

Course Title	Course Objectives and Key Terms	KAIMH Competences	Hours
<u>Module 1</u>	<u>Early Years Module 1: Empathic Communication</u>		
Section 1:1 Overview of Empathic Communication	<ul style="list-style-type: none"> • Recognize that communication powerfully impacts families. • Describe how communication is illustrated in the Early Years Pathway. • Define communication, empathy, and empathetic communication. • Describe why empathetic communication is important in early intervention. • Identify the four elements of the session structure that align with adult learning theory. • Reflect on your experiences related to empathetic communication. <p>Key Terms Communication: Giving or exchanging information, signals, or messages by talking, using gestures, writing, and/or using technology. Empathy: Understanding and sharing the feelings of another. Empathetic communication: Tuning in to the feelings, thoughts, and actions of another by taking his or her perspective and then communicating that you understand and care.</p>	Theoretical Foundations: ✓ <u>Relationship-focused, therapeutic practice:</u> Shares with families an understanding and appreciation of family relationship development and applies understanding of cultural competence to communicate effectively, establish positive relationships with families and demonstrate respect for the uniqueness of each client family’s culture.	1 hour
Section 1.2 Being Present	<ul style="list-style-type: none"> • Describe four strategies related to being present, including (1) clearing your mind of distractions, (2) being silent, (3) making eye contact, and (4) using body language to communicate openness. • Observe video examples of three strategies related to being present. (Note: The strategy of clearing your mind is impossible to provide through video example.) • Practice four strategies related to being present. • Discover your own strengths/needs and family/child outcomes related to four strategies of being present. 	Communicating: ✓ <u>listening</u> =Actively listens to others and uses appropriate non-verbal behavior and correctly interprets others non-verbal behavior Reflection: ✓ <u>self-awareness</u> = Uses reflective practices throughout work with	1 Hour Session 1 Hour Home Visit Focus on New Strategies with Recorded Visit 1 Hour Reflection with Master Coach on

	<p>Key Terms Being silent: Pausing briefly in order to have moments of quietness and reflection. Body language to communicate openness: Using body mannerisms, postures, and facial expressions that communicate positive feelings, relaxation, and interest. Clearing your mind of distractions: Stopping and emptying your mind of interfering thoughts and feelings. Conversation partner: The person with whom you are communicating: a family member, colleague, supervisor, community member, etc. Making eye contact: Looking directly into another's eyes.</p>	<p>infants/very young children and families to understand own emotional response to infant/family work and recognize areas for professional and/or personal development</p> <p>Direct Service Skills:</p> <ul style="list-style-type: none"> ✓ <u>Observation & Listening</u>= Establishes trusting relationships that support parents and infants/very young child in their relationship with each other, and that facilitates needed change 	<p>Strategies and Review of Home visit= 3 hours Total</p>
<p>Session 1.3: Taking Another's Perspective</p>	<ul style="list-style-type: none"> • Describe four strategies related to perspective-taking which include (1) reflecting on origins, life experiences, and values; (2) being curious; (3) affirming strengths; and (4) walking a mile in others' shoes. • Observe video examples of two strategies related to perspective-taking - being curious and affirming strengths. (The strategies of reflecting on origins, life experiences, values, and walking a mile in others' shoes are impossible to provide through video example.) • Practice four strategies related to perspective taking. • Discover your own strengths/needs and potential child/family outcomes related to the four strategies of perspective-taking. 	<p>Reflection:</p> <ul style="list-style-type: none"> ✓ <u>Curiosity</u>: Remains open and curious ✓ <u>Contemplation</u>: Regularly examines own thoughts, feelings, strengths, and growth areas; discusses issues, concerns, actions to take with supervisor, consultants, or peers ✓ <u>Professional/personal development</u>: consults regularly with supervisor, 	<p>1 hour session, 1 hour home visit focus time, 1 hour reflection with mentor coach= 3 hours total</p>

	<p>Key Terms Self-reflection: A process of thinking about your history in terms of origins, life experiences, and values as the basis for gaining insight into your reactions to early intervention experiences. Origins: Your roots - what you were born into and grew up with through adolescence. Life experiences: The opportunities and episodes that have formed your life during adulthood. Values: Principles that shape your core beliefs and guide your life. Application family: Is the family who you will identify for the purpose of applying the strategies that you learn in the modules. This family should be one who you regularly serve and with whom you would like to develop a deeper trusting partnership.</p>	<p>consultants, peers to understand own capacities and needs, as well as the capacities and needs of families and keeps-up-to-date on current and future trends in child development and relationship-focused practices.</p>	
<p>Session 1.4 Empathetic Listening</p>	<ul style="list-style-type: none"> • Describe five empathetic listening strategies including (1) encouraging, (2) paraphrasing, (3) questioning, (4) summarizing, and (5) staying on track. • Observe videos of five empathetic listening strategies. • Practice five empathetic listening strategies on home visits. • Discover your own strengths/needs and child/family outcomes related to using the five empathetic listening strategies. <p>Key Terms: Close-ended questions typically begin with do, is, are, and when; close questions can be answered in a few words. Empathetic listening is listening with the intent of truly understanding what your communication partner has to say from your partner's point of view. Encouraging is using sounds, words, and/or movements to urge a communication partner to continue speaking. Listening involves utilizing a collection of skills that enable conversation partners to discuss their stories, problems, and/or concerns in a way that makes them feel as though they have been heard. Open-ended questions typically begin with who, what, when, where, and how; they cannot be answered in only a few words. Paraphrasing is repeating back the essence of a comment, conversation, and/or idea to check for understanding of what was said. Staying on track is using verbal and nonverbal communication, as well as</p>	<p>Working with Others:</p> <ul style="list-style-type: none"> ✓ <u>Supporting others/mentoring:</u> works with and responds to families and colleagues in a tactful and understanding way <p>Communicating:</p> <ul style="list-style-type: none"> ✓ <u>Speaking:</u> Communicates honestly, sensitively, and empathetically with families, using non-technical language 	<p>1 hour for session, 1 hour for home visit focus, 1 hour for reflection with mentor coach= 3 hours total</p>

	<p>environmental accommodations, to avoid distractions and keep focus with the conversation.</p> <p>Summarizing is capturing the essence of an entire conversation for communication partner.</p>		
<p>Session 1.5 Acknowledging Feelings</p>	<ul style="list-style-type: none"> • Describe five strategies related to acknowledging feelings which include (1) noticing and naming feelings; (2) responding to feelings; (3) validating feelings; (4) expressing care for the person; and (5) handling strong feelings. • Observe video examples of five strategies related to acknowledging feelings and expressing caring. • Practice five strategies based on acknowledging feelings and expressing caring. • Discover your own strengths/needs related to acknowledging feelings and expressing caring. <p>Key Terms: "Feeling" vocabulary: words that describe feelings or emotions. Naming the feeling: recognizing and labeling the feeling(s) in self and others. Feeling levels: the intensity of feeling ranging from mild, to moderate, to intense. Responding to the feeling: reflecting and verbalizing the feeling(s) being experienced and identifying the likely or possible source(s). Validating the feeling: stating in words that you understand the feeling from the other's perspective. Expressing care: demonstrating your concern and care for the person, verbally or non-verbally, without minimizing his or her experience or prematurely reassuring the person. Handling strong feelings: responding to challenging feelings such as anger, agitation, and fear with empathy and calm so as to decrease the intensity of the feeling.</p>	<p>Working with Others:</p> <ul style="list-style-type: none"> ✓ <u>Empathy & Compassion</u>= Provides emotional support to parents/caregivers and children when sad, distressed, etc. <p>Direct Service Skills:</p> <ul style="list-style-type: none"> ✓ <u>Responding with empathy</u>= Effectively implements relationship-focused, therapeutic parent-infant/very young child interactions that enhance the capacities of parents and infants/young children. <p>Reflection:</p> <ul style="list-style-type: none"> ✓ <u>Emotional response</u>= seeks a high degree of agreement between self-perceptions and the way others perceive him/her 	<p>1 hours for session, 1 hour for home visit focus, 1 hour for reflection with mentor= 3 hours</p>
<p>Session 1.6: Using Digital Communication</p>	<ul style="list-style-type: none"> • Distinguish between <u>digital natives</u> and <u>digital immigrants</u>. • Describe special considerations related to <u>confidentiality</u> and <u>professional boundaries</u> as they pertain to digital communication. 	<p>Law, Regulation, & Agency Policy:</p> <ul style="list-style-type: none"> ✓ <u>Ethical practice</u>: exchange complete and unbiased information in a supportive 	<p>1 hour session, 1 hour reflection with</p>

<ul style="list-style-type: none"> • Describe how "<u>googling</u>" influences practitioner-family communication. • Describe digital communication strategies including (1) using email, (2) using <u>texting</u>, (3) using <u>Facebook</u>, and (4) using <u>videoconferencing</u>. • Observe examples of four strategies related to digital communication. • Practice four strategies related to digital communication. • Discover your own strengths/needs and family/child outcomes related to four strategies of digital communication. <p>Key Terms</p> <p>Confidentiality: Refers to the legal and ethical necessity of practitioners keeping information that they learn about families private and only sharing this information with the written informed consent of parents.</p> <p>Digital communication: Electronic transmission of information through text, voice, and/or video that has been encoded digitally for storage and processing on computers.</p> <p>Digital divide: People in lower-income situations not being able to afford technology, and poorly funded schools not being able to offer regular use of technology to their students.</p> <p>Digital immigrant: People who did not grow up with technology and had to learn how to use it as adults.</p> <p>Digital native: people who have grown up with technology and have used technology for as long as they can remember.</p> <p>Dual relationships: Instances in which practitioners and families have more than one relationship with each other - professional, social, and/or business; primarily refers to situations in which practitioners and families are friends outside of their early intervention relationship.</p> <p>Email : A system for individuals to communicate with each other by sending messages between computers.</p> <p>Facebook: A top-tier social-networking service that enables users to communicate with friends and family, as well as join networks related to their interests.</p> <p>Google: Refers to the internet search engine and is a verb utilized in reference to conducting an internet search.</p>	<p>manner with families and other team member.</p> <ul style="list-style-type: none"> ✓ <u>Agency policy:</u> maintains appropriate personal boundaries with infants/very young children and families served, as established by the employing agency. <p>Communicating:</p> <ul style="list-style-type: none"> ✓ <u>Writing:</u> Communicated honestly, sensitively, and empathetically with families, using non-technical language and writes clearly, concisely, and with the appropriate style in creating notes, reports, and correspondence 	<p>mentor, 1 hour action plan and home visit focus= 3 hours</p>
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	<p>Professional boundaries: Refers to the distance, rules, and limits that are considered to be appropriate concerning the relationship of professionals and clients.</p> <p>Skype: Web-conferencing technology uses to communicate with one another in a time and cost-effective way.</p> <p>Smartphone: A device that combines a cell phone with a computer that offers Internet access, email capability, and texting.</p> <p>Social networking: An online site that enables participants to have social interactions with others who typically share backgrounds, interests, and social relationships.</p> <p>Texting: Sending messages, images, video, and audio between two or more mobile phones or other portable devices using a phone network.</p> <p>Twitter: A communication option through social networking in which messages of up to 140 characters can be posted.</p> <p>Virtual home visit: Using videoconferencing to connect parents and practitioners through the Internet as contrasted to having real time home visits.</p>		
Session 1.7 Summary for Module 1	<ul style="list-style-type: none"> • Review of above modules 		
<u>Module 2</u>	<u>Early Years Module 2: Evidence-Based Decision Making</u>		
Session 2.1 Overview of Evidence- Based Decision Making	<ul style="list-style-type: none"> • Describe the connection of the Early Years mission with the Early Years pathway. • Identify and describe the major elements of evidence-based practice, and relate the evidence-based practice framework with the Early Years mission and the Early Years Pathway. • Explain the relationship of evidence-based decision making to your learning in Module 1: Empathetic Communication. <p>Key Terms Child outcomes: the continual process of change in development in which children master tasks within cognitive, physical, communication, social-emotional, and adaptive developmental domains.</p>	<p>Thinking:</p> <ul style="list-style-type: none"> ✓ Analyzing information: sees and can explain the “big picture” when analyzing situations and sees and can explain the interactions of multiple factors and perspectives. 	1 hour

	<p>Early Years Pathway: a visual depiction of the Early Years approach, showing the critical elements of empathetic communication and evidence-based practice within home and community settings.</p> <p>Evidence-based decision making: brings together ethics, policy, research, and experience-based knowledge.</p> <p>Experience-based knowledge: the "know-how" acquired over extended time through sustained learning opportunities and reflection in order to learn from one's multiple successes and setbacks.</p> <p>Family quality of life: encompasses the extent to which families' needs are met, family members enjoy their life together, and family members have a chance to do the things that are important to them.</p> <p>Research: the best available studies that are rigorous, systematic, and objective in situations in which the body of research does not fully meet the CEC standards related to evidence base practice.</p> <p>Transformative learning theory: involves an active process of developing expertise for engaging in self-reflection about your core beliefs, exploring differences between your core beliefs and the core beliefs of others through trusting partnerships, taking action on the insight that you derive in melding perspectives, and critically assessing the outcomes of your actions.</p>		
<p>Session 2.2 Ethical Guidelines</p>	<ul style="list-style-type: none"> • Describe the Early Years ethical guidelines of family as foundation, dignity, and community. • Observe video discussions and audio clips of how the three ethical guidelines are embedded in to early intervention practice to yield positive family and child outcomes. • Practice applying the concept of ethical guidelines within real scenarios. • Discover how ethical guidelines can be beneficial in your practice. <p>Key Terms Ethics: the principles of "right" or "wrong" and how these principles are put into practice.</p>	<p>Systems Expertise: ✓ <u>Community resources:</u> assists families to anticipate, obtain, and advocate for concrete needs and other services from public agencies and community resources, makes families and services providers/agencies aware of community resources available to families, and actively seeks resources to address infant/very young children and family needs</p> <p>Thinking:</p>	<p>1 hour per session, 1 hour focus on practice, and 1 hour mentor reflection= 3 hours</p>

	<p>Ethical guidelines: three permeating principles for practitioners to use in determining what is "right" and "wrong" in terms of professional practice- dignity, family as foundation, and community.</p> <p>Family as foundation: an ethical guideline that is based on the fact that the family is the core unit of society. Families are the first, most enduring, and most important entity to which children with special needs relate.</p> <p>Dignity: an ethical guideline which means treating others with respect and esteem even in situations in which there are significant clashes in values and actions.</p> <p>Community: an ethical guideline which refers to the right to be part of a greater social whole with recognition of being a full citizen of society at all levels.</p>	<p>✓ <u>Exercising sound judgement:</u> Generates new insights and workable solutions to issues related to effective relationship-focused, family centered care and defines, creates a sequence for, and priorities tasks necessary to perform role and meet the needs of families</p> <p>Direct Service Skills:</p> <p>✓ <u>Advocacy=</u> Promotes parental competence in: facing challenges, advocating on behalf of themselves and their children, resolving crises and reducing the likelihood of future crises, and solving problems of basic needs and familial conflict.</p>	
<p>Session 2.3: Policy Concepts</p>	<ul style="list-style-type: none"> • Describe the Early Years ten Early Years policy concepts. • Observe video discussions and audio clips of how the policy concepts are embedded in to early intervention practice to yield positive family and child outcomes. • Practice applying policy concepts within real scenarios. • Discover how policy concepts can be beneficial in your practice. <p>Key Terms</p> <p>Comprehensive Evaluation and Individualized Family Assessment: assures families that eligibility decisions are based on the child as a "whole" and that assessment is focused on the needs of the "whole" family.</p> <p>Confidentiality: assures a families' right to protect information about their family.</p>	<p>Law, Regulation, & Agency Policy:</p> <p>✓ <u>Government, law, & regulation:</u> accurately and clearly explains the provisions and requirements of federal, state and local laws affecting infant/very young children and families to families and other service providers working with the family</p> <p>Theoretical Foundations:</p>	<p>1 hour per session, 1 hour focus on practice, and 1 hour mentor reflection= 3 hours</p>

	<p>Dispute resolution options: assure that parents have a voice when they believe their rights are not being protected by the local program.</p> <p>Family capacity development: encompasses enhancing all family members' abilities to meet the special needs of the infant or toddler, as well as the special needs of the family as those needs relate to the infant or toddler's disability. This assures a right to services that will lead to positive child and family outcomes.</p> <p>Family Decision Making: assures that families make decisions about their own family life and have those decisions honored by others. Family Decision Making recognizes that families are the ultimate decision makers related to services for their child and family.</p> <p>Individualized services: encompass providing services that are personally tailored to both children and families.</p> <p>Natural environment: refers to children with disabilities participating in home and community settings in which children without disabilities participate. This includes the daily activities of their families; and it also encompasses children and families participating in the typical activities of their community that align with their preferences.</p> <p>Partnership: two or more parties being trusted allies in making and implementing wise decisions. Partnership in Part C is reflected in the shared responsibility and decision making power that occurs when families and practitioners work together. Autonomy is reflected in partnership in that the ultimate decision a family can make is to decline or accept services and/or request mediation or due process.</p> <p>Policy Concepts: core concepts of disability policy at the early childhood level including confidentiality, family decision-making, partnership, comprehensive evaluation and individualized family assessment, family capacity development, individualized services, natural environment, transition, service coordination, and dispute resolution.</p> <p>Service Coordination Service coordination involves partnering with families to ensure comprehensive braiding of services and supports to address fully child and family needs in order to accomplish desired outcomes.</p> <p>Transition involves supporting families during a move from Part C early intervention services or to other appropriate services at age three.</p>	<p>✓ <u>Infant/very young child & family-centered practice:</u> Supports and reinforces each parent’s strengths, emerging parenting competencies, and positive parent-infant/very young children interactions and relationship.</p> <p>✓ <u>Family relationships & dynamics:</u> Helps parents to : “see” the infant/ very young child as a person, as well as all the factors that constitute effective parent with their child. Derive pleasure from daily activities with their child.</p>	
<p>Session 2.4: Research and Experience-based Knowledge</p>	<ul style="list-style-type: none"> • Describe several sub-components of the EBDM process - research, experience-based knowledge, evidence-based principles, and specific policy requirements— and describe the overall EBDM model. 	<p>Working with Others:</p> <p>✓ <u>Building & maintaining relationships:</u> Encourages parents to share with other parents. Builds and</p>	<p>1 hour per session, 1 hour focus on practice, and 1 hour</p>

	<ul style="list-style-type: none"> • Observe video discussions and audio clips of how the research, experience-based knowledge, evidence-based principles, and specific policy requirements are embedded in to early intervention practice to yield positive family and child outcomes. • Practice applying the EBDM process within real scenarios. • Discover how EBDM can be beneficial in your practice. <p>Key Terms</p> <p>Best available research : research that is the most credible in terms of being rigorous, systematic, and objective in situations in which the body of research does not fully meet the CEC standards related to evidence base practice.</p> <p>Evidence-based decision making: brings together ethics, policy, research, and experience-based knowledge.</p> <p>Evidence-based principles: refer to seven principles developed by a work group convened by NECTAC for the purpose of providing guidelines to the field on providing early intervention in natural settings.</p> <p>Specific policy requirements : detailed regulations and guidance to implement policy concepts such as legislative statues/regulations, SPP/APR requirements, professional organization policies, and local/state policy.</p> <p>State Performance Plan (SPP) : the plan that every state must submit to U.S. Department of Education <u>O</u>ffice of <u>S</u>pecial <u>E</u>ducation <u>P</u>rograms (OSEP) documenting state accountability to IDEA. There are specific indicators that state Part C early intervention programs report. These indicators are related to compliance (e.g., meeting timelines, service in natural environments) and results (the child and family outcomes covered in Session 1).</p>	<p>maintains effective interpersonal relationship with families and professional colleagues by: respecting and promoting and decision-making authority of families, understanding and respecting the beliefs and practices of the family’s culture, following the parents lead, following through consistently on commitments and promises, and providing regular communications and updates.</p> <p>Theoretical Foundations:</p> <ul style="list-style-type: none"> ✓ <u>Cultural competence:</u> Applies understanding of cultural competence to communicate effectively, establish positive relationships with families and demonstrate respect for the uniqueness of each client family’s culture. <p>Systems Expertise:</p> <ul style="list-style-type: none"> ✓ <u>Service delivery systems:</u> Works collaboratively with and makes referrals to other service agencies to ensure that the children and family receives services for which they are 	<p>mentor reflection= 3 hours</p>
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	<p>Annual Performance Report (APR) : the report that updates the State Performance Plan for the federal governing office, the Office of Special Education Programs.</p> <p>Experience-based knowledge: the "know-how" acquired over extended time through sustained learning opportunities and reflection in order to learn from one's multiple successes and setbacks.</p> <p>ECTA: The Early Childhood Technical Assistance Center is a program of the FPG Child Development Institute, located at the University of North Carolina at Chapel Hill and funded by the Office of Special Education Programs within the U.S. Department of Education. ECTA's mission is to improve state early intervention and early childhood special education service systems, increase the implementation of effective practices, and enhance the outcomes of these programs for young children and their families. * Note: The National Early Childhood Technical Assistance Center (NECTAC) preceded ECTA. Some resources will have NECTAC as the author. These resources can now be found on the ECTA website.</p>	eligible and that the services are coordinated.	
Session 2.5: Summary for Module 2	<ul style="list-style-type: none"> Review of above modules 		
Module 3:	<u>Service Coordination</u>		
Session 3.1: Overview of Service Coordination	<ul style="list-style-type: none"> Define service coordination according to Part C of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Align service coordination with ethical guidelines and policy concepts. Compare and contrast three models of early intervention and summarize research findings. Identify the intended outcomes of service coordination. 	Theoretical Foundations: <ul style="list-style-type: none"> ✓ <u>Attachment, separations, trauma, grief, & loss:</u> Shares with family's realistic expectations for the development of their infants/very young children and strategies that support those expectations. ✓ <u>Disorders of infancy and early childhood:</u> 	1 hour per session, 1 hour focus on practice, and 1 hour mentor reflection= 3 hours

	<ul style="list-style-type: none"> • Describe how service coordination connects with the foundational steps in the Kansas Early Years Path. • Identify resources available from the Research and Training Center on Service Coordination. • Explain how service coordination is covered in Kansas Early Years in terms of the sessions in this module and the incorporation of service coordination in other modules. 	<p>Recognizes risks and disorders of infancy/early childhood conditions that require the assistance of other professionals form health, mental health, education, and child welfare systems.</p>	
<p>Session 3.2: Promises to Families</p>	<ul style="list-style-type: none"> • Describe strategies for keeping promises to families in context of the ten policy concepts. • Observe videos of examples of strategies for keeping promises. • Practice for this session will happen in 3.4: <i>First Contacts in Early Intervention</i> • Discover for this session will happen in 3.4 <i>First Contacts in Early Intervention</i> • Ten strategies that will strengthen knowledge of and commitment to keeping promises to family. 	<p>Law, Regulation, & Agency Policy:</p> <ul style="list-style-type: none"> ✓ <u>Government, Law, & Regulation</u>: Personally works within the requirements of: Federal and state law, Agency policies and practices, and Professional code of conduct <p>Working with Others:</p> <ul style="list-style-type: none"> ✓ <u>Resolving Conflict</u>: Assist families to develop the skills they need to become their own advocates ✓ <u>Collaborating</u>: Collaborates and shares information with staff of child care, foster care, community-based programs, and other service agencies to ensure effective coordinated services. 	<p>1 hour per session, 1 hour focus on practice, and 1 hour mentor reflection= 3 hours</p>

<p>Session 3.3: First Contacts in Early Intervention</p>	<ul style="list-style-type: none"> • Describe two of the four strategies related to first contacts in early intervention, including welcoming families into the program and explaining the early intervention program. • Observe video examples of strategies related to the first contacts of early intervention. • Practice the strategies related to the first contacts of early intervention (Session 3.4). • Discover your own strengths/challenges and potential child/family outcomes related to the strategies of first contacts of early intervention covered in this session. • Welcoming families into the program (Session 3.3) • Explaining the early intervention program (Session 3.3) 	<p>Direct Service Skills:</p> <ul style="list-style-type: none"> ✓ <u>Screening & assessment</u>: Formally and informally observes the parents or caregivers and infant/very young child to understand the nature of their relationship, developmental strengths, and capacities for change 	<p>1 hour per session, 1 hour focus on practice, and 1 hour mentor reflection= 3 hours</p>
<p>Session 3.4: <u>The Early Intervention Program</u></p>	<ul style="list-style-type: none"> • Describe the final two strategies related to explaining the early intervention program, including, introducing the promises to families, explaining the process from intake to IFSP implementation; and informing families of the availability of family support and advocacy services. • Observe video examples of strategies related to the first contacts of early intervention. • Practice strategies related to the first contacts of early intervention. • Discover your own strengths/challenges and potential child/family outcomes related to the strategies of first contacts of early intervention. • Introducing the promises to families (Session 3.4) 	<p>Direct Service Skills:</p> <ul style="list-style-type: none"> ✓ <u>Advocacy</u> ✓ <u>Lifeskills</u> ✓ <u>Safety</u> 	<p>1 hour per session, 1 hour focus on practice, and 1 hour mentor reflection= 3 hours</p>

	<ul style="list-style-type: none">• Informing families of the availability of family support and advocacy services (Session 3.4)		
<u>Session 3.5:</u> <u>Module 3</u> <u>Summary</u>	<ul style="list-style-type: none">• Review of above modules		