



Family Cohort 3 ECPC's Zoom Meeting

Time: April 7, 2021 3:00 PM to 5:00 PM Eastern

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

[Zoom Recording](#) from March Meeting

Outcomes of the meeting:

- Review the storyboard.
- Share family stories or story ideas, everyone should have a list of items to share.
- Develop next steps on developing stories using the story board.

Attendees	Karen Lewis, Brittany Miller, Dan Dinnell, Camila Winterberry, Demetres, Kendra, Thomas, Gina, Marisol, Danielle, Pat, Doris, Denise, Laura, and Denise ECPC: Molly, Peggy, and Darla
Welcome	<p>Welcome - Everyone shares one thing to celebrate!</p> <p>Karen: more families have joined their ICC and they have a system in place to support these families, they feel like they are heading in the right direction.</p> <p>Brittany: She shares the family perspective at the Children’s Hospital and on her daughter’s most recent inpatient, one of the staff mentioned they he had seen her family story and was moved by it and was happy to get to meet the family. Has been chosen as an aRPy ambassador – would not have known about this opportunity if not involved with ECPC.</p> <p>Gina: adoption was approved last month.</p> <p>Demetres: nominated to the SICC, has been selected as a family peer ambassador in GA – one way to get more families out there.</p> <p>Danielle: has been selected to the Community Advisory Council and is making progress and making some good changes in the structure. Accepted a board position and has been selected as a special educator on the radio station at Fordham university.</p> <p>Marisol: has taken a new position at the state Part C office in Florida as the Parent State Consultant, has been asked to be the keynote speaker at the upcoming family leaders summit.</p> <p>Camila: met with Andi Gomm today as she is working on a project in CO with him, and says that he hopes to be involved with ECPC in the future.</p> <p>Doris: offering training for providers on her action plan item, goal is to spread the word of “Families as Equal Partners of the Team”</p> <p>Poll – Are you involved with your PTI? <i>No -4 (Gina, Thomas, Demetres and Denise)</i></p> <p>Poll – Are you connected to an IHE program within your state? <i>No – needs assistance.</i> <i>Marisol – FL</i> <i>Danielle- NYC</i> <i>Gina – MN</i></p>

	<p><i>Thomas & Kendra – CO</i> <i>Demetres - GA</i></p> <p>Jamboard: https://jamboard.google.com/d/1EfdWq9lYaVPXFK2F-f159BqbhAdyG9oGjJNe9NCmlg4/edit?usp=sharing</p>
<p>Reminder: expectations</p>	<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. • 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. <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, (record presentation) • Connect with a higher education program to share your story.
<p>Next Steps from last meeting</p>	<p>Please begin to draft your story using the <u>story board</u> template.</p> <ul style="list-style-type: none"> • Thinking about how to start your story: <p><i>Where are we going to have the biggest impact?</i></p> <ul style="list-style-type: none"> • What are your leaning objectives? • What do you want the listener to feel, know, or are there strategies that you want to share or a skillset that you want to reinforce? <p>DRAFT STORIES:</p> <p>Gina – Inclusion</p> <ul style="list-style-type: none"> • Demystify and move on (shared a playground story) – teaching people that it is okay to ask questions. This presentation is targeted to teachers about the importance of inclusion. <p>Denise – 1st Draft Purpose: Create an understanding about the complexity of those who have children with disabilities. Read as a narrative</p> <ul style="list-style-type: none"> • This addresses the family systems theory • This is a good story to have a follow up conversation, now what questions do you have now that you have heard this story? <p>Demetres – Presentation for an early childhood parent group – “Parent’s Being Successful” “You’ve Got This!”</p> <ul style="list-style-type: none"> • Showing a picture of a child at birth, born at 29 weeks, did not begin to shows signs of delay until 8 months. Have two other adult children. • It is very different being a professional and then having a child that needs EI.

	<ul style="list-style-type: none"> • Child Care program was not inviting of the EI providers early on, they wanted a separate space for my child’s services, the childcare program did not see the benefits of allowing EI to provide services with all the other children. Once they began to see the benefits they were more open to the idea that this could benefit all children. • Don’t discount the smallest gaps, they still need to be closed. • Think of another word than lesser need, some kids just don’t need the intensity but they still need support to address developmental milestones. • Not every disability can be seen, so you cannot allow the professionals to make assumptions. • Saying things like “Oh, she is fine, or she will be fine” • Following what the research says: reminder that the gap may be small now, but left untreated it will increase over time. <p>Danielle –Picture on the screen of the family, to remind people who we are talking about.</p> <ul style="list-style-type: none"> • I remember the day that we received the diagnosis autism. • Felt Stigma of being an educator – felt shame and embarrassment- just wanted him to be “normal” but then I realized the problem is the adults not the children. • My son sees himself as a student, an open book of adventure. • We have high expectations for my child and HOPE. The Journey is long but worth it!
Next Steps:	<ul style="list-style-type: none"> • We will develop a feedback rubric for your stories to be sure that you hit all the pieces and that your visuals add to the story and is connected to the standards. • Everyone needs to work on their stories to present at the next meeting, if you would like feedback before the next meeting email Darla and we will set up a time gundler@uchc.edu <p>Timeline and Next Steps:</p> <ul style="list-style-type: none"> • Finalize stories in April and May – make all necessary revisions. • Record the stories in June and July. • Make connections with IHE and State PD folks to discuss fall classes and what stories are needed. • Our goal is to have families develop relationships with IHE faculty and to assist the faculty to create a system where families are involved in all courses (and are reimbursed for their time). We are not looking for a one and done, but ongoing family involvement in courses.
Shared space for resources and story boards	<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>

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

Wednesday, May 5, 2021

Wednesday, June 2, 2021