owner/Source** | **State(s) posting** | **Cross-Disciplinary Category** |
| **Foundations of Coaching in Early Childhood Partnering with Parents and Professionals** (runtime 21:07) A video training resource for early childhood coaches, based on the 5 key characteristics of coaching as outlined by Dathan Rush and M'Lisa Shelden and how they are applied in various early childhood settings.https://www.birth23.org/aboutb23/coaching/ | Connecticut Birth to Three System | CT | Evidence Based Intervention  |
| **Foundations in Coaching-Chapter 1: What is Coaching** (runtime 3:06) Introduction to a coaching model in early childhood and its five characteristics by Deb Adams, Dathan Rush, and M'Lisa Shelden.<https://www.birth23.org/aboutb23/coaching/> | Connecticut Birth to Three System | CT | Evidence Based Intervention  |
| **Foundations in Coaching-Chapter 2: Joint Planning** (runtime 4:42) A description and examples in a child care setting and in a home of joint planning.<https://www.birth23.org/aboutb23/coaching/> | Connecticut Birth to Three System | CT | Evidence Based Intervention  |
| **Foundations in Coaching-Chapter 3: Observation** (runtime 1:53) A description and examples of the use of observation in a child care setting and in a home.<https://www.birth23.org/aboutb23/coaching/> | Connecticut Birth to Three System | CT | Evidence Based Intervention  |
| **Foundations in Coaching-Chapter 4: Action/Practice** (runtime 3:17) A description and examples of putting a coaching model into action in a child care setting and in a home.<https://www.birth23.org/aboutb23/coaching/> | Connecticut Birth to Three System | CT | Evidence Based Intervention  |
| **Foundations in Coaching-Chapter 5: Reflection** (runtime 3:51) A description and examples of how to allow the person being coached (parent or teacher) to think about what they know, why or why not something is happening, and what other thoughts or ideas they have. <https://www.birth23.org/aboutb23/coaching/> | Connecticut Birth to Three System | CT | Evidence Based Intervention  |
| **Foundations of Coaching-Chapter 6: Feedback** (runtime 3:28) A description and examples of some of the four types of feedback used in coaching.<https://www.birth23.org/aboutb23/coaching/> | Connecticut Birth to Three System | CT | Evidence Based Intervention  |

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| **INSTRUCTION (continued)** |
| **Video** | **Owner/Source** | **State(s) posting** | **Cross-Disciplinary Category** |
| **Foundations of Coaching-Chapter 7: The End** (runtime 2:48) Three coaches, a parent, and two teachers discuss why and how coaching really makes a difference.<https://www.birth23.org/aboutb23/coaching/> | Connecticut Birth to Three System | CT | Evidence Based Intervention  |
| **Early Intervention Home Visits** (runtime 11:45) This video illustrates what families can expect during a home visit including explanations about the primary provider model, parent coaching, and use typical daily routines.<https://www.youtube.com/watch?v=8fOJGmIdj0c> | Connecticut Birth to Three System | CT, FL, NV | Family-centered Practices |
| **A Home Visit with Hailey's Family: Learning to Coach with Family Guided Routines Based Intervention** (runtime 10:55) An early intervention home visitor describes the SS-OO-PP-RR process (setting the stage; observation and opportunity to practice; problem solving and planning; reflection and review) and illustrates its use with Hailey's family.<http://www.cdd.unm.edu/ecln/FIT/fit-focus-video-library.html> | New Mexico FIT Program, Early Learning Network. | NM | Evidence Based Intervention  |
| U**sing Video to Enhance Family Support and Reflective Practice** (runtime 5:49) An early intervention practitioner discusses how she uses video to both enhance services she provides and reflect on her practices with examples from Owen and his family.<http://www.cdd.unm.edu/ecln/FIT/fit-focus-video-library.html> | New Mexico Family Infant Toddler Program and Early Learning Network | NM | Evidence Based Intervention  |
| **A Home Visit with Esaia's Family: Coaching with FGRBI** (runtime 11:00) Illustrates how a Speech-Language Pathologist and a parent work together during early intervention home visits focusing on family routines, and using Family Guided Routines Based Intervention as a framework.<http://www.cdd.unm.edu/ecln/FIT/fit-focus-video-library.html> | New Mexico Family Infant Toddler Program | NM, OH | Evidence Based Intervention  |

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| **INSTRUCTION (continued)** |
| **Video** | **Owner/Source** | **State(s) posting** | **Cross-Disciplinary Category** |
| **Using Video Technology to Enhance Coaching in Early Intervention** (runtime 6:38) Illustrates a pilot project in New Mexico in which early intervention practitioners video record their home visits, post the videos to a private video sharing and collaboration platform, and receive coaching on their application of new practices.<http://www.cdd.unm.edu/ecln/FIT/fit-focus-video-library.html> | New Mexico Family Infant Toddler Program and Early Childhood Learning Network | NM, OH | Evidence Based Intervention  |
| **Using Video, Self-Reflection, and Coaching to Enhance Early Intervention Services** (runtime 15:09) Illustrates a pilot project in New Mexico in which early intervention practitioners video record their home visits, post the videos to a private video sharing and collaboration platform, and receive coaching on their application of new practices.<http://www.cdd.unm.edu/ecln/FIT/fit-focus-video-library.html> | New Mexico Family Infant Toddler Program, Early Learning Network, and Center for Development and Disability University of New Mexico | NM | Evidence Based Intervention  |
| **Families Front and Center: The Power of Coaching** (runtime 5:20) A developmental vision specialist describes how she used video recordings of her early intervention home visits as a foundation for self-reflection and refinement of her practice.<http://www.cdd.unm.edu/ecln/FIT/fit-focus-video-library.html> | New Mexico Family Infant Toddler Program, Early Learning Network, and Center for Development and Disability University of New Mexico | NM, PA | Evidence Based Intervention  |
| **Early Intervention: Family-Centered Best Practices** (runtime 6:02) A physical therapist discusses and shows examples of working with a parent of preemie twins, Yadiel and Andrew, embedding intervention into the family's natural routines.https://www.youtube.com/watch?v=pHc1nLfKmBo | New York City Health Department | NY | Family-centered Practices |
| **Evidence-based Early Intervention** (runtime 4:21) Introduces early intervention services and the primary service provider model, to parents, with examples from a home visit and team meetings.[https://ohioearlyintervention.org/what-is-ei](https://urldefense.proofpoint.com/v2/url?u=https-3A__ohioearlyintervention.org_what-2Dis-2Dei&d=DwMFAg&c=EZxp_D7cDnouwj5YEFHgXuSKoUq2zVQZ_7Fw9yfotck&r=fMKX6145hZcV1VqfrBzLs_xHuAjnjaahsHA9pp2OOg8&m=ZC5IPW9wpDGRWHtkYVNPy_LVpFMqKdqjLC32RSkkjhY&s=mjf49js7kaECmulcNg7N9W20KL8JvOH5iJxqmTyXO-w&e=) | Ohio Department of Developmental Disabilities | OH | Evidence Based Intervention  |

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| **INSTRUCTION (continued)** |
| **Video** | **Owner/Source** | **State(s) posting** | **Cross-Disciplinary Category** |
| **A Home Visit with Brandon's Family (Using Family Guided Routines Based Intervention)** (runtime 7:59) Special education teacher Peg joins Kiyah and her father, Kris, on a home visit as Peg supports Kris to embed opportunities for Kiyah to learn and participate in the family's everyday activities.<https://www.iafamilysupportnetwork.org/early-access-iowa/parents-family/your-journey-with-ea> | Iowa Department of Education Early Access and Florida State University Communication and Early Childhood  | IA | Evidence Based Intervention  |
| **Evan's Story** (runtime 10:20) Illustrates how a speech-language pathologist worked with 18 month old Evan’s family at home and with the teacher at a child care center to work on feeding and communication goals.<https://www.youtube.com/watch?v=4lt5Kc-jKRw&feature=youtu.be> | Colorado Department. of Education | PA | Evidence Based Intervention  |
| **Early Intervention: A Routines Based Approach Part 1: Traditional vs. Routines** (runtime 5:01) An experienced interventionist shares her personal journey from a clinical approach to one focusing on family routines and activities as the context for effective early intervention.<https://youtu.be/OpxGC6G0HMY> | Virginia Early Intervention Professional Development Videos | VI, PA | Evidence Based Intervention  |
| **Early Intervention: A Routines-based Approach - Part 2: What Intervention Can (and Should) Look Like** (runtime 7:20) Three early interventionists discuss and demonstrate what intervention looks like when it is provided by collaborating with families during their natural routines and activities.<https://youtu.be/sL_WOCu3Ptg> | Virginia Early Intervention Professional Development Videos | VI, WV | Evidence Based Intervention  |
| **Early Intervention: A Routines-based Approach - Part 3: Changing The Mindset** (runtime 4 min 46 sec) Three early interventionists share their insights about how they evolved their practices towards a more effective, routines-based intervention approach with some photo and video examples.<https://youtu.be/jA6IOf9A298> | Virginia Early Intervention Professional Development Videos | VI | Evidence Based Intervention  |

**TRANSITION**

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| **Video** | **Owner/Source** | **State(s) posting** | **Cross-Disciplinary Category** |
| **Transition: Leaving Early On** English (runtime 10:04) Professionals and parents discuss the transition for toddlers aging out of Part C with some examples from a preschool classroom.<https://youtu.be/NqlDjjul0bk> | Michigan Alliance for Families | MI | Family-centered Practices |
| **Transition from Early Intervention to Preschool: Model IEP Meeting** (runtime 14:06) Parents prepare and participate in their first IEP meeting as their child transitions out of early intervention and into early childhood special education.<https://www.youtube.com/watch?v=MWnbHPMg2EA> | Utah Parent Center | UT | Collaboration and Coordination |