

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 2024 series for the Early Intervention Service Coordination Professional Training Development 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 2024: *

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

***Go to the [last page \(13\) for registration links](#) for each training. People must individually register for each training. If you do not register, show up late, and/or do not complete all components of each training, you will not receive certificates of completion.**

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



Service Coordination Professional Development Institute

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.
- To receive a certificate of completion or CEU/CTLE credits, registrants must:
 - **Attend the entire training and actively participate** – registrants must have their video on throughout the training and be visible on camera, and registrants must be responsive when called on.
 - Verify your attendance at the beginning and the end of each training by signing in and signing out via the designated form,
 - Complete the Pre-test before the start of each training (please login no later than at 9:00 am or you will miss the window to complete the Pre-test),
 - Complete the Post-test after each training in a timely fashion and
 - Complete the Training Evaluation survey in a timely fashion after each training.
- Participants are responsible for remote access, including video and audio components.
- Each participant must register to receive the handouts and the link for each remote training. If people attend without registration, they will not receive a certificate of completion.
- The SCPDI does not record the training to safeguard discussions among the participants, and recording by participants is not permitted.

The [registration links](#) for each training are on the last page of this flyer (page 13).

You must attend, participate, and complete the required forms in the workshops to be eligible for a certificate.

Service Coordination Professional Development Institute

Tuesday, February 6, 2024, from 9:00 am to 5:00 pm (7.5 hours)

Establishing Connection in Early Intervention

Overview: The primary goal of this training is to equip providers and service coordinators with the skills and knowledge needed to establish and strengthen connections with families enrolled in the Early Intervention Program. The focus is on fostering a supportive environment that encourages families to actively participate in the program, ensuring a higher likelihood of success in achieving positive outcomes for eligible children and increasing retention in the program.

Learning Objectives & Outcomes:

- Dispel Common Myths and stigmas
- Develop Self-Awareness through Reflection
- Understand the Role language plays in how we communicate the Early Intervention Process
- Lead with Empathy & Understanding
- Empower Early Intervention with effective information-sharing, relationship-building, and trust-fostering tools.

Learning Materials:

- Open Minds and Willing Hearts
- Safe Space
- Link for an Online Worksheet: [Worksheet & Toolbox](#)
- [Virtual Jamboard](#) - (shared during the training)
- Undivided Attention

Learning Activities:

- Discussion of Materials and Slides
- Answer questions throughout the Presentation
- Participation in small and large group Activities
- Virtual Engagement with the presenter and other participants



Danielle Herring, CEO of Transformation in Process and Early Intervention Ambassador for United for Brownsville is a licensed guidance counselor, author, and coach. In her pivotal role, she addresses racial inequities, supports families, educates on Early Intervention rights, and fosters community among service providers.



Patricia Gray, Ed. D., LCSW, is a full-time professor at the Silberman School of Social Work and director of the BSW field education and continuing education programs. Dr. Gray represents Silberman as one of the academic partners with the DOHMH BEI.



Ruth Horry, United for Brownsville Manager and author, boosts community voices, advocates for inclusivity, and improves family access to essential services. As CEO of The Coco Pauline Company, she fosters a thriving space for the next generation through healing and empowerment.



Mica Rencher, UB's Deputy Director for Systems Change, prioritizes equity in early childhood systems, focusing on Black and Latinx children in Brownsville's Early Intervention. With a diverse Brooklyn education background, she, a former Assistant Dean, emphasized entrepreneurship for academic success.

Service Coordination Professional Development Institute

Friday, February 23, 2024, from 9:00 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:

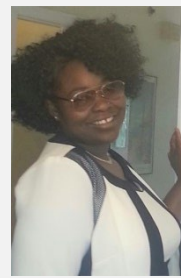
- SC will better understand the dynamics involved with working with families.
- SC will identify more effective and culturally relevant strategies for working with these families (i.e., communication)
- SC will identify strength-based intervention support that works with families.
- SC will identify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

Tuesday, March 19, 2024, from 9:00 am to 1:00 pm (4 hours)

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

Overview: This training will give participants a basic overview of the foster care system. Using data, stories, and personal application exercises, participants will learn about the educational resources for foster care youth, parent's rights, and multicultural and trauma dynamics. Additionally, participants will be able to develop actionable strategies to improve collaboration with families and foster care agencies.

Learning Objectives & Outcomes:

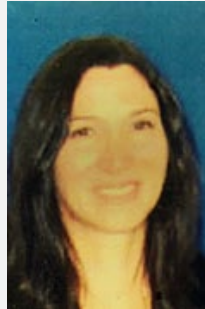
- Understanding of steps after a report of child abuse or neglect
- Deepen knowledge of education planning for children placed in foster care
- Understanding legal roles and responsibilities
- Discussion on barriers to education planning
- Connecting the importance of collaborative decision-making.

Learning Materials:

- PowerPoint
- Survey questionnaire
- Videos
- Desk Aids

Learning Activities:

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



Patricia Gray, Ed. D., LCSW, is a full-time professor at the Silberman School of Social Work and director of the BSW field education and continuing education programs. Dr. Gray represents Silberman as one of the academic partners with the DOHMH BEI.

Service Coordination Professional Development Institute

Tuesday, April 9, 2024, from 9:00 am to 5:00 pm (7.5 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



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Service Coordination Professional Development Institute

Tuesday, May 28, 2024, from 9:00 am to 5:00 pm (7.5 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, June 4, 2024, from 9:00 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

Session 1: Tuesday, June 25, 2024, from 9:00 am to 5:00 pm (7.5 hours)

Session 2: Tuesday, December 5, 2024, from 9:00 am to 5:00 pm (7.5 hours)

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

*** Please sign up for only one session.**

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 for 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.



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Service Coordination Professional Development Institute

Tuesday, September 17, 2024, from 09:00 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



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Service Coordination Professional Development Institute

Tuesday, November 12, 2024, from 9:00 am to 5:00 pm (7.5 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



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Service Coordination Professional Development Institute

Training Dates for 2024

Click on the title of the training below to register. Please note that all participants must have audio and visual capabilities to participate actively in each training. **Participants must log in at 9:00 AM to sign in and complete the pre-test. The training will commence promptly at 9:30 AM. Additionally, kindly reserve 30 minutes post-training to fulfill the training evaluation, post-test, and sign-out processes.** If you have any questions, please email scpd@hunter.cuny.edu.

DATE	TRAINING	Trainer
Tuesday, February 6, 2024 9:00 am – 5:00 pm	<u>Establishing Connection in Early Intervention</u>	Danielle Herring, Patricia Gray, Ruth Horry & Mica Rencher
Friday, February 23, 2024 9:00 am – 5:00 pm	<u>Connecting Families Using Culturally Relevant Responses</u>	Shakira Kennedy
Tuesday, March 19, 2024 9:00 am – 1:00 pm	<u>A Collaborative Approach to Early Intervention Services: Parents, Service Coordinators, and Foster Care Agencies</u>	Anjella LaBarca, Roberto Romero & Patricia Gray
Tuesday, April 9, 2024 9:00 am – 5:00 pm	<u>Fundamentals of Case Management for SC</u>	Patricia Gray
Tuesday, May 28, 2024 9:00 am – 5:00 pm	<u>Family-Centered Best Practice</u>	Joaniko Kohchi
Tuesday, June 4, 2024 9:00 am – 5:00 pm	<u>Advance SC Supervision</u>	Jackie Chessen
Tuesday, June 25, 2024 9:00 am – 5:00 pm	<u>The Integration of Natural Environments, Family-Centered Best Practices and the Creation of Functional Outcomes</u>	Raisa Abad & Patricia Gray
Tuesday, September 17, 2024 9:00 am – 5:00 pm	<u>Engaging and Retaining EI Families</u>	Jackie Chessen
Tuesday, November 12, 2024 9:00 am – 5:00 pm	<u>Empowering Families and Caregivers of Special Needs Children</u>	Patricia Gray
Tuesday, December 3, 2024 9:00 am – 5:00 pm	<u>The Integration of Natural Environments, Family-Centered Best Practices and the Creation of Functional Outcomes</u>	Raisa Abad & Patricia Gray