

**EI/ECSE Standard 7**  
**Component 7.2**  
Overview & Speaker Notes

**Intended Audience:**

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://ecpcta.org)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

**Objectives for Standard 7, Component 7.2:**

After participating in this professional learning opportunity, participants will be able to:

- Describe the role of reflective practice to promote professional growth and improvement of EI/ECSE knowledge and skills.
- Describe how to access evidenced based information to improve EI/ECSE practice.

## Outline of Session Activities

Topic	Slides	Activity
Introduction/Objectives	1-4	
What is reflective practice?	5	
Why do we need to use reflective practice	6	
Reflective practice	7	
Practitioner Assumptions	8-14	Self-Efficacy Reflection (Slide 10) Child Ability Reflection (Slide 12) Family Capacity Reflection (Slide 14)
Reflective Capacity	15	
Reflective Supervision: A “relationship for Learning”	16-18	Video (Slide 17) Activity (Slide 18)
Reflective Discourse: Using Tools to Support Evidence-Based Practice	19	
Using Reflective Practices in Cross-Disciplinary Teams	20-21	Activity (Slide 21)
Other Resources to Support Implementation of EBP in EI/ECSE	22-23	
References & Resources	24-26	

## Speaker Notes with Slides

<b>Slide 1</b>	<p style="text-align: center;"><b>Professionalism and Ethical Practice</b></p> <p style="text-align: center;">Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) 7.2</p>	
<b>Slide 2</b>	<p style="text-align: center;"><b>Standard 7</b></p> <p>Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.</p>	
<b>Slide 3</b>	<p style="text-align: center;"><b>Component 7.2</b></p> <ul style="list-style-type: none"><li>• Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices.</li></ul>	
<b>Slide 4</b>	<p style="text-align: center;"><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Describe the role of reflective practice to promote professional growth and improvement of EI/ECSE knowledge and skills.</li><li>• Describe how to access evidenced based information to improve EI/ECSE practice.</li></ul>	

<p><b>Slide 5</b></p>	<p style="text-align: center;"><b>What Is Reflective Practice?</b></p> <ul style="list-style-type: none"> <li>• The process by which EI/ECSE professionals examine their own assumptions, values, beliefs, and professional practices and consider actions to be taken to continuously improve their own practice and/or reconstruct their assumptions, values, and/or beliefs</li> </ul> <p><i>DEC EI/ECSE Glossary, 2020</i></p>	<p>McFarland, L., Saunders, R., &amp; Allen, S. (2009). Reflective practice and self-evaluation in learning positive guidance: Experiences of early childhood practicum students. <i>Early Childhood Education Journal</i>, 36(6), 505-511</p>
<p><b>Slide 6</b></p>	<p style="text-align: center;"><b>Why Do I Need to Use Reflective Practice?</b></p> <ul style="list-style-type: none"> <li>• To promote collaboration across EI/ECSE disciplines and family members</li> <li>• To become intentionally aware of and disrupt unconscious assumptions and beliefs that create barriers to high-quality EI/ECSE service provision</li> <li>• To engage in effective problem solving with families and cross-disciplinary professionals</li> </ul> <p>(Kucharczyk et al., 2019)</p>	<p>Kucharczyk, S., Sreckovic, M.A., &amp; Schultz, T.R., (2019). Practical strategies to promote reflective practice when working with young children with and at-risk for disabilities. <i>Early Childhood Education Journal</i>, 47, pp. 343-352.  <a href="https://doi.org/10.1007/s10643-019-00932-w">https://doi.org/10.1007/s10643-019-00932-w</a></p>
<p><b>Slide 7</b></p>	<p style="text-align: center;"><b>Reflective Practice</b></p> <ul style="list-style-type: none"> <li>• A process of ongoing self-awareness</li> <li>• Supports a flexible understanding and use of professional role within the larger unit of the team</li> <li>• Requires constant examination of closely-held assumptions and beliefs</li> <li>• Includes ongoing use of professional standards and research-based tools</li> </ul>	
<p><b>Slide 8</b></p>	<p style="text-align: center;"><b>Practitioner Assumptions</b></p> <ul style="list-style-type: none"> <li>• <b>Self-efficacy</b> – Am I confident about the use of EI/ECSE-guided evidence-based practices? Do I use them with fidelity?</li> <li>• <b>Child ability</b> – What assumptions am I making about a child based on disability labels? Culture? Previous experiences?</li> <li>• <b>Family capacity</b> – What assumptions am I making about this family? What do I feel they “should” be doing based on my own values?</li> </ul> <p>(Kucharczyk et al., 2019)</p>	<p>How EI/ECSE practitioners accept and use evidence-based practices collaboratively depends on assumptions</p> <p><b>Self-efficacy</b> – am I confident about the use of EBPs? Or do I fall back on instinct, based on my own experiences with parenting, and my own ideas about what works?</p> <p><b>Child ability</b> – what assumptions am I making about a child based on disability labels? Previous experiences? Reduces ability to meet the unique needs of <b>individual children</b> – every child has own personality, strengths, temperament. We need to meet children where they are – not as a label.</p>

		<p><b>Family capacity</b> – what assumptions am I making about this family? What do I feel they “should” be doing based on my own values?</p>
<p><b>Slide 9</b></p>	<p style="text-align: center;"><b>Self-Efficacy</b></p> <ul style="list-style-type: none"> <li>• Practitioner belief that they are effective in the use of their intervention strategies, that children can learn, and that there are resources and knowledge available when they need assistance</li> <li>• Mediates family engagement, intervention efficacy, and child outcomes (Kucharczyk et al., 2019)</li> </ul>	<p>Strong self-efficacy is associated with higher levels of family engagement and better child outcomes. Lamorey, S., &amp; Wilcox, M.J. (2005). Early Intervention Practitioners self-efficacy; a measure and its application. <i>Early Childhood Research Quarterly</i>, 20(69-84).</p> <p>When practitioners are confident about their own use of evidence-based practices, family members appear to be more likely to engage with practitioners, ask questions, receive relevant information and feedback, and try out interventions with their own children.</p> <p>When a practitioner is confident about her or his own role and efficacy, there is a greater likelihood that that person will be able to work with cross-disciplinary professionals in a responsive, problem-solving way.</p>
<p><b>Slide 10</b></p>	<p style="text-align: center;"><b>Reflection: Where Are You Now?</b></p> <ul style="list-style-type: none"> <li>• Are you just starting out? Or a seasoned practitioner?</li> <li>• If new, how have your recent educational experiences supported your sense of self-efficacy? How does it feel to collaborate across disciplines? What resources will you need to increase your sense of self-efficacy over time?</li> <li>• If seasoned, how has your experience informed the way you practice? The way you collaborate across disciplines? Can you sometimes get stuck in the way you always do things?</li> </ul>	<p>Support discussion around the realities that it is important for new professionals to gain experience while always using the EI/ECSE standards and use best-practice fidelity guides to build fluency and ensure EBP. It can be hard to confidently team with cross-disciplinary professionals when we aren’t yet feeling completely grounded in our own practice.</p> <p>Similarly, it is critical for seasoned professionals to continually examine their assumption about what they “know” about service provision as the evidence base changes, and what they assume about what works or doesn’t work based on their own experiences. We need to always appreciate the importance of high-quality personnel development and reflective supervision over the career course</p>

<p><b>Slide 11</b></p>	<p style="text-align: center;"><b>Child Ability</b></p> <ul style="list-style-type: none"> <li>• Beyond educational training, practitioners gain knowledge about children with disabilities through previous experiences, ongoing professional development</li> <li>• Assumptions about children with a given disability can become automatic based on previous experiences</li> <li>• Assumptions are always based on our own cultural context and professional experiences</li> <li>• Can result in expectations that do not match the child and hinder effective service provision</li> </ul>	<p>Support discussion that we all make assumptions based on previous experiences – it’s the way we are hard-wired. Over time, we create internal narratives about what children who have a given disability label can and cannot do, about what helps and what doesn’t – based on what we have seen in the past.</p> <p>We also carry assumptions based on cultural values – the way society at large uses a medical model to frame a child as deficient or non-competent – and – too often - as someone that needs to be fixed. We can get used to using a deficit-based lens when others around us are doing the same, and forget that the child we are seeing is whole, no matter what challenges and barriers exist for that child – and we are there to ensure that those barriers are removed one at a time as we work towards the ability of that child to have a self-determined life.</p>
<p><b>Slide 12</b></p>	<p style="text-align: center;"><b>Reflection: Child Ability Example</b></p> <ul style="list-style-type: none"> <li>• Can you reflect on an example where a given strategy worked well for some children with ASD, but not for all?</li> <li>• How will the unique characteristics of each child with ASD inform the strategies you introduce?</li> </ul>	<p>Example: visual schedules are often an automatic go-to for EI/ECSE professional working with children with ASD, but are not always effective for all children with and without ASD. It is important not to make assumptions about what works out of habit, or based solely on what has worked before.</p>
<p><b>Slide 13</b></p>	<p style="text-align: center;"><b>Family Capacity</b></p> <ul style="list-style-type: none"> <li>• Creating space for families to identify their own priorities – which may be different than yours</li> <li>• Examining assumptions about why a family may not be engaging in services the way we want them to</li> <li>• Remaining curious and flexible about how family members use the strategies and information we share with them</li> </ul>	

**Reflection: Family Capacity Example**

- A family you are working with is from a different culture than your own. This family member often forgets appointments and does not seem to follow through with your recommended strategies.
- What assumptions might you find yourself making about the family member?
- What assumptions might you make about family members who do not easily connect with EI/ECSE services?

Facilitate discussion about the reality that we all sometimes feel frustrated when family members do not warm up to us, or do not hold the same priorities for a given outcomes as we do.


There are times when we are secretly glad when they do not show – we don't feel the connection, and it affects how we are with them. Families notice when we are not comfortable.

It sometimes feels easier to blame the parent for not caring about their children, or prioritizing parts of their lives that are outside of the therapeutic needs of the child.

Refer to the literature and access resources on implicit and explicit biases, which make clear that we all have unconscious responses and judgements that color our assumptions and impact our work.

Reflective practice gives us the tools to recognize that we feel undervalued or disrespected, or that we are using our own cultural lens about what this family "needs" to be doing. When we are able to identify those pieces, we are then free to find a way to meet the family where they are, even if they are not even close to where you think they should be. Starting with what they most want for their child in those moments when they do show up, even if it isn't nearly often enough.



<p><b>Slide 15</b></p>	<p style="text-align: center;"><b>Reflective Capacity</b></p> <ul style="list-style-type: none"> <li>• The ability to view experiences and interactions through another’s perspective</li> <li>• Stepping back to consider a given experience, and construct an alternate hypothesis for why a practice or professional relationship is not working</li> <li>• Slowing down to reflect on a problem before we move to “fix” something.</li> <li>• Recognizing that “how we are is more important than what we do” (Heffron &amp; Murch, 2012)</li> </ul>	<p>Heffron, M. C., &amp; Murch, T. (2012). <i>Finding the words, finding the ways: Exploring reflective supervision and facilitation</i>. California Center for Infant-Family and Early Childhood Mental Health.</p> <p>How we are with families – open, warm, and responsive rather than hustling in with our own agenda – is the key variable in how well we engage with families.</p> <p>Engaging with families is the most effective way to improve child outcomes whether your work with children is in the home or in preschool settings.</p>
<p><b>Slide 16</b></p>	<p style="text-align: center;"><b>Reflective Supervision: A “Relationship for Learning”</b></p> <ul style="list-style-type: none"> <li>• Marked by collaboration, reflection, and consistency</li> <li>• Creates an environment of continuous learning, improvement and professionalism</li> <li>• Built upon a parallel process that allows EI/ECSE practitioners to develop problem solving skills while also experiencing support similar to how they in turn provide support for families</li> </ul> <p>(Shamoon-Shanok, 2006, pp. 343)</p>	<p>The experience of regularly meeting with a reflective supervisor is associated with increased self-efficacy, increase job satisfaction, and increased longevity in the field. It is also associated with increased length and duration of family engagement.</p> <p>Ideally, practitioners know that a supervisor they trust can listen empathically to their experiences in this often difficult work.</p> <p>It is in the context of this learning relationship that we experience how it is to have someone sit with us and connect the dots – considering the nature of the challenge together, and co-constructing/brainstorming solutions together without placing blame, bringing up deficit language, or threatening our feelings of competence. Just as we always want to in turn do for families.</p>
<p><b>Slide 17</b></p>	<p style="text-align: center;"><b>Reflective Supervision Video</b></p> 	<p>Here is an example of reflective supervision through the use of video. 5: 51</p> <p><a href="https://www.youtube.com/watch?v=JER_EAu-Vg&amp;ab_channel=OhioDevelopmentalDisabilitiesCouncil">https://www.youtube.com/watch?v=JER_EAu-Vg&amp;ab_channel=OhioDevelopmentalDisabilitiesCouncil</a></p>

<p><b>Slide 18</b></p>	<p style="text-align: center;"><b>Reflective Supervision Video</b></p> <ul style="list-style-type: none"> <li>• How did this supervisor support this practitioner’s ability to be reflective about her work?</li> <li>• How might this reflective process, in turn support this family member’s ability to positively impact her child’s outcomes?</li> </ul>	<p>Here is an example of reflective supervision through the use of video. 5: 51</p> <p>How did this supervisor seem to support reflection of the practitioner in the case? (he watched the video with her and asked her open-ended questions about what she thought and what she might have done differently) How might that in turn support her use of reflection with the family member she was visiting? (she will be more intentional about not jumping in with a lot of information and yes/no questions and instead pausing and creating space for the mother to answer in her own words, and to let the mother know what she has tried – including using observation to think together and reflect together about the skills they are working on).</p> <p>What kind of problem solving did you see here?</p>
<p><b>Slide 19</b></p>	<p style="text-align: center;"><b>Reflective Discourse: Using Tools to Support Evidence-Based Practice</b></p> <p>Using research-based tools in collaboration with other professionals to engage in reflective problem-solving</p> <ul style="list-style-type: none"> <li>• Professional Standards, including <a href="#">EI/ECSE Standards</a> and the <a href="#">ECPC Cross-Disciplinary Competencies</a></li> <li>• <a href="#">DEC Recommended Practice guide with examples</a></li> <li>• Implementation fidelity tools and checklists e.g., <a href="#">ECTA Practice Guides</a></li> <li>• Video review</li> </ul>	<p><a href="https://www.dec-sped.org/copy-of-pps-home">https://www.dec-sped.org/copy-of-pps-home</a></p> <p><a href="https://ecpcta.org/cross-disciplinary-competencies/">https://ecpcta.org/cross-disciplinary-competencies/</a></p> <p><a href="https://divisionearlychildhood.egnYTE.com/dl/b3QfKC3jsp/">https://divisionearlychildhood.egnYTE.com/dl/b3QfKC3jsp/</a></p> <p><a href="https://www.dec-sped.org/ei-ecse-standards">https://www.dec-sped.org/ei-ecse-standards</a></p> <p><a href="https://ectacenter.org/decrp/">https://ectacenter.org/decrp/</a></p> <p><a href="https://afirm.fpg.unc.edu/learn-affirm">https://afirm.fpg.unc.edu/learn-affirm</a></p> <p>An essential partner to reflective practices is the activity of using reflective discourse with professional team members to be sure that the implementation of early intervention practices is based in a mutual understanding across team members.</p>

<p><b>Slide 20</b></p>	<p style="text-align: center;"><b>Using Reflective Practices in Cross-Disciplinary Teams</b></p> <p>Create conversations with team members about using professional standards/cross-disciplinary competencies and fidelity implementation tools to ensure:</p> <ul style="list-style-type: none"> <li>• Effective collaboration and teaming</li> <li>• Family-centered practices</li> <li>• Evidence-based practices</li> <li>• Professionalism</li> </ul>	
<p><b>Slide 21</b></p>	<p style="text-align: center;"><b>Activity</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Maria's Story: ECPC Cross-Disciplinary Competencies Case Studies</a></li> <li>• The key indicators of Professionalism are listed as nine bulleted items in the Maria case study. Highlight in the story where each of these indicators is demonstrated/operationalized.</li> <li>• What opportunities for reflective practice can you identify within this case study?</li> </ul>	<p>The key indicators of Professionalism are listed as 9 bulleted items in the Maria case study. Highlight in the story where each of these indicators are demonstrated/operationalized. Does Maria’s story illustrate them all? Identify opportunities throughout the case for reflective practices.</p> <p><i>Facilitator: review the Applying Cross-Disciplinary Competencies User Guide to support the discussion process, found in the link for the case. Locate both the case study and the user guide link within the link on this slide:</i></p> <p><a href="https://ecpcta.org/cross-disciplinary-competencies/Case-Study-Maria-Professionalism.pdf">https://ecpcta.org/cross-disciplinary-competencies/Case-Study-Maria-Professionalism.pdf</a> (ecpcta.org)</p> <p><a href="https://ecpcta.org/wp-content/uploads/sites/2810/2021/02/Case-Study-Maria-Professionalism.pdf">https://ecpcta.org/wp-content/uploads/sites/2810/2021/02/Case-Study-Maria-Professionalism.pdf</a></p>
<p><b>Slide 22</b></p>	<p style="text-align: center;"><b>Other Resources to Support Implementation of EBP in EI/ECSE</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CSEFEL: Center on the Social and Emotional Foundations for Early Learning (vanderbilt.edu)</a></li> <li>• <a href="#">CONNECT   Connect Modules (dec-sped.org)</a></li> </ul>	<p><a href="http://csefel.vanderbilt.edu/#content">http://csefel.vanderbilt.edu/#content</a> <a href="https://connectmodules.dec-sped.org/#content">https://connectmodules.dec-sped.org/#content</a></p> <p>Explain resources and how each will have different criteria for what they see as “evidence based” you still need to use judgement Take time to review resources and specific information for EI/ECSE</p>

<p><b>Slide 23</b></p>	<p style="text-align: center;"><b>Other Resources to Support Implementation of EBP in EI/ECSE</b></p> <ul style="list-style-type: none"> <li>• <a href="https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/#content">IRIS   Evidence-Based Practice Summaries (vanderbilt.edu)</a></li> <li>• <a href="https://www.childtrends.org/#content">Home - Child Trends</a></li> <li>• <a href="https://challengingbehavior.cbcs.usf.edu/">National Center for Pyramid Model Innovations NCPMI (usf.edu)</a></li> </ul>	<p><a href="https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/#content">https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/#content</a></p> <p><a href="https://www.childtrends.org/#content">https://www.childtrends.org/#content</a></p> <p><a href="https://challengingbehavior.cbcs.usf.edu/">https://challengingbehavior.cbcs.usf.edu/</a></p>
<p><b>Slide 24</b></p>	<p style="text-align: center;"><b>References and Resources</b></p> <ul style="list-style-type: none"> <li>• Heffron, M. C., &amp; Murch, T. (2013). <i>Finding the words, finding the ways: Exploring reflective supervision and facilitation</i> ( DVD and Manual). Michigan Association of Infant Mental Health.</li> <li>• Frosch, C.A., Varwani, Z., Mitchell, J., Caraccioli, C. and Willoughby, M. (2018), <i>IMPACT OF REFLECTIVE SUPERVISION ON EARLY CHILDHOOD INTERVENTIONISTS' PERCEPTIONS OF SELF-EFFICACY, JOB SATISFACTION, AND JOB STRESS</i>. <i>Infant Ment. Health J.</i>, 39: 385-395. <a href="https://doi.org/10.1002/imhj.21718">https://doi.org/10.1002/imhj.21718</a></li> </ul>	<p><a href="#">Finding the words, finding the ways: Exploring reflective supervision and facilitation</a></p> <p>MC Heffron, T Murch - 2012 - wested.org  Finding the Words, Finding the Ways, developed by the California Center for Infant-Family and Early Childhood Mental Health at the WestEd Center for Prevention and Early Intervention, is designed for professionals responsible for the support, professional development, and oversight of those who work with infants, young children, and their families. Professional groups and organizations have widely promoted and described the</p> <p>Reflective Supervision Model; however, capturing the essence of this proven practice on the ...</p> <p><a href="https://onlinelibrary.wiley.com/doi/10.1002/imhj.21718">IMPACT OF REFLECTIVE SUPERVISION ON EARLY CHILDHOOD INTERVENTIONISTS' PERCEPTIONS OF SELF-EFFICACY, JOB SATISFACTION, AND JOB STRESS - Frosch - 2018 - Infant Mental Health Journal - Wiley Online Library</a>  <a href="https://onlinelibrary.wiley.com/doi/10.1002/imhj.21718">https://onlinelibrary.wiley.com/doi/10.1002/imhj.21718</a></p>

<p><b>Slide 25</b></p>	<p style="text-align: center;"><b>References and Resources</b></p> <ul style="list-style-type: none"> <li>• Kucharczyk, S., Sreckovic, M.A., &amp; Schultz, T.R., (2019). Practical strategies to promote reflective practice when working with young children with and at -risk for disabilities. <i>Early Childhood Education Journal</i>, 47, pp. 343 -352. <a href="https://doi.org/10.1007/s10643-019-00932-w">https://doi.org/10.1007/s10643-019-00932-w</a></li> <li>• Lamorey, S., &amp; Wilcox, M.J. (2005). Early Intervention Practitioners self-efficacy; a measure and its application. <i>Early Childhood Research Quarterly</i>, 20(69 -84).</li> </ul>	<p><a href="https://link.springer.com/article/10.1007/s10643-019-00932-w">Practical Strategies to Promote Reflective Practice When Working with Young Children with and At-Risk for Disabilities   SpringerLink</a>  <a href="https://link.springer.com/article/10.1007/s10643-019-00932-w">https://link.springer.com/article/10.1007/s10643-019-00932-w</a></p> <p><a href="https://idp.springer.com/authorize/casa?redirect_uri=https://link.springer.com/article/10.1007/s10643-009-0315-2&amp;casa_token=HTBfgckMYzEAAAAA:6XhVUI9P08d-2hMgk1w3voen0xu4NWLm1vpvL2ujTBWtYgqqctp9c0vzrKW5cwtlPQHusIVfk35a5UMx">https://idp.springer.com/authorize/casa?redirect_uri=https://link.springer.com/article/10.1007/s10643-009-0315-2&amp;casa_token=HTBfgckMYzEAAAAA:6XhVUI9P08d-2hMgk1w3voen0xu4NWLm1vpvL2ujTBWtYgqqctp9c0vzrKW5cwtlPQHusIVfk35a5UMx</a></p>
<p><b>Slide 26</b></p>	<p style="text-align: center;"><b>References and Resources</b></p> <ul style="list-style-type: none"> <li>• McFarland, L., Saunders, R., &amp; Allen, S. (2009). Reflective practice and self-evaluation in learning positive guidance: Experiences of early childhood practicum students. <i>Early Childhood Education Journal</i>, 36(6), 505-511</li> <li>• Shahmoon-Shanok, R., &amp; Geller, E. (2009). Embracing complexity across disciplines: Reflective supervision and post degree training integrate mental health concepts with speech-language therapy and graduate education. <i>Infant Mental Health Journal: Official Publication of the World Association for Infant Mental Health</i> 30(6), 591-620.</li> </ul>	<p>McFarland, L., Saunders, R., &amp; Allen, S. (2009). Reflective practice and self-evaluation in learning positive guidance: Experiences of early childhood practicum students. <i>Early Childhood Education Journal</i>, 36(6), 505-511  <a href="https://idp.springer.com/authorize/casa?redirect_uri=https://link.springer.com/article/10.1007/s10643-009-0315-2&amp;casa_token=ls76AJWltnEAAAAA:3izlSmzRWwpLFr8ejVACCOo4FR-k6LZ_Qk22meG70I5toIP-dEBQIKjily8c5CWLphy9E5ZR3u0R-z">https://idp.springer.com/authorize/casa?redirect_uri=https://link.springer.com/article/10.1007/s10643-009-0315-2&amp;casa_token=ls76AJWltnEAAAAA:3izlSmzRWwpLFr8ejVACCOo4FR-k6LZ_Qk22meG70I5toIP-dEBQIKjily8c5CWLphy9E5ZR3u0R-z</a></p> <p>Shahmoon-Shanok, R., &amp; Geller, E. (2009). Embracing complexity across disciplines: Reflective supervision and post degree training integrate mental health concepts with speech-language therapy and graduate education. <i>Infant Mental Health Journal: Official Publication of the World Association for Infant Mental Health</i>, 30(6), 591-620.  <a href="https://onlinelibrary.wiley.com/doi/abs/10.1002/imhj.20231?casa_token=UriB59TEjEsAAAAA:ZuMJyVCq0vfzpy-nNiaib_YIHNZtECXbKN8sQJX0KhV8qyPsuMS8wJvW2grfkugbZfa-wO7iKt145g">https://onlinelibrary.wiley.com/doi/abs/10.1002/imhj.20231?casa_token=UriB59TEjEsAAAAA:ZuMJyVCq0vfzpy-nNiaib_YIHNZtECXbKN8sQJX0KhV8qyPsuMS8wJvW2grfkugbZfa-wO7iKt145g</a></p>

**Slide 27**

**References and Resources**

- Ohio Developmental Disabilities Council: [Using Video as a Foundation for Reflective Supervision](#)
- Division for Early Childhood of the Council for Exceptional Children: <https://www.dec-sped.org/ppc-home>
- Early Childhood Personnel Center (ECPC): [Cross-Disciplinary Competencies](#)

[https://www.youtube.com/watch?v=JER\\_EAu-Vg](https://www.youtube.com/watch?v=JER_EAu-Vg)

<https://www.dec-sped.org/ppc-home>

<https://ecpcta.org/cross-disciplinary-competencies/>