

### Family Cohort 3 ECPC's Zoom Meeting

Time: December 2, 2020 3:00 PM to 5:00 PM Eastern Time

ZOOM LINK: <https://zoom.us/j/4447595051?pwd=SmJ4ODBkcFFyTVBKa1JEcVN0REpBdz09>

3:00	<p>Overview of the agenda for the call Mistie, Danielle, Camila, Gina, Demetres, Kendra, Denise, Erin, Thomas Darla, Molly, Peggy</p>	
15 minutes	<p><b>One thing you want to celebrate</b></p> <ul style="list-style-type: none"> <li>• Mistie son in the service is getting to come home for the holidays</li> <li>• Danielle – launched her website and is providing training on IEP</li> <li>• Thomas</li> <li>• Camila – got married since the last meeting</li> <li>• Gina – birthday, diversity to the school on raising a diverse child (diverse panel presentation)</li> <li>• Demetres – so happy to be back to the cohort, 2 SLP friends have reached out to her to family and parent workshops for families to begin to plan this new business venture</li> </ul>	<ul style="list-style-type: none"> <li>• Kendra - Ben’s childfind intake at preschool this morning</li> <li>• Denise – OR has a disability center getting ready to open and invited her to be part of a panel presentation, consumers, and families on the panel. A lot of thing in development, some oral histories.</li> <li>• Erin</li> <li>• Brittany - sick</li> <li>• Sheldon</li> <li>• Chou</li> </ul>
90 minutes	<p><b>Review homework:</b> Homework for this month is to us the <a href="#">Crafting Your Story</a> template to begin to capture your story. What standards are addressed by sharing your story? Sample DRAFT stories:</p> <p><b>Danielle</b> Draft Story – many different stories within one story, lets talk about the different ways that one story can embed different messages. Child Development – Standard 1, Family systems theory standard 2</p> <p><b>Gina</b> – My big thing is meaningful inclusion. So not just be in the classroom and how we can ensure that our children are part of the classroom. I think having that meaningful Inclusion at the earliest ages is just going to make all kids more inclusive and it can benefit all learners.</p> <p><b>6.6</b> Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.</p>	

**6.7** Candidates plan for, adapt, and improve approaches to interaction, intervention, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

**Kendra** – How can her story with a 3-year-old make an impact? But I want to focus on inclusion. Before Ben was one comments were made in a community environment: a local grocery store, a friend and even a pediatric nurse:

3 negative statements that have stuck with her:

“I’ve never seen one of those before - What’s wrong with him – even a person with Down Syndrome can do it” these statements are why I want to talk about inclusion.

**1.3** Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.

**2.2** Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

**Camila** – Families as the experts and using people first language: Not just the child but the importance of working with the whole family. Sometimes people use culture as an excuse to say really mean things, I need to redirect them and talk about the person and not the disability. For my story that I have started: Kids are different in different environments; my outcome would be to ensure that providers understand and share the value of our requirements to work with families and that they focus on listening to the family and that the family is a part of the team and often times the lead of the team. In ET her DS who was the music therapist and speech therapist believed that her daughter may have autism, the therapies were taking place in the childcare center and I was not seeing any of these behaviors at home. So, we came together as a team and I asked them to come into the home to observe her and see how she interacts with her family. She is the only child getting all the attention and does not display any of the behaviors that they mentioned. She finally did get a diagnosis of autism; but they were not looking at my child as whole just the behaviors.

**1.2** Candidates apply knowledge of normative sequences of early development, individual differences, and families’ social, cultural, and linguistic diversity to support each child’s development and learning across contexts.

**2.1** Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families’ lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.

**2.2** Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

**2.3** Candidates engage families in identifying their strengths, priorities, and concerns;

	<p>support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.</p> <p><b>4.4</b> Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine the efficacy of programming.</p> <p><b>Denise –</b> Parent expresses a concern, but the school may not see it and dismiss the parent's concerns. Need to listen to the family. Involving families in the assessment and the importance and strategies to do that.</p> <p><b>Erin –</b> School did not believe the parent of the child's ability to communicate at home, school said that she did not do that at school. Mom went to the school to observe and collected data to show that the child indeed was communicating at school, the school was not being honest, or was just paying attention to the family.</p> <p><b>Mistie –</b> Did not even realize that her child was receiving early intervention services, they never communicated with the family, just provided intervention to the child. This is a very powerful message that can be shared with students.</p> <p>How can we use the DEC Recommended Practices and the EI/ECSE Standards to pull out different messages of the stories?</p> <p>What is the importance of teaching through stories? How do we plant the seeds for students by sharing our stories in the higher education and professional development courses?</p> <p>Resource on family story: <a href="https://www.nytimes.com/2014/03/09/magazine/reaching-my-autistic-son-through-disney.html">https://www.nytimes.com/2014/03/09/magazine/reaching-my-autistic-son-through-disney.html</a></p>
15 minutes	Planning for the DEC Conference in January – you have been registered if you let us know you were planning to attend.

**Link to the Family Cohort 3 on website:** <https://ecpcta.org/families/#collapsepanel-19978-1-0-00>

All materials can be found here including the zoom recording, ppts and handouts.

**Monthly Call Schedule:** All meetings are from 3:00 pm to 5:00 pm EST

Wednesday, February 3, 2021  
Wednesday, March 3, 2021

Wednesday, April 7, 2021  
Wednesday, May 5, 2021

Wednesday, June 2, 2021