



Specialized Skills Training Workbook

EIS/Supervisor Checklist

This form can be used to track the sections completed in the SST workbook and provide a platform for discussions with your supervisor around any questions you may have or knowledge and ideas you have acquired and plan to incorporate into your service delivery. You may find videos, articles and podcasts within the tip sheets to enhance your learning or professional development. This document can serve as a place to track CPEs, a supervisor can date and initial in each section. All or portions of the SST workbook may be reviewed. This should be based on determined need for further support when delivering services.

<p>Brain Development</p> <p>After visiting the “brain map” on the Zero to Three website, what are two things you thought about in relation to working with infants and toddlers?</p> <p>Date/Initial: _____</p>	<p>Cognitive Processes</p> <p>After viewing the Ready Nation website, what are a few tools you have gathered to comfortably talk to families about SST?</p> <p>Date/Initial: _____</p>
<p>Social and Emotional Development</p> <p>From these resources, identify one to support your understanding of the importance of social and emotional development skills and how to enhance the caregiver/child relationship. With your supervisor share how you will support a family with ages and stages and/or how this will tie into coaching.</p> <p>Date/Initial: _____</p>	<p>Scaffolding</p> <p>Have you heard of the term “scaffolding” before? If so, where and how was it applied?</p> <p>As stated on the tip sheet, from either of the two modules identify a new strategy you could use during a home visit.</p> <p>Date/Initial: _____</p>

<p>Service Delivery/Specialized Skills Training (SST)</p> <p>From the Coaching Tips and Techniques sheet think about two new ways you can demonstrate coaching when working with families.</p> <p>Date/Initial: _____</p>	<p>Challenging Behavior</p> <p>From the chart, think about any families you work with and ways you can coach and support them and their child’s development. Share with your supervisor.</p> <p>Date/Initial: _____</p>
<p>Challenging Behavior Resources</p> <p>After completing the chart and viewing the modules discuss with your supervisor. Have any of these situations already occurred?</p> <p>Did you respond in a way where a dialogue was able to be established?</p> <p>Date/Initial: _____</p>	<p>Developmental Strategies and Activities: Birth - 12 months</p> <p>From the Activity Analysis, find three everyday activities that cross developmental domains? How will you use these with the families?</p> <p>Date/Initial: _____</p>
<p>Developmental Strategies and Activities: 12 – 24 months</p> <p>From the Activity Analysis, find three everyday activities that cross developmental domains? How will you use these with the families?</p> <p>Date/Initial: _____</p>	<p>Developmental Strategies and Activities: 24-36 months</p> <p>From the Activity Analysis, find three everyday activities that cross developmental domains? How will you use these with the families?</p> <p>Date/Initial: _____</p>
<p>Global Child Outcomes and IFSP Goals</p> <p>Outcomes can be referred to in what two ways?</p> <p>Date/Initial: _____</p>	<p>Family Outcomes</p> <p>Date/Initial: _____</p>

<p>Transition and School Readiness</p> <p>From previous tip sheets, what are some ways you can support parents during transition?</p> <p>If you have had a change/transition in your life, what were some things you did to help with the preparation of the next step?</p> <p>Date/Initial: _____</p>	<p>Specialized Skills Training (SST) Progress Note</p> <p>How can you document a skilled activity?</p> <p>What components must be in a progress note?</p> <p>Date/Initial: _____</p>
<p>Documentation of SST</p> <p>Why is documentation important?</p> <p>How is documentation connected to state rule?</p> <p>Date/Initial: _____</p>	

Please use supervision to discuss any additional key points acquired in each section of these tip sheets. This will add to your professional development and allow reflection upon current practices in the field.