Session 3 – Resources to Support Identifying Functional Skills Within the CME Process

March 22, 2017
Michelle Staley & Gina Timms

Webinar Etiquette and Expectations

What to Expect From Us
- Provide a structure for the session
- Provide content as the basis for dialogue
- Engage with participants in dialogue
- Facilitate discussion, as needed

What We Expect of You
- Active participation in the session
- Contribute to the dialogue either verbally (raise your hand) or via the chat
- Participate in polling activities
- Follow up with your ECN Consultant, as needed

Webinar Series Objectives

- Support practitioners to understand how the five developmental domains and three functional domains are integrated within the CME process
- Support practitioners in identifying the ways in which the IFSP process is a framework for gathering information
- Support practitioners in understanding how physical development and functional development together provide a picture of a child’s abilities to participate in the families routines and activities.

Objectives for Today

In this session, participants will:
- Explore resources that may support and improve understanding of what domain specific skills are required to complete functional skills
- Consider how we might utilize resources to support learning, not only our own, but also staff we support and the families we work with.
- Begin to understand how to utilize resources to tie what we learn in the RBI process, and during the evaluation, to describe a child’s development in the CME.
Where We Started....

Last month in session #2 we...

- Learned how a child’s engagement, social relationships and independence helps us to understand how a child functions in their environment;
- Explored sections of a sample RBI;
- Identified some functional skills that take place in everyday routines, activities and places from the sample RBI, how that relates to 3 areas of functional development

Gathering Information...

First of all....

These webinars were developed to support individuals statewide to understand how physical development and functional development together provide a picture of a child’s abilities to participate in the families routines, activities and in the community.

How we describe children...

She amazes me!!
To be functional...

It is meaningful for the child and family!

How do you know what to plan to observe and what questions to ask?

From your professional knowledge

And what you wonder about

---

What do we know about Gianna?

- She wakes up happy and will wake up her sisters by pulling their blankets off them.
- She is able to help get herself dressed.
- Sometimes breakfast is eaten at home and sometimes at child care, just depending on the morning.
- She points to the counter when she is hungry
- She likes music and enjoys songs, dancing, and crafts
- She cuddles her dolls and enjoys pushing them around in a stroller

What else do we know about Gianna?

- Child Care staff don’t know why Gianna is stuffing her cheeks and spitting out food.
- Child care staff don’t know if Gianna is finished eating when she gets out of her seat
- Gianna gets frustrated when she wants something and is not understood
- She sometimes becomes “aggressive”
- Child Care staff do not know what Gianna wants and or needs for most of the day
- The family doesn’t know what Gianna needs when she fusses to get out of her chair
**Participant Poll**

**What area of Gianna’s development are you most concerned about?**

**Participant Poll**

**What activities seem challenging for Gianna?**

**Tools**

If you remember from the last session you discussed the Functional Domains of:
- Social Relationships
- Engagement
- Independence

The tools coming up next use this same framework.

**Describing Early Childhood Outcomes**

Describing Early Childhood Outcomes

1. Child has positive social relationships
   - Acting with adults
   - Acting with other children
   - Following age-related language or interaction
   - Emotions
   - Potentially
   - Reacts

2. Child speaks and uses knowledge and skills
   - Language development
   - Understanding

3. Child takes action to meet needs
   - Taking care of basic needs
   - Taking care of safety
   - Playing with toys
   - Playing with blocks and building blocks
What does it take to be successful at mealtime?

We know to be successful at mealtime requires functional domains of social, engagement and independence. And we are aware that it also requires social emotional, communication, adaptive, cognitive and motor skills.
### Mealtime within Social Relationships

<table>
<thead>
<tr>
<th>2. Meal Times (Outcome 1)</th>
<th>Not yet</th>
<th>Some times</th>
<th>Often</th>
<th>Past few months</th>
<th>Age in months</th>
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</thead>
<tbody>
<tr>
<td>1. Makes transitions to and from meals without becoming upset</td>
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<td>2. Can use a fork/dinner knife</td>
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<td>3. Uses a cup/glass or spoon for non-liquid foods</td>
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<td>4. Follows simple requests with gestures (Come here. Throw it away)</td>
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<td>5. Ties to feed others with spoon</td>
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<td>6. Uses words to interact with others at meals</td>
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<td>7. Sits for at least 15 minutes without whining</td>
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<td>8. Pays attention to others around him/her</td>
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<td>9. Eats shared foods</td>
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<td>10. Eats without refusing food or drink</td>
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<td>11. Cooperates with adult’s requests</td>
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### Mealtime within Engagement

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<tr>
<th>2. Meal Times (Outcome 2)</th>
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<th>Some times</th>
<th>Often</th>
<th>Past few months</th>
<th>Age in months</th>
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<tbody>
<tr>
<td>1. Moves in response to voice</td>
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<td>2. Uses spoon/sippy cup</td>
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<td>3. Eats different foods</td>
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<td>4. Eats many foods</td>
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<td>5. Eats using hands or a fork</td>
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<td>6. Eats using both hands</td>
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<td>7. Uses “No” meaningfully</td>
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<td>8. Uses words or signs for specific foods or drinks</td>
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<td>9. Uses new words regularly</td>
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### Mealtime within Independence

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<tr>
<th>2. Meal Times (Outcome 3)</th>
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<th>Often</th>
<th>Past few months</th>
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<tr>
<td>12. Eats with a spoon</td>
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<td>13. Uses Finess Clasp to pick up small pieces</td>
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<td>14. Drinks from a cup without a lid by him/her</td>
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<td>15. Eats from a cup without a lid by him/her</td>
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<tr>
<td>16. Eats from a cup without a lid by him/her</td>
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<tr>
<td>17. Eats from a cup without a lid by him/her</td>
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<td>18. Eats a spoon with moderate success</td>
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<td>19. Eats a spoon independently</td>
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<td>20. Drinks an appropriate amount from a cup (i.e., with each sip)</td>
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<td>21. Indicates hunger or thirst</td>
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<td>22. Communicates “more”</td>
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<td>23. Communicates “finished”</td>
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<td>24. Puts an appropriate amount of food in the mouth at one time</td>
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<td>25. Eats independently</td>
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<td>26. Eats a variety of foods</td>
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<td>27. Communicates the need for help (e.g., cutting, opening)</td>
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<td>28. Eats a banana</td>
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<td>29. Eats a variety of foods</td>
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<tr>
<td>30. Eats a variety of foods</td>
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<td>31. Eats pieces of hard foods (apples, meat, cookies)</td>
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<tr>
<td>32. Eats pieces of hard foods (apples, meat, cookies)</td>
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<td>33. Eats a regular (can be child-sized) chair</td>
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<td>34. Eats at a table</td>
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<td>35. Eats in a restaurant</td>
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### Participant Poll

**How likely are you to use one or more of the tools we showed you today?**

- Very likely: 100%
- Somewhat likely: 80%
- Indifferent: 50%
- Somewhat unlikely: 20%
- Very unlikely: 0%
In today's session, we have:

- Explored resources that may support and improve understanding of what domain specific skills are required to complete functional skills
- Considered how we might utilize resources to support learning, not only our own, but also staff we support and the families we work with.
- Reviewed resources to tie what we learn in the RBI process and during the evaluation to describe a child’s development within the CME.

Recap of the Session

Questions/Comments?

Next Session - April 19, 2017

Support for Evaluators to Look Beyond the Tool
9:00-10:00 am
Pre-session for IDA Leads ONLY-8:30-9:00 am

For Support Contact...

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- Jonetta Pacias (505)841-5527 jonetta.pacias@state.nm.us
- Stella Terrazas (505)476-8960 stella.terrazas@state.nm.us

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Thank you for your participation!

Please click on the link provided in the Chat to access the Evaluation Survey and receive a certificate of attendance. At the end of the survey you will receive a code to enter to download your certificate.

Certificates are for participants of the live webinar only.

Have a wonderful day!