

SS-OO-PP-RR Self-Reflection Tool for Dual Role Service Coordinator/Early Intervention Provider

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.

Provider name: _____ Family initials: _____ Date of visit: _____

Setting the Stage for Early Intervention	Comments
1a. Gathers updates on child and family - <i>listens and encourages caregiver reflection (R7, R8)</i>	
SC reviews the family’s priorities for early intervention and follows up on referrals <i>(R2, R6, R7, R8)</i>	
SC gathers updates on outside services (i.e., doctor’s appointments, private therapy, etc.) <i>(R3, R7)</i>	
2. Asks caregiver to update intervention implementation since last visit (or contact) - <i>listens, encourages caregiver reflection and sets up problem solving as needed (R7, R8)</i>	
3. Shares information related to development and family interests - <i>connects learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources (R2, R3, R5)</i>	
4. Clarifies session targets, strategies, and routines jointly - <i>facilitates caregiver participation and decision making in the discussion (R2, R5, R7, R8)</i>	
Observation and Opportunities to Embed	Comments
5. Observes caregiver-child interaction in routines - <i>provides feedback and builds on dyad strengths (R2, R8)</i>	
6. Uses coaching strategies, matched to caregiver and child behaviors as caregiver embeds intervention in routine - <i>scaffolds and repeats to build competence and confidence (R7, R8)</i> <u>This indicator is repeated multiple times in 2 or more different routine categories</u>	
7. Provides general and specific feedback on caregiver and child behaviors and interactions - <i>teaches and encourages caregiver to participate (R7, R8)</i> <u>This indicator is repeated multiple times throughout the session using both general and specific feedback for child and caregiver</u>	

Problem Solving and Planning	Comments
8. Problem solves with the caregiver about appropriate intervention strategies to embed - <i>coaches caregiver on evidence-based interventions for identified targets and routines (R7, R8)</i>	
9. Supports caregiver to identify opportunities for practice in additional contexts/routines - <i>plans when, where, how to embed (R7, R8)</i>	
Reflection and Review	Comments
10. Asks questions, comments to promote caregiver reflection and review of a routine or the session - <i>identifies what works for caregiver and child (R7, R8)</i>	
11. Asks caregiver to describe how early intervention services are supporting their child’s participation in family routines and activities and supports EI plan <i>(R7, R8)</i>	
12. SC asks caregiver how the provider supports his or her learning, listens to responses, and encourages reflection and problem solving <i>(R7, R8)</i>	
13. Engages caregiver to lead development of a “best plan of action” for embedding intervention in multiple routines and activities throughout the day - <i>facilitates caregiver leadership and decision making (R5, R7, R8)</i>	
14. Offers the caregiver a chance to ask questions about early intervention services, funding for services, and their rights <i>(R1, R9)</i> a. Help families understand funding of Early ACCESS services, for example, the role of Medicaid, private insurance, and no cost to families <i>(R10)</i>	
SC plans and coordinates assessments, IFSP reviews, referrals, or transition meetings as needed a. Support communication among team members <i>(R4, R5, R11)</i>	

Additional Notes/Comments: