



SS-OO-PP-RR Self-Reflection Tool for Dedicated Service Coordinators

This self-reflection tool may be used to plan visits, during the visit to guide interactions with families, or as a way to self-reflect on your practice. The “R” notations after each item align with the [11 responsibilities](#) of Service Coordinators from Iowa Early ACCESS Rules.

Name of provider and family initials _____

Date of visit _____

Setting the Stage for Early Intervention	Yes	Not Yet	N/A
1. Gathers updates on child and family - listens and encourages caregiver reflection (R7, R8)			
SC Reviews the family’s priorities for early intervention and follows up on referrals (R2, R6, R7, R8)			
SC gathers updates on outside services (i.e. doctor’s appointments, private therapy, etc.; R3, R7)			
2. Shares information related to development and family interests - connects learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources (R2, R3, R5)			
Observation and Opportunities to Support Early Intervention Practices	Yes	Not Yet	N/A
3. Observes caregiver child interaction in routines - provides feedback and builds on dyad strengths and the child’s development and learning related to EI (R2, R8)			
4. Asks caregiver to describe how early intervention services are supporting their child’s participation in family routines and activities and supports EI plan (R7, R8)			
SC Asks caregiver how the provider supports his or her learning, listens to responses, and encourages reflection and problem solving (R7, R8)			
Problem Solving, Reflection, and Planning	Yes	Not Yet	N/A
5. Follows up on family concerns by engaging in problem solving discussions to build caregiver capacity and encourage decision making (R7, R8)			
Problem solves with the caregiver about appropriate intervention strategies to embed - coaches caregiver on evidence based interventions for identified targets and routines (R7, R8)			
6. Offers the caregiver a chance to ask questions about early intervention services, funding for services, and their rights (R1, R9)			
a. Help families understand funding of Early ACCESS services, for			

Distance Mentoring Model is a project within The Communication and Early Childhood Research and Practice Center (CEC-RAP).

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example, the role of Medicaid, private insurance, and no cost to families (<i>R10</i>)			
7. Asks the caregiver what they are learning to do with their child, listens to responses and encourages reflection and problem solving to build capacity (<i>R7, R8</i>)			
SC plans and coordinates assessments, IFSP reviews, referrals, or transition meetings as needed <i>a. Support communication among team members (R4, R5, R11)</i>			

For items that were marked “Not Yet”, what are next steps to address these items?

Additional Notes/Comments: