




Slide 1

 The National Service Coordination Training Workgroup in collaboration with the Early Intervention Training Program at the University of Illinois at Urbana-Champaign presents:



### The Role of the Service Coordinator in Building Relationships with Families in Early Intervention

- The webinar will begin at 12:00 PM CST, 1:00 PM EST.
- For handouts referenced in the webinar, please go to <https://blogs.illinois.edu/view/7857/606983>
- There will be minimal audio before the webinar begins.
- **Please run the audio setup wizard to make sure your speakers work.**  
*You will not need to test your microphone!* (Skip microphone setup)



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Slide 2

### The Role of the Service Coordinator in Building Relationships with Families in Early Intervention



March 28, 2017 • 1:00-2:15pm EST

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Slide 3

All your webinar resources are located here!



<https://blogs.illinois.edu/view/7857/606983>

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Slide 4

**Survey & Certificate**

This webinar has **1.5 ILLINOIS EI credit** as well as **ILLINOIS STATE LICENSURE\*** credit  
\*OT, PT, SW, Nutrition/Dietitian



Look for "unique" email **AFTER** the webinar with the survey from **Early Intervention Training Program** (etraining@illinois.edu)



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Slide 5

**Chat**



Click here to move the chat box.

Rollover the top or right side border to resize the chat box.

Type in this box—lower left side of screen.

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Slide 6



To access the video, please click the link in the chat box.

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Slide 7

Who & Where Are We?

Maria Kastanis  
Dana Childress

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Slide 8

Where Are You?

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Slide 9

Early Intervention/Early Childhood  
PROFESSIONAL DEVELOPMENT COMMUNITY OF PRACTICE

NATIONAL  
Service Coordination  
TRAINING WORKGROUP

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Slide 10

Learning Objectives

1. Review 2 key principles and 5 recommended practices that relate to how service coordinators build relationships with families.
2. Discuss 4 activities service coordinators engage in when building relationships with families.
3. Develop specific strategies service coordinators can use with families.

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Slide 11



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Slide 12

What is your role?

- A. **Temporary SC** (before initial IFSP development only)
- B. **Designated SC** (service coordination only)
- C. **Dual role/blended SC** (service coordination and service provider)
- D. **Supervisor/administrator**
- E. **TA/Professional Development Provider**

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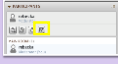
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Slide 13

How long have you been a service coordinator?

- A. Up to 6 months
- B. 7 months to 1 year
- C. 2-5 years
- D. 6-10 years
- E. Since the dawn of time



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Slide 14



Setting the Stage for FGRBI:  
The Role of the Service Coordinator

<http://fgrbi.fsu.edu/videoexamples/ServiceCoordinator.html>

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Slide 15



Relationships are so important...why?

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Slide 19



Are you familiar with the  
DEC Recommended  
Practices?



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Slide 20

F1. Practitioners **build trusting and respectful partnerships** with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.



F2. Practitioners **provide the family with up-to-date, comprehensive and unbiased information** in a way that the family can understand and use to make informed choices and decisions.

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Slide 21

F3. Practitioners are **responsive** to the family's concerns, priorities, and changing life circumstances.



F4. Practitioners and the family **work together** to create outcomes or goals, develop individualized plans, and implement practices that **address the family's priorities and concerns and the child's strengths and needs**.

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Slide 22



**F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships** by acting in ways that recognize and build on family strengths and capacities.

**F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports** to achieve family-identified outcomes or goals.

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Slide 23



Implementing these practices can be messy... 

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Slide 24



- Establish rapport
- Build trust
- Manage professional boundaries
- Gather information from families

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Slide 25

When Sandy visits with Micah's family, she rushes in 20 minutes late. She tells his grandmother all about her rough day and the fight she had with her boyfriend last night.

Then, she dives into the paperwork and fails to explain the forms or give his grandmother time to read them. She notices that Micah is drinking soda and admonishes her for letting him have it because it's "bad" for him.

When Micah's grandmother asks about resources for housing, Sandy says she's been too busy to look into that but might have time next week.

What could Sandy do differently to...  
[establish rapport](#) [build trust](#) [gather information?](#)

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Slide 26

When Sandy visits with Micah's family, she rushes in 20 minutes late. She tells his grandmother all about her rough day and the fight she had with her boyfriend last night.

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When Micah's grandmother asks about resources for housing, Sandy says she's been too busy to look into that but might have time next week.

What could Sandy do differently to...  
[manage professional boundaries?](#)

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Slide 27

What are challenges you've faced with building relationships within and among your teams (including family, other service providers)?



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Slide 28

Additional Resources, Recording & Follow Up Activity



**NATIONAL Service Coordination TRAINING WORKGROUP**

<https://blogs.illinois.edu/view/7857/60683>



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Slide 29

**Reminder: Survey & Certificate**

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Slide 30



**NATIONAL Service Coordination TRAINING WORKGROUP**

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