

Project RISE

Rochester's Interprofessional Scholars of Early Intervention
NYS BEI Conference
October 2022



Rochester Interprofessional Scholars of Early Intervention
@ Nazareth College



Dr. Lisa Hiley CCC-SLP

*Speech-Language Pathology
RISE Partnerships and Planning*



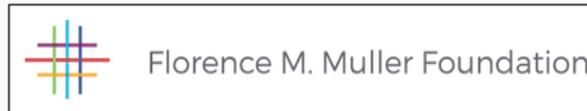
Dr. Susan Sturm

*Early Childhood/Childhood
Education
RISE Curriculum, Instruction and
Assessment*



Dr. Rupert Johnson CCC-SLP

*Speech-Language Pathology
RISE Mentorship, Access and
Inclusion*



Project RISE Objectives

1. Interprofessionally prepare **graduate students** from allied health and early/inclusive childhood education programs to work in the early intervention and preschool settings.
2. Promote **early childhood workforce diversity** through paid cooperative work experiences paired with dedicated academic and professional support for traditionally underrepresented students in the allied health and education fields.
3. Foster **ongoing collaborative and professional learning** for students and community providers across the allied health and education fields.

Project RISE

Interprofessional
Coursework: Special
Topics

Infant and Early Childhood
Mental Health Seminar

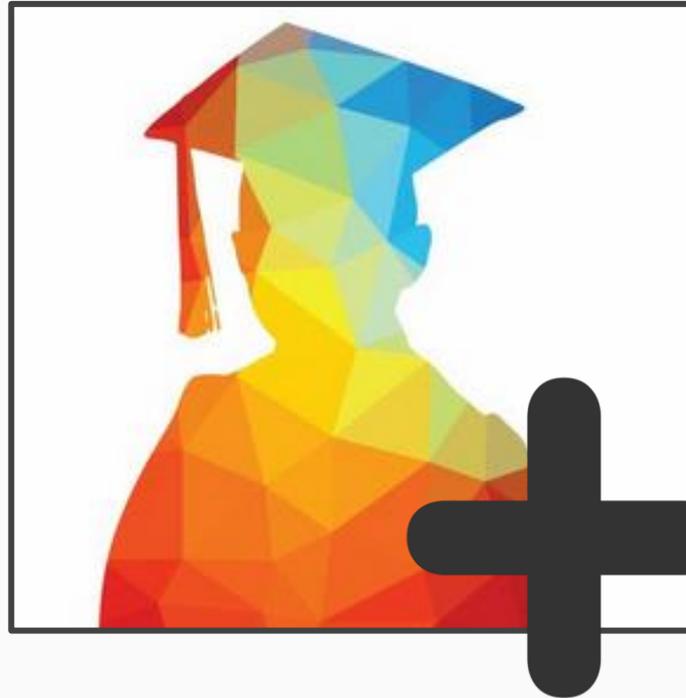
Reflective Practice
Seminar

Planning for Change
Seminar

Holistic Supports

Co-Op Opportunities

Interprofessional RISE Scholar Experience



Education (Early
Childhood, Inclusive)

Speech-Language
Pathology

Occupational
Therapy

Social Work

Creative Arts Therapy

Physical Therapy

EC/EI Placements

Project RISE Scholars

Interprofessional Coursework: Special Topics

Infant and Early Childhood
Mental Health Seminar

Reflective Practice
Seminar

Planning for Change
Seminar

Holistic Supports

Special Topics Coursework: RISE special topics courses address cross-cutting topics relevant for all child serving professionals; specialized content and emerging issues related to services, programs or systems serving young children and families are represented.

Each 1-credit course features a community expert, centers equity, applies a family-centered approach, and is grounded in current practice and research.

Special Topics Courses are offered in a hybrid and flex model and include the following qualities:

- Subject-Matter Expert Content
- Self-Paced Learning and Assessment
- Online Access
- Moderated Discussions and Activities: Regular and Substantive Interactions
- Office Hours Available
- High Engagement Activities and Assignments

Project

RISE

Interprofessional Coursework: Special Topics

Infant and Early Childhood
Mental Health Seminar

Reflective Practice
Seminar

Planning for Change
Seminar

Holistic Supports

Co-Op Opportunities

Playful Learning: Integrating STEAM and Media: This special topics course explores opportunities for informal learning in home and community settings. Developmentally appropriate STEM/STEAM activities will be explored and developed to foster learning and family engagement. Students will explore strategies to equitably reach families through materials/experiences within the community while recognizing families as the foundational asset for promoting children's development.

Equity-Focused Consulting and Coaching in Childcare Settings: This special topics course introduces practice-based coaching models and principles to ensure anti-bias and equity focused professional practices that promote inclusion and social-emotional well-being for children. Students will reflect on their own positionality, explore relationship building strategies, and learn techniques to engage with other child-serving professionals when in a coaching or mentoring role.

Trauma-Informed Practices in Early Childhood: This special topics course is rooted in the social-emotional development of young children and the importance of the caregiving relationships and environments. Self-awareness and reflection are integrated throughout the course as topics are explored. Students will specifically learn about cultural and historical considerations, children's behavioral responses to trauma, and strategies to ensure practices are trauma informed and responsive.

Family Partnerships in Early Intervention: This special topics course explores home visiting as a key strategy in working with young children and families. Students will explore the various purposes for home visiting, settings for engagement and the importance of understanding the home curriculum. Strategies for establishing trusting relationships, structuring the visits, collaborating on service plans/goals, and empowering families will be included.

Intervention Models in Developmental Services: This special topics course explores the various models for service delivery in Early Intervention and Preschool Special Education Services. Students will explore various models and rationales for working with young children with disabilities and their families, as well as the associated documentation expectations. Intervention models such as caregiver-child groups, parent education/coaching, developmental groups, tele-therapy, routines-based intervention, and bagless therapy will be explored.

Exploring Early Literacy: Foundations and Equity: This special topics course explores early literacy from a social practice and developmental perspective. Topics of early brain development, literate environments, phonological awareness, storytelling and play are included. Students will develop materials and explore cases using a balanced and equity-focused approach to thinking about literacy, early experiences, and families as children's first teachers.

Anti-bias Actions in Early Childhood: This special topics course is rooted in foundational commitments to justice, equity and inclusion for all young children and their families. Students will acknowledge and reflect on their own biases as they analyze assumptions about ability, race, gender, and class as well as how these dynamics play out across health, educational, and community settings. By embracing an equity lens students will develop a strategic vision for their own on-going professional commitments to actions that support each child in reaching their fullest potential.

Serving Multilingual Clients and Families: *Coming in Summer 2023*

Scholar Experience & Linkage to EI Competencies:

Special Topics Courses

Scholar Reflections and Evidence:

“In this course, I expanded my knowledge of trauma-informed practice and applied this knowledge to both music therapy and interprofessional practice. Throughout the course, I reflected on the concepts presented and how they applied to both my personal and professional life. I believe the information I learned in this course will contribute to my competency as a healthcare provider and improve the quality of services I provide...After taking this course, I now have a deeper understanding of these concepts and the vocabulary necessary to understand the impact of trauma on health and the role I can play as a service provider.”

Linkage to NYS BEI EI Competencies:

The Individual Family Services Plan (IFSP) outcomes for EI children should be functional, based on the child’s developmental status, and influenced by the parents’ concerns, priorities, and resources.

Early Interventionists can help parents/caregivers understand how their toys and other materials in their home or in their child care center can be used to help support the child’s functioning. Includes coaching.

Conduct assessments that include all areas of development and behavior, to learn about the child’s strengths, needs, preferences, and interests and to use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life.

Providers engage with the adults to enhance confidence and competence in their inherent role as the people who teach and foster the child’s development. It is important to value and understand the provider’s role as a collaborative coach

Competency Area #1: A NOTE

Competency 1: Typical and atypical childhood development and behavior knowledge of typical and atypical early childhood development and behavior is required for all professionals across disciplines to work effectively with children and families.



Developing Children & Families Minor

An interprofessional minor for undergraduates interested in learning about **working with young children (0-8 years of age) and their families.**
http://catalog.naz.edu/preview_program.php?catoid=86&poid=10556&returnto=2337

Early Childhood (0-8 years) is a time of tremendous growth and development; it is during this time of life that the brain and body develop more rapidly than any other time.

Developing Child & Families Minor Objectives:

- Understand **whole child development** from a multicultural and interprofessional lens.
- Encounter current shifts, challenges and opportunities in **programs, policies and systems** serving young children (0-8 years).
- Engage in meaningful **community-embedded learning** to apply and connect multi-disciplinary coursework.

Coursework



5 REQUIRED COURSES:

- Speech-Language Acquisition (CSD132)
- Developmental Psychology (PSY221)
- Human Behavior and Social Environment (SWK304)
- Interprofessional Perspectives on Whole Child Development (HHS201)
- Seminar in Developing Child and Families (HHS401)



1 ELECTIVE OPTIONS:

- *Choose 1 [one] from the following
- Intro to Public Health (PBH101)
- Social Problems (SOC204)
- History and Philosophy of Education (SPF204)
- Ethics of Health and Wellness (PHL233)
- Psychology of the Exceptional Individual (PSY255)
- Ethics of the Profession (RES340)
- Family Law (LGS357)
- Youth Developing in Community Settings (CYD201)
- Get REAL with Youth (CYD301)
- Trauma and Youth Development (CYD401)
- Development Across the Lifespan (QTR101/102)
- Children's Lit: Critical Analysis (LTED215)
- Nutrition (SCI.Q.131)

INTERESTED: Contact Lisa Hiley (lhiley1@naz.edu)

Cognitive
Development

Speech and
Language
Development

Motor
Development

Play:
Development,
Tx Uses, SEL

Family
Systems

Cross-Sector
and Systems
Level

Project

RISE

Interprofessional
Coursework: Special
Topics

Infant and Early Childhood Mental Health Seminar

Reflective Practice
Seminar

Planning for Change
Seminar

Holistic Supports

Co-Op Opportunities

Interprofessional Module Coursework: Infant Mental Health Seminar (1 credit) All RISE scholars complete a 1 credit seminar to prepare them for NYS Association for Infant Mental Health endorsement. This class is taught by an endorsed professional.

The HYBRID coursework introduces the key concepts and competencies of IECMH so that all students/ clinicians begin to see themselves as providers using an IMH lens that recognizes children's development within the caregiving relationships.



Infant Mental Health Practice is an interdisciplinary focusing on the development of 0-5 year olds within the context of the early parent-child relationship as the foundation for healthy social-emotional, cognitive, language and even physical and motor development. IMH practice offers ways of conceptualizing early disruptions in the attachment process, and of organizing interventions that address functioning across developmental domains.

Scholar Experience & Linkage to EI Competencies: *Infant Mental Health*

Linkage to NYS BEI EI Competencies:

Sensitivity and respect for the culture and values of individual family members and each family's ecology, activities, and beliefs are integral to engaging and communicating with parents/caregivers and to building trust.



Understanding and use of evidence-based, family-centered best practices with families and caregivers via parent/caregiver collaboration, coaching and strengthening family capacities.

Personal Statement:

There are many infant mental health principles and competencies I envision applying in my work. Centrally, remaining open and curious will allow me to maximize the possibilities of developing relationships with the families I will be engaging with as I pursue a new position. The privilege of being invited into homes will force me to examine my own thoughts, feelings, strengths and growth areas.

As I work with families I plan to Observe all interactions to try and understand the nature of relationships. Being able to highlight developmental strengths and frame growth as a capacity for change will allow me to think about families in a strengths-based manner. I will actively listen to families, other professionals, and my colleagues and also ask questions for clarification while remaining curious. While interacting with families I plan to use Appropriate nonverbal Behavior and also view others nonverbal Behavior openly and with curiosity. When speaking with families I will use non-technical language that they understand.

I plan to continue my practice of cultural humility and communicate effectively with families I am engaged with. When reporting back to the district, I will use a strengths based perspective that will come from establishing a positive relationship with the families I engage with. Although each family is unique, and will certainly have relationships that look different from my own, I will demonstrate respect for the uniqueness of each family's dynamics.

There are many tools I have used to come to the place I am now. I plan to continue my anti-racist practice through deep reflection and partnership with others. My own growth does not happen in a vacuum, but in relation with others. I plan to continue seeking out professional learning communities to support me in this growth.

Although I am not working in a clinical setting, I can still support and reinforce parent's strengths and competencies. Observing positive parent child interactions can happen anywhere, in small moments and also overtime. I plan to lift up these positive interactions and highlight them as I sent her the caregiver as expert of their child.

As a special education teacher it is critical to partner with other professionals to support the best interest of the child. I will not hold all of the tools to provide the best learning experience and I plan to refer to my colleagues for best practices as I learn how to best serve the needs of infants, young children and their caregivers.

All of my coursework so far has enabled me to have interprofessional communication skills and also to continue growing this practice. I have taken graduate-level courses in interprofessional communication

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The RISE Reflective Practice Seminar (RPC) is a interprofessional course for students completing their early childhood fieldwork/practicum and serves as a space to examine issues of practice. Through guided dialogue with peers and facilitators, students from across disciplines critically think about their practice, integration, partnership and commitment to equity and inclusion for all children 0-8 years of age and their families.

RISE Scholars in this course will:



- *Establish reflective habits and mindsets toward individual experiences and over time to evolve their professional practice.*
- *Identify one's own learning needs and style to set personal learning outcomes that advance personal and professional practice.*
- *Communicate one's professional roles and responsibilities clearly to other professionals as a means to advance interprofessional practice and drive child outcomes.*
- *Forge interdependent relationships with other professions within and outside of the education and health system to improve services/care and advance learning.*

Scholar Experience & Linkage to EI Competencies:

Reflective Practice Seminar

Scholar Reflections and Evidence:

“As I self-reflect, I know I would love to work with children and families. Overall, I will need to be fierce in my commitment to children and families all the time. I will continuously strive to be an advocate for children and families by using my knowledge to support their needs and advocate for systemic changes. I chose social work as a profession to make a change in the world one individual or family at a time. I will strive to do this by being determined and working in interprofessional teams to come up with the best ways to support children and families...When working with children and families, I will continue to use the approach of power with instead of power over. Clients will know they are empowered and have the ability to make their own decisions and share their stories. As a social worker, my main goal is to establish trusting relationships with children and clients...Having a good relationship with families informs them that I truly care about them and their ability to reach their end goal.”

Linkage to NYS BEI EI Competencies:

To be able to work effectively with culturally diverse families and to integrate family-centered best practices, EI professionals should self-reflect on their work to better know and understand their own values, implicit bias, and assumptions and how these can impact their communication (via words, attitudes, and body-language), perceptions, expectations, interactions, and actions with others.

Use reflective practices to self reflect and become self aware of own values, assumptions, and ideas about families.

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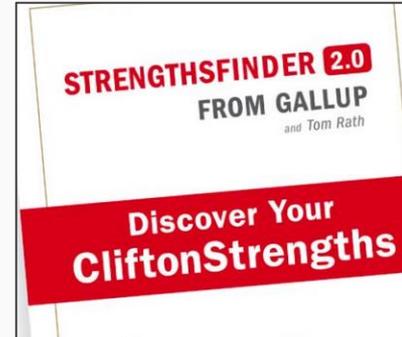
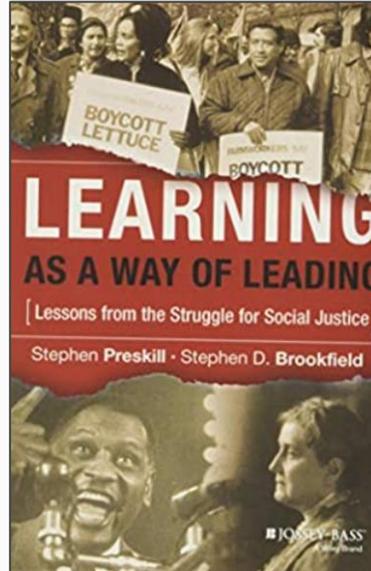
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Holistic Supports

The RISE Planning for Change Seminar is a culminating opportunity that integrates meaningful community-engaged learning with ongoing reflection about self as an agent of change. Student interprofessionally explore leadership for social change from historical and contemporary perspectives in order to consider their future work as a provider and leader in the early childhood systems.



Scholar Experience & Linkage to EI Competencies: *Planning for Change Seminar*

Scholar Reflections and Evidence:



Spring 2023

Linkage to NYS BEI EI Competencies:

To be professional and ethical, EI professionals should not be judgmental and should demonstrate respect for the culture and values of the families and other professionals with whom they work.

Create plans and steps to achieve goals

Collaborate with other professionals in reflection

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Holistic Supports

Co-Op Opportunities

- Professional Learning
- Service Learning Opportunities
- Mentoring & Affinity Groups
- Professional Networking Support (Conferences)
- Academic Tutoring
- RISE Lounge
- Etc.



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Co-Op Opportunities

RISE Co-Op is a paid, work-based enhancement beyond a traditional internship, designed to address barriers for traditionally minoritized students.

The Co-Ops were a mutually beneficial, three-way partnership; Co-Op scholars were positioned to take on increasing responsibility and to apply their academic learning to make meaningful contributions to the partner organization.

RISE partnered with the following organizations:

Rochester Public Library, Greater Rochester Summer Learning Association, WXXI, HealthiKids/PlayRocs, Parenting Village, Hipocampo Books, Workforce Development (with MCC and Roc the Future), Greece Public Library, and Early Childhood Initiatives @ Naz.



All partners have worked through a collaborative process to establish a scope of work inclusive of roles, responsibilities, training, and named mentors.

Scholar Experience & Linkage to EI Competencies: *Co-Op (Paid Work-based Experience)*

Scholar Reflections and Evidence:

“I’m writing with a celebration and learnings- Over the last five weeks distributed weekly at home science kits to 16 summerLEAP classrooms. These science kits encouraged families to play and explore together through open ended questioning and materials inspired by PBS KIDS. Getting into classrooms and engaging with children and their teachers brought lots of joy and smiles :) Connecting with caregivers and kids in this way is cool- [MENTOR] works with families and organizations in a way leads with their needs first- never showing up with a plan but rather asking folks what is working well, sharing things that we have done, and asking how we can lift up the already amazing work that is already happening in our community.”

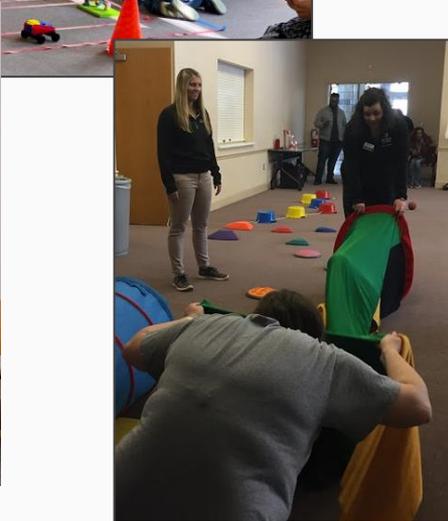
“My supervisor and colleagues finally got to see me interact with children here and I was told by a few parents that I was doing an amazing job working with a child who was having some challenging behaviors.”



Linkage to NYS BEI EI Competencies:

Coordinated and community-embedded field experiences; understanding the system of supports and services across health, educational and social systems.

Augmented fieldwork placements/clinical practicums in home and community settings with typically and atypically developing children, aged birth to three years. It is through training experiences in the natural EI environment that students learn fundamental skills



A NOTE: *El and Childhood Placements*

All RISE scholars are completing an El/childhood placement in a community setting.

Linkage to NYS BEI EI Competencies:

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RISE addresses many of the EI competencies and prepares scholars to work interprofessionally to provide coordinated care for young children, to engage in reflective practice, and to become changemakers and advocates in their fields.

Questions & Discussion