

# Propose A New Way to Provide Training for Early Intervention (EI) Providers in New Mexico

LEND Capstone Presentation  
April 26, 2019

Meg McLaughlin

Christina Sanchez Quinata



# Goals

- Describe the problem
- Explain the approach
- Share the outcome

# Situation

# The Problem

Early Childhood  
Evaluation  
Program  
(ECEP)



Clinical  
Evaluation  
Services Unit  
(CESU)



Reduced training  
opportunities for  
EI providers

## Related LEND Competencies

- Family-Centered/Culturally Competent Practice
- Knowledge, Skills and Attitudes

# Example

The  
benefits I  
have  
observed...



- See **new skills**
- Observe **techniques**
- Receive **coaching** on next steps
- Provide **context** for evaluation team

# Question

**How can we provide other training options for EI providers?**



# Solution

- **Determine** training priorities
- **Develop** curriculum to address those needs
- **Provide** product to the NM Family Infant Toddler (FIT) Program

# Needs Assessment

- Create a survey...
- What are the Unique Needs of Early Intervention Providers in New Mexico?







**Brainstorm**



**Themes**

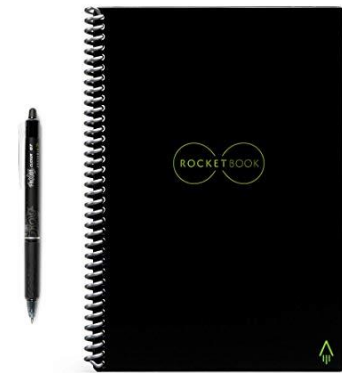


**Rank**



How?

# How?



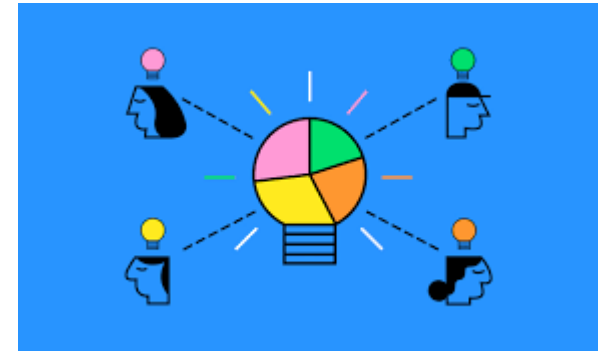
## Interview... Story telling



**Parents Reaching Out**

# What Next?

- Analyze data
- Color Code
- Questions
  - Revise
  - Revise
  - Revise
- Final 17 Questions
- Need IRB?



# Product

- Survey developed and ready to go!
- (List of training topics based on survey responses)

# Product

<https://www.surveymonkey.com/r/WL8WJP9>



# Disseminate

- Present to CDD medical director
- Share with EI colleague



# Lessons Learned

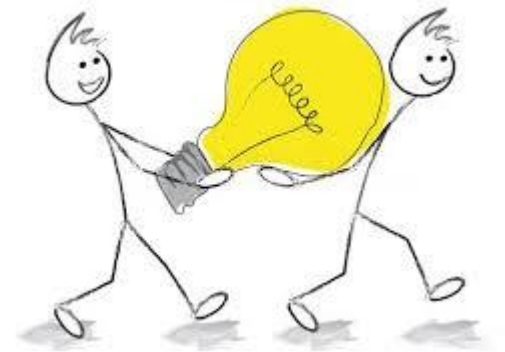
## Was the timing wrong?

- Program transition
- Legislative session



# Lessons Learned

- Plan long term project
- Formal brainstorming
- Organize data
- Create a survey





Thank  
you

- ECEP clinicians
- PRO interview
- CDD Evaluation Director/LEND faculty
- LEND mentor
- CDD medical director

# References

- Michigan State University

[https://www.canr.msu.edu/news/brainstorming\\_is\\_divergent\\_thinking](https://www.canr.msu.edu/news/brainstorming_is_divergent_thinking)

- Heslin, P. (2009). Better than brainstorming? potential contextual boundary conditions to brainwriting for idea generation in organizations. *Journal of Occupational and Organizational Psychology*, 82(1), 129-145.

# Part 2

# Research

# Research

Dunst, C.J., Trivette, C.M. (2009). Let's be PALS: an evidence-based approach to professional development. *Infants and young children*. 22(3). p. 164-176.

# Participatory Adult Learning Strategies (PALS)

## Active Learner Involvement

Introduction  
Introduce & Illustrate

Application  
Practice & Evaluate

Informed Understanding  
Reflection & Mastery

Repeat  
What's next?

Planning

- Introduce
- Illustrate

Application

- Practice
- Evaluate

Deep  
Understanding

- Reflection
- Mastery

# Research

Albritton, K., Truscott, S.D., Patton Terry, N. (2018).  
Exceptional professional learning for RtI  
implementation in early childhood settings.  
*Contemporary school psychology*. (22). p.  
401- 412. doi:/10.1007.s40688-017-0165-7.



# Exceptional Professional Learning Concepts



# Product

What did I do with all this?



## Planning

- Introduce
  - video, pretest & reflective questions (autonomy)
  - opportunity to meet with colleagues (relatedness)
- Illustrate w/ role play
  - trainer incorporates trainee input into training (equity & responsiveness)



## Application

- Practice
  - Trainees practice w/ families they serve or in role play videotaped
  - on site support from trainer or former trainees (relatedness)
- Evaluate
  - live feedback w/ trainer (gives & gets)
  - CLASS: Classroom Assessment Scoring System (equity)



Deep  
Understanding

- Reflection
  - needs assessment (autonomy)
  - journaling about knowledge
  - feedback from peers
  - trainer guides reflection
- Mastery
  - self assessment
  - is learner ready to move to next part?

# New Mexico Cerebral Palsy Task Force

