

Service Coordination Professional Development Institute

The New York City Department of Health and Mental Hygiene, Division of Family and Child Health, Bureau of Early Intervention (DOHMH BEI), and Hunter College's Silberman School of Social Work are proud to announce the 2023 series for the Early Intervention Service Coordination Professional Training Institute (SCPDI).

The SCPDI acknowledges the critical role that service coordinators (SCs) play in the Early Intervention Program and the lives of families accessing the Program. SCs and interventionists are part of an interdisciplinary team who are expected to collaborate, coordinate, facilitate, empower, clarify, provide, and exchange information as part of their work with families. The SCPDI aims to support SCs and other EI professionals in improving the engagement and retention of families in the Program through the delivery of high-quality professional development training. The SCPDI will present these free, synchronous remote trainings throughout 2023:

1. Family-Centered Best Practices
2. Connecting Families Using Culturally Relevant Responses
3. Reflective Practice and Reflective Supervision.
4. A Collaborative Approach to Early Intervention Services: Parents, Service Coordinators, and Foster Care Agencies (**NEW!**)
5. Fundamentals of Case Management for Service Coordination
6. Advance SC Supervision
7. Engaging and Retaining EI Families
8. Empowering Families and Caregivers of Special Needs Children
9. The Integration of Natural Environments, Family-Centered Practices, and the Creation of Functional Outcomes

Service coordinators, interventionists, and supervisors are invited to participate in one or all trainings. These trainings cover the knowledge and skill areas delineated in the New York State Department of Health Bureau of Early Intervention [*Competency Areas for the Delivery of Evidence-Based Evaluations and Services in the New York State Early Intervention Program*](#) (launched in January 2022).

- These trainings may be used to fulfill the NYS DOHMH BEI annual requirement for professional development training as indicated in the provider agreement.
- CEUs/CTLEs are available for social workers, early childhood special education teachers, occupational therapists, speech therapists, audiologists, and physical therapists.



Service Coordination Professional Development Institute

- According to the NY State Office of the Professions and the NY State Education Department, you must complete **all** of the following components to receive a certificate **with CEUs/CTLEs** from Hunter College or the NYC Bureau of Early Intervention:
 1. Verified attendance and active participation in each training
 2. Completed pre-test *before each* training
 3. Completed post-test *after each* training
 4. Completed training evaluation survey *after each* training
 5. Completed *one* 6-week post-SCPDI survey after your last training (you need to complete only one 6-week post-SCPDI survey whether you take one or ten training).
- It is required to have equipment with both visual and auditory capabilities to fully participate in the remote training (e.g., to view slides and videos; join in activities, discussions, and role play; respond in the Chat Box; click on links; and complete pre-and post-tests, etc.). In addition, all participants are expected to have their video on and be able to interact in activities as part of the adult learning process and to verify your participation in the training.
- Certificates of completion **without** CEUs/CTLEs will be provided after (1) verified attendance and participation in each training, (2) completion of both pre- and post-tests, and (3) completion of the training evaluation survey after each training.
- Each participant must be registered to receive the handouts and the link for each remote training.
- We do not record the trainings.

Service Coordination Professional Development Institute

Tuesday, May 9, 2023, from 9:30 am to 4:30 pm (7 hours)

Family-Centered Best Practices

Overview: Effective family engagement is a foundation for success across human services and education. Service coordinators must understand the similarities and differences in family engagement across practice fields to improve family outcomes. Because home visits are significant to working with infants, toddlers, and families, SCs must be mindful, respectful, and planful when planning home visits. This workshop will utilize the Family Engagement Inventory (FEI) tool to demonstrate how family engagement is defined and implemented.

Learning Objectives & Outcomes:

- Identify the principles of other early intervention disciplines and their perspectives on working with infants, toddlers, and families
- Review and utilize the Family Engagement Inventory Tool
- Implement a strength-based focus approach
- Explore the techniques of embedded coaching
- Incorporate the Team Approach
- Develop sensitivity and respect for one's culture

Learning Materials:

- Review of PowerPoint
- Family-Centered Model
 - Strength-Based Models
 - Embedded Coaching Review
 - Reflective Practice
 - Diversity Informed Practice of Working with Infants, Toddlers, and Families.
 - Team Approach to Service Delivery

Learning Activities:

- Review PowerPoint
- Answer embedded questions
- Group activities



**Ms. Joaniko Kohchi, MPhil, LCSW,
IMHE® (IV-C),**

is an infant and early childhood mental health specialist with experience spanning several regions of the United States. Ms. Kohchi is the Director of Institute for Parenting at Gordon F. Derner School of Psychology at Adelphi University.

Service Coordination Professional Development Institute

Tuesday, May 23, 2023, from 9:30 am to 5:00 pm (7.5 hours)
Connecting Families Using Culturally Relevant Responses

Overview: Data indicates that Black families are less likely to refer to Early Intervention. If referred, they often need to remain in the program long enough to complete evaluations to determine if their child is eligible for EI services. **To provide Service Coordinators (SCs) the tools needed to address families' needs and engage with families in culturally relevant ways, the SCPDI offers the Connecting Families Using Culturally Relevant Service Coordination training.** NYC BEI wants every baby to get services that can change the entire trajectory of their lives if they are living with a disability or developmental delay.

In this training, we will support the work of Service Coordinators by providing additional tools and resources that will help meet the needs of the families and deepen their connection with their families using a culturally relevant practice lens.

Learning Objectives & Outcomes:

- SC will better understand the dynamics involved with working with families.
- SC will identify more effective and culturally relevant strategies for working with these families (i.e., communication)
- SC will identify strength-based intervention support that works with families.
- SC will identify cultural inequities that present barriers to accessing services.

Learning Materials:

- Provide information.
- Review strength-based intervention.
- Vignettes highlight cultural inequities in work.
- Embedded questions in the PPT

Learning Activities:

- Discussion of materials
- Answer questions throughout the lesson
- Group activities



Dr. Shakira Kennedy, Ph.D., LMSW

is an Associate Professor and Coordinator of At-Risk Populations Research and Grant Initiatives for Touro College Graduate School of Social Work. Dr. Kennedy has over 20 years of administrative and practice experience working with the homeless population, children, families, and single adults living with mental illness and disability. Dr. Kennedy is also a certified Diversity, Equity and Inclusion trainer and professional educator.

Service Coordination Professional Development Institute

Monday, June 5, 2023, 9:00 AM to 4:00 PM (7 hours)

Reflective Practice and Reflective Supervision

Overview: Service coordinator supervisors reported the need for additional training on reflective supervision to support early intervention providers more effectively. In this training, EI supervisors/providers will gain knowledge of the critical competencies of reflective practice and management and the skills to engage in reflective supervision with service coordinators and all EI providers, including engaging in their self-reflective work. It will also help EI supervisors and providers strengthen their clinical skills and better use these skills to empower the families and help them resolve conflicts. Finally, participants will have opportunities to participate in the practice of case presentations and reflective supervision in large and small groups.

Learning Objectives & Outcomes:

- Understand the practice and key principles of reflective practice and reflective supervision.
- Deepen the knowledge of self about others and professional practice.
- Understand the basic principles of relationship-based interventions, including attachment theory and psychological processes like transference, countertransference, and projection.
- Understand how to attend to the baby and their relationships with others.
- Understand the roles and responsibilities of EI supervisors and providers/supervisees in the reflective supervisory relationship.
- Learn the skills to provide supervisory feedback that helps EI service coordinators and all providers evolve and grow.
- Understand the ruptures and repairs in the supervisory relationship.

Learning Materials:

- Reflective practice and supervision articles (Read before meetings).
- Embedded questions in the PowerPoint.
- Vignettes and case presentations.
- Videos.

Learning Activities:

- Discussion of materials—Readings and PowerPoint.
- Answer questions throughout the session.
- Participate in case presentations.
- Participate in small and large group reflective supervision sessions.



Patricia Gray, Ed. D., LCSW

is the Director of Continuing Education and Interim Director of Field Education for the BSW Program at the Silberman School of Social Work. Dr. Gray represents Silberman as part of the Academic Partners with DOHMH-BEI.



Haroula Ntalla, M.S. Ed/CSE/LP is

a NYS Licensed Psychoanalyst and certified in early childhood/EC special education from Bank Street. She has over 20 years' experience working with culturally diverse children and families as an early interventionist and supervisor with a specialization in autism. Haroula has been an adjunct professor at Brooklyn College's ECAE Department for over 15 years and co-developed their Advanced Certificate in Early Intervention and Parenting program.

Service Coordination Professional Development Institute

Tuesday, June 27, 2023, from 9:30 am to 12:00 pm (2.5 hours)

A Collaborative Approach to Early Intervention Services: Parents, Service Coordinators, and Foster Care Agencies

Overview: This training will provide participants with a basic overview of the foster care system. Using data, stories and personal application exercises, participants will learn about the educational resources offered to youth in foster care, the rights of parents, and multicultural and trauma dynamics. Additionally, participants will have an opportunity to develop actionable strategies to improve collaboration with families and foster care agencies.

Learning Objectives & Outcomes:

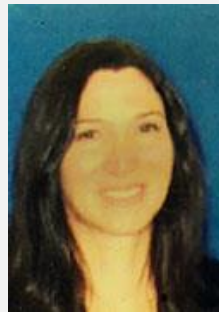
- Understanding of steps after a report of child abuse or neglect
- Deepen knowledge of education planning for children placed in foster care
- Understanding legal roles and responsibilities
- Discussion on barriers to education planning
- Connecting the importance of collaborative decision making.

Learning Materials:

- PowerPoint
- Survey questionnaire
- Videos
- Desk Aids

Learning Activities:

- Discussion of materials
- Answer questions throughout the training
- Developing of strategies



Anjella LaBarca, Esq.,
Staff Attorney - ACS
Office of Education
Support and Policy
Planning

Anjella LaBarca is a staff attorney for the Administration for Children's Services (ACS) in the Office of Education Support and Policy Planning, serving as the primary liaison on education related issues for foster care agencies and Family Court Legal Services. She is responsible for providing foster care agency staff with support through consultations and trainings on educational programming and policies that positively impact the educational well-being of all children in foster care. Anjella began her child welfare career as an attorney in ACS' Family Court Legal Services division.



Roberto Romero,
Director of Education
Services – ACS Office
of Education Support
and Policy Planning

Roberto Romero is the Director of Educational Services for the Administration for Children's Services' Office of Education Support and Policy Planning. He has been with the agency for over 15 years helping children and families navigate education systems. Specializing in children and youth with disabilities and involvement with the child welfare system. Mr. Romero uses his experience to offer trainings and consultations for a multitude of issues requiring educational advocacy for vulnerable populations.

Service Coordination Professional Development Institute

Tuesday, September 19, 2023, from 9:30 am to 4:30 pm (7 hours)
Fundamentals of Case Management for Service Coordination

Overview: Adapting Case Management techniques can prepare Service Coordinators with the necessary tools to provide information, advice, counseling, and linkage to Early Intervention service recipients with needed resources and services. As a result, this module will provide an overview of the purpose of several Case Management models and their effectiveness in the delivery of services. Service Coordinators will have many opportunities to examine their roles and functions in the context of case management theory and practice and focus on the Family-Centered Case Management Practice Model. The discussion will be grounded in the Family-Centered Case Management Model, which aligns well with EI services.

Learning Objectives & Outcomes:

- Service Coordinators will identify types of Case Management Models
- Service Coordinators will discuss the intersection of Service Coordination, Case Management Theory, and Practice
- Service Coordinators will review in depth the Family-Centered Case Management model
- Service Coordinators will apply culturally diverse practices to work with families in Early Intervention Services

Learning Materials:

- Case Management Theory Articles
- Family-Centered Case Management Theory
- PPT on various Case Management Theories
- Vignettes on working with culturally diverse families

Learning Activities:

- Discussion of Service Coordination and Case Management Theory
- Literature review on types of Case Management Modules
- Focus on Family-Centered Case Management
- Compare and contrast culturally diverse practices
- Simulation role-play working with culturally diverse families



**Patricia Gray, Ed. D.,
LCSW**

is the Director of Continuing Education and Interim Director of Field Education for the BSW Program at the Silberman School of Social Work. Dr. Gray represents Silberman as part of the Academic Partners with the DOHMH BEI.

Service Coordination Professional Development Institute

Tuesday, October 10, 2023, from 9:30 am to 5:00 pm (7.5 hours)

Advance SC Supervision

Overview: Recent focus groups with service coordinators and SC supervisors found that adequate supervision and technology are the two most essential tools that help service coordinators provide high-quality services. NYC Early Intervention learned from the focus groups that SC supervisors are integral to effective service coordination, problem-solving, and learning. Supervisors will learn about reflective supervision, coaching, and active listening in this training. In addition, we aim to empower supervisors in their work with their service coordinators, thereby empowering their service coordinators in their work with families. Lastly, we will provide information about how to deal with staff burnout and stress.

Learning Objectives & Outcomes:

- Review the importance of supervision.
- Review Reflective Supervisions' three building blocks.
- Understand the five components of coaching.
- Recognize and identify techniques for supervision.
- Identify steps to strengthen and maintain parental/caregiver relationships.
- Combat staff burnout and stress.

Learning Materials:

- Provide information.
- Review reflective supervision's three building blocks.
- Vignettes
- Embedded questions in the PowerPoint

Learning Activities:

- Discussion of materials
- Answer questions throughout the lesson
- Activities



**Jackie Chessen, SSW,
MSW, LCSW-R**

is the Clinical Supervisor at Emilia's Kids. Ms. Chessen has worked in Early Intervention as an Interventionist and Evaluator and has been a Child, Family, and School Social Worker for the past 12+ years.

Service Coordination Professional Development Institute

Tuesday, October 24, 2023, from 09:30 am to 5:00 pm (7.5 hours)

Engaging and Retaining EI Families

Overview: Research and the annual reports to Congress about Early Intervention Services demonstrate that the need for EI services remains critical for the most vulnerable of our population – infants and children with a disability. NYC BEI data reveals that the retention of black families in Early Intervention is lower than the average retention rate in the city. Because of the above, the role of the Service Coordinator is pivotal to the engagement and retention of parents and caregivers in Early Intervention evaluations and services. This module uses the Finn (2011) Just Practice and Belkin-Martinez & Fleck-Henderson (2014) Liberation Healing Framework to ground the work for engagement and retention of families and caregivers involved in the Early Intervention process.

Learning Objectives & Outcomes:

- Understand Finns' (2011) Just Practice Framework
- Understand Belkin-Martinez and Fleck-Henderson's (2014) Liberation Healing Model
- Recognize and identify techniques for engaging parents and caregivers.
- Identify steps to strengthen and retain parents and caregivers who need Early Intervention support

Learning Materials:

- Provide Finns' Just Practice Framework
- Provide Belkin's Liberation Healing Framework
- Review steps of engaging parents and caregivers
- Review steps to strengthen and retain parents and caregivers in EI services.
- Vignettes
- Embedded questions in the PPT

Learning Activities:

- Discussion of materials
- Answer questions throughout the lesson
- Video & Podcasts



**Jackie Chessen, SSW,
MSW, LCSW-R**

is the Clinical Supervisor at Emilia's Kids. Ms. Chessen has worked in Early Intervention as an Interventionist and Evaluator and has been a Child, Family, and School Social Worker for the past 12+ years.

Service Coordination Professional Development Institute

Tuesday, November 14, 2023, from 9:30 am to 4:30 pm (7 hours)
Empowering Families and Caregivers of Special Needs Children

Overview: Families are the experts on their children, as they are the ones who know most about their development and behavior. The charge of Service Coordinators is to listen, support, engage, be non-judgmental, provide information, and collaborate with parents and caregivers regarding the Early Intervention services needed. Service Coordinators must also develop strong collaborative relationships with parents and caregivers to create trusting and supportive alliances and provide information to make decisions about their children's lives with a disability.

Learning Objectives & Outcomes:

- Describe themes of engagement and active listening skills
- Through collaboration, identify and focus on the strengths of parents and caregivers
- Deepen their ability to use strength-focused descriptive words when meeting and or writing documentation for or on behalf of the parents, caregivers, infants, and toddlers
- Connect the importance of communication (written, verbal & non-verbal cues) with actions of empowerment to parents and caregivers
- Develop relational awareness with parents and caregivers about aspects of the natural environment challenges to the delivery of Early Intervention services
- Include and prepare parents for transitions within Early Intervention Systems

Learning Materials:

- Review of PowerPoint
- Case vignette on communication styles
- Assessment questions

Learning Activities:

- Review and answer questions in the case vignette
- Answer questions embedded in the PowerPoint
- Videos & podcasts



Patricia Gray, Ed. D., LCSW
is the Director of Continuing Education and Interim Director of Field Education for the BSW Program at the Silberman School of Social Work. Dr. Gray represents Silberman as part of the Academic Partners with DOHMH-BEI.

Service Coordination Professional Development Institute

December 5, 2023, from 9:30 am to 4:30 pm (7 hours)

The Integration of Natural Environments, Family-Centered Practices, and the Creation of Functional Outcomes

Overview: The primary role of an Early Intervention (EI) service provider is to work *with* and *support* the family members and caregivers in a child's life. Therefore, EI service providers (including service coordinators) are expected to engage parents/caregivers to enhance confidence and competence in their inherent role as the people who teach and foster the child's development. In an EI program, an effective IFSP plan, specifically, functional outcomes in an IFSP plan, serves as a roadmap for an EI team. How do you ensure that an EI family has a successful roadmap of their journey in the NYC EI program? This professional development's focus is to ensure you can write IFSP functional outcomes that are functional, effective, and family centered.

Learning Objectives & Outcomes:

- Understand the significance of natural environments in Part C services
- Learn and understand the importance of the Parent-Child Dyad, Family-Centered Best Practices and Embedded Coaching in the New York State Department of Health Competency Areas
- Understand the relationship of functional outcomes to natural environments and family-centered best practices.
- Learn how to create functional outcomes with the IFSP team

Learning Materials:

- Review of PowerPoint
- Vignettes/ Case Studies
- Activities
- Videos
- Handouts and Tools to support best practices

Learning Activities:

- Activities to practice writing effective family - centered IFSP functional outcomes
- Discussion of materials
- Answer questions throughout the training



Raisa Abad, M. Ed

is the Clinical Project Manager at the Intervention Quality Initiatives (IQI) Unit at the NYC Bureau of Early Intervention. Ms. Abad obtained her master's degree in Applied Behavior Analysis and Behavior Disorder with emphasis in Early Childhood Education and Special Education. Before joining as a Clinical Project Manager in the IQI Unit, Ms. Abad worked as a NYC EI ABA/SI service provider, QA manager, and ABA/SI clinical supervisor. Ms. Abad also worked as a special education teacher with the NYC Department of Education prior to joining the world of EI.

Service Coordination Professional Development Institute

Training Dates for 2023

Review these tips before you register:

- After you click on training, you will be led to another site to complete your registration.
- To complete your registration, answer all questions and ensure what you typed is correct (e.g., your name, email address, whether you need CEUs/CTLEs, etc.). **Typing in the wrong email will prevent you from receiving confirmation emails, links to the training, and handouts.**
- Use the same name and email address if you register for more than one training.
- Type in the name on your professional license or certification or on your SDOH EI approval letter because that will be the name on the certificate.
- After you register for a training, you will receive a confirmation email for that training.
- Each person that plans to attend training *must* register for each training.
- If you are a licensed or certified professional: teacher or an occupational therapist, physical therapist, speech-language pathologist, audiologist, or social worker and want continuing education units on your certificate, indicate this in your registration.
- As per the NYS Office of the Professions and the NYS Education Department, to receive CEUs/CTLEs, you must complete **all** requirements for **each** training:
 1. Verified attendance and active participation
 2. Completed pre-test *before* each training
 3. Completed post-test and training evaluation survey *after* each training.
 4. You must also complete *one* 6-week Post-SCPDI survey after your last training

If you have any questions, please email SCPDI@health.nyc.gov.

Register by clicking on the title of the training in the following table.

Service Coordination Professional Development Institute

Click on the title of the training below to register. Please note that all participants are required to have both audio and visual capabilities to actively participate in each training.

DATE	TRAINING	Trainer
Tuesday, May 9, 2023 9:30 am – 5:00 pm	Family-Centered Best Practice	Joaniko Kohchi
Tuesday, May 23, 2023 9:30 am – 5:00 pm	Connecting Families Using Culturally Relevant Responses	Shakira Kennedy
Monday, June 5, 2023 9:00 am – 4:00 pm	Reflective Practice and Reflective Supervision	Haroula Ntalla & Patricia Gray
Tuesday, June 27, 2023 9:30 am – 12:00 noon	A collaborative approach to Early Intervention Services: Parents, Service Coordinators, and Foster Care Agencies	Anjella LaBarca & Roberto Romero
Tuesday, September 19, 2023 9:30 am – 4:30 pm	Fundamentals of Case Management for SC	Patricia Gray
Tuesday, October 10, 2023 9:30 am – 5:00 pm	Advance SC Supervision	Jackie Chessen
Tuesday, October 24, 2023 9:30 am – 5:00 pm	Engaging and Retaining EI Families	Jackie Chessen
Tuesday, November 14, 2023 9:30 am – 4:30 pm	Empowering Families and Caregivers of Special Needs Children	Patricia Gray
Tuesday, December 5, 2023 9:30 am – 4:30 pm	The Integration of Natural Environments, Family-Centered Best Practices, and the Creation of Functional Outcomes	Raisa Abad