

Early Intervention Teaming Tidbits



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The purpose of this Learner’s Guide is to be a companion tool for facilitators supporting individuals completing the Universal Online Part C EI Curriculum **Teaming Tidbits**. The **Teaming Tidbits** provide challenges, scenarios, and resources to support quality teaming behaviors. Quality teaming was first introduced in the [Foundational Pillars of Early Intervention Modules](#).

Foundational Pillars of Early Intervention – Quality Teaming Behaviors



Teaming Tidbits

Understanding Team Purpose

Share Common Tasks and Understand Unique Roles

Help One Another Learn and Grow

Value and Respect One Another

Communicate Openly and Honestly

Teaming Tidbits Background

The Early Intervention Teaming Tidbits series are developed by an international workgroup that formed out of the Early Intervention-Early Childhood Professional Development Community of Practice (EI-EC-PD-CoP). Members of the workgroup have extensive experience developing and delivering early intervention training. These five modules are part of a Universal Online Part C Early Intervention Curriculum that may be used to support quality early intervention practices.

The Teaming Tidbits include five modules that cover topical areas related to quality teaming practices in early intervention. The Tidbits are available in two formats:

1) Self-paced asynchronous online format developed in Articulate; and 2) PowerPoint presentation with slide notes illustrating key aspects of the different Tidbits.

The information in these Tidbits are applicable to every Part C program. Trainers may choose to insert state specific information in the PowerPoint presentation or may want to use state specific information as extension activities. The Tidbits can be viewed by an individual or a group of participants. Although the Tidbits are designed to be viewed online, trainers may choose to use the PowerPoint without the recorded audio to present the modules in a face-to-face or webinar format using the slide notes.

The Tidbits and their content may be used without charge for instructional purposes but may not be used for commercial gain. Facilitators may choose to use all or part of the presentation.






Whether you choose to use all or part of the presentation, you must credit the work in the following manner:

**Early Intervention-Early Childhood Professional Development Community of Practice. (2020).
Teaming Tidbits. Retrieved from: <https://tinyurl.com/universalEITeamingTidbits>**

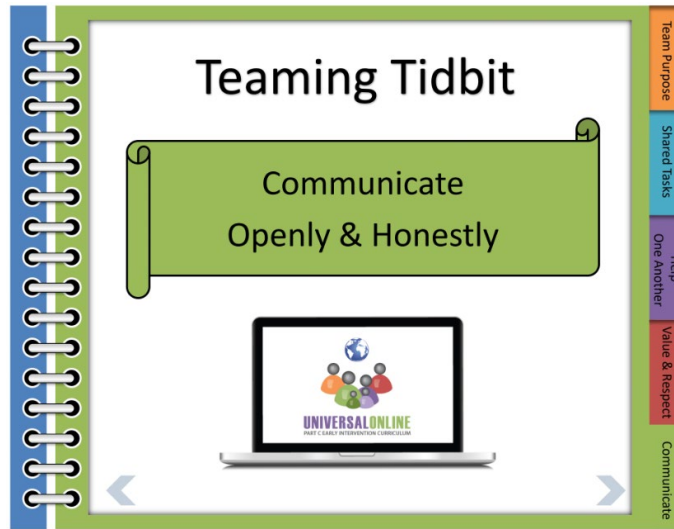
Citation of the work should not suggest that the developers of the Universal Online Part C Early Intervention Curriculum endorse you or your use of the work.

Learner's Guide Overview

This Learner's Guide is a tool to support early intervention personnel as they participate in training activities. The guide is intended to be used in conjunction with the online "Teaming Tidbit" modules. It is not a "stand alone" resource for distribution. It includes a general outline of content covered within each Tidbit, space to take notes as you follow along, "optional" reflection activities, "Learner's Guide" reflection activities, things to consider as it relates to teaming challenges presented, and additional resources and references.

	<p>General content and a place to take notes</p>
	<p>Optional reflective activity suggested in the Tidbit</p>
 <p>Learner's Guide</p>	<p>Learner's Guide reflection activity</p>
	<p>Things to Consider</p>
	<p>Resources</p>

Learner's Guide



Communication is important because...



Although we know it is important to communicate with our team members, it can be challenging. Why do you think communication is challenging?



What does open and honest communication look like to you?

Teaming Challenge – Scenario 1:

Jessica, a special instructor, and Elijah, a physical therapist, are both working with Tommy, a two-year-old. Jessica and Elijah have not spent much time working together as they both work towards an IFSP outcome related to Tommy's ability to climb stairs independently.

On a recent visit, Tommy's mother reported to Jessica that Elijah left a plastic step and would like Tommy to practice on this step 10 times per day. Tommy's mother questioned why she couldn't practice on the actual steps in the home. Jessica also has questions and concerns about this recommendation and doesn't know how to communicate this with Elijah since they don't know each other well.



Learner's Guide

Uh oh! Has this ever happened to you? Have you ever had to engage in conversation with someone about their practices who you don't know well? How might you communicate in an open and honest way to address your concerns?



Things to Consider:

- **Before the conversation:**
 - Make time to get to know the other person to build trust and rapport.
 - Clarify what it is you want to discuss and schedule a time to meet.
 - Plan for how and where the meeting can happen and who should be present.
 - Consider what materials you will need to effectively communicate such as checklists, DEC Recommended Practices, etc.
- **During the conversation:**
 - Establish a safe and welcoming climate in which a discussion can occur.
 - Be a good listener and consider your non-verbal language including body language.
 - Ask questions to better understand your team member and the practices they use.
 - Share concerns, perspectives, and resources and consider how they support IFSP outcomes.
 - Discuss and problem-solve solutions.
- **After the conversation:**
 - Reflect on what went well and ways you can improve your communication.
 - Follow up on any activities you committed to complete.
 - Send a thank you note to the team member(s) who took time to participate.
 - Identify ways you might continue to build trust and rapport.



Resources to Explore: All resources for the Teaming Tidbits can be found here <https://tinyurl.com/EITeamingTidbitResources>

- How to improve Team Communication the Ultimate Guide which is helpful resource for teams as a whole
- The five stages of team development: A case study
- Collaboration and Teamwork with Families and Professionals (book chapter)

Teaming Challenge – Scenario 2:

Patrick is facing a challenging situation as he tries to figure out the best way to communicate and connect with a family he has been working with for a few months. Over the last few months, the family has cancelled their visits more than they have kept them and for the last three visits he has arrived only to find no one home. When he calls to confirm or reschedule, the family is apologetic and has a valid reason for missing the appointment. Patrick isn't sure the best way to communicate the expectations and shared responsibilities of a home visit.



Learner's Guide

Uh oh! Has this ever happened to you? What would you do if a family was not at their home for three visits in a row when you arrive? How do you use open and honest communication to determine what the problem may be?



Things to Consider:

- ✓ Each family is unique. Life events and family priorities are fluid and may impact a family's participation in early intervention.
- ✓ In this scenario is it important to consider what might be the reason for the missed visits. Providers may want to personally reflect on what you know about this family.
 - Something may have changed in the family's life circumstances.
 - Other team members may be having similar experiences.
 - Perhaps Patrick said something during a previous visit that was difficult for the family.

Additional Suggestions:

When you are ready, it will be important to engage in a conversation with the family, over the phone or in person, using open ended questions to gain an understanding of what's happening. Questions you might ask of the family include:

- ✓ What are your current priorities and how do you see your participation in early intervention?
- ✓ What is different or has changed within the family's life?
- ✓ Are there other times, locations or routines that might work better for the visit?
- ✓ Are they interested in continuing to work with you as a provider?



Resources to Explore: All resources for the Teaming Tidbits can be found here
<https://tinyurl.com/EITeamingTidbitResources>

- Early Intervention Strategies for Success Blog
- The ECTA Center Teaming and Collaboration Practitioner Guide
- Promoting Family Engagement: Communicating with Families
- Do's and Don'ts of Effective Communication with Parents

References

- Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <https://www.dec-sped.org/dec-recommended-practices>).
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- Steen, M. (2020). The 6 phases of a difficult conversation: A strategy guide for teachers. Retrieved from <https://resilienteducator.com/classroom-resources/teachers-difficult-conversations-6-phases/>