Functional Skills Webinar Series:
Session 2 – Engagement, Social Relationships and Independence Within the CME Process

February 15, 2017
Cindy Bernard & Cathy Riley

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
- 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
By the end of this session, participants will have:
- Reviewed the use of the RBI in planning for the CME session
- Defined and shared examples of engagement, social interactions and independence
- Identified functional skills from the sample RBI related to engagement, social interactions and independence
- Developed questions to include in a CME session as follow up to the RBI
Where We Started....

Last month in session #1 we...

• Explored some ways we might use information gathered from the RBI to guide us in the CME process
• Met Gianna and looked a sample of her RBI
• Identified functional skills from Gianna’s sample RBI
• Identified and linked functional skills with assessment items to be targeted within the CME session
• Developed questions to include in a CME session as follow up to the RBI

Thinking about ...

• Engagement
• Social Relationships
• Independence

Defining Engagement

“...amount of time children spend interacting appropriately with their environment.”


Slide Source: ECTA Center training on Developing Functional IFSP Outcomes
Engagement

- Uses signs or words for body parts
- Chooses toys selectively for a purpose
- Recognizes self in mirror
- What else might you see/observe that tells you a child is engaged in their environment?
- How else might you learn about how the child participates in his everyday routines and activities?

Let’s Re-visit Gianna

ENGAGEMENT:
- Thinking
- Reasoning
- Problem Solving
- Communication Skills
- Understanding of physical and Social worlds
- Imitation
- Object Permanence

Engagement of Children with Disabilities-Something to Consider

“Children with disabilities spend more time non-engaged (e.g., wandering around, crying or waiting) than do their typically developing peers.”

Social Relationships

“how children engage socially, how they get along with others and relate with adults and with other children”
Social Relationships

• Relating to adults (expresses emotions toward a familiar person, shows anxiety at separation from a parent)
• Relating to other children (begins cooperative play, understands turn taking)
• What else might you see/observe that tells you about the child’s social relationships?
• How might you learn more about how the child relates to others?

Let’s Re-visit Gianna

SOCIAL RELATIONSHIPS:

• Getting along with others
• Relating with adults and with other children
• Following rules related to groups
• Interacting with others in group situations such as a child care center
• Expressing emotions and feelings
• Interacting with and playing with other children

Independence

“...the actions that children employ to take care of their basic needs.”

Independence

• Saying “No” meaningfully
• Taking care of basic needs (i.e. comforting self with thumb or pacifier, feeding themselves with a spoon)
• What else might you see/observe that tells you what the child can do by him/herself?
• How might you learn more about how the child takes care of his or her own needs?
Let's Re-visit Gianna

INDEPENDENCE:
• Taking care of basic needs, including getting from place to place, using tools (e.g., fork, toothbrush, crayon)
• Contributing to their own health and safety
• Taking care of themselves (e.g., dressing, feeding, hair brushing, toileting)
• Carrying out household responsibilities, and acting on the world to get what they want
• Increased capacity to become independent in interacting with the world and taking care of their needs

Gianna's Functional Skills within the CME Process

How do we connect these pieces of information to create a more complete picture of the child?

Recap of the Session

In today's session, we have:

✔ 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

Questions/Comments?
Next Session - March 22, 2017

Resources to Support Identifying Functional Skills
9:00-10:00 am
Pre-session for IDA Leads ONLY 8:30-9:00 am

For Support Contact...

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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. Please use the following code to access your certificate:

PRD84CX

Have a wonderful day!