

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>**

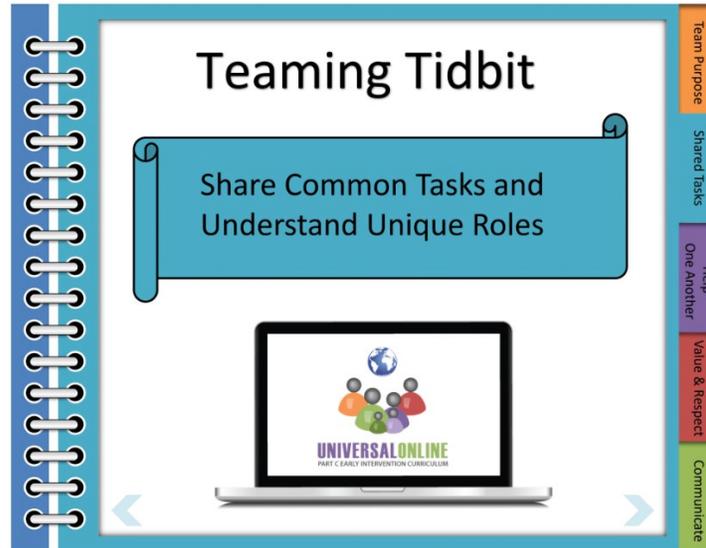
Citation of the work should not suggest that the developers of the Universal Online Part C Early Intervention Curriculum endorse you or your use of the work.

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



When working in Early Intervention we all have the same mission and common goal, to improve the lives of children and families by helping them to become active, successful participants throughout their lives in a variety of settings. To work together as a successful team, members must share their knowledge and expertise with one another. The Division for Early Childhood (DEC) Recommended Practices in Leadership, Family, and Teaming and Collaboration recognize the uniqueness team members bring to the relationship and the importance of sharing knowledge, expertise, and decisions with one another.



It is important for all team members to bring a unique perspective influenced by their experiences, culture, education, training, and ongoing professional development because...



What are the common tasks and unique roles of your team members that allow them to work efficiently together?



The assets I bring to the team are... I share my areas of expertise by...

Teaming Challenge – Scenario 1:

Johan is an early childhood educator seeking input from Will, an Occupational Therapist on the team, so they can work together on strategies related to an IFSP outcome. Johan would like to coordinate a time to meet Will at the family’s home so they can work together during one of their visits to address an outcome related to mealtime.

Will seems hesitant to help and says he doesn’t have time to meet and that he is focused on providing supports related to fine motor development. Johan feels that Will doesn’t understand the importance of sharing their unique expertise with one another so they can work together on common tasks, including IFSP outcomes.



Uh oh! There seems to be a misunderstanding about what are the shared tasks and importance of understanding the unique roles each person brings to the early intervention team. Has this ever happened to you? What would you say or do?



Things to Consider:

- ✓ Clarify the reasons you are seeking support
- ✓ Ask questions to better understand why your teammate is hesitant to engage in this shared task.
- ✓ If necessary, reflect with a supervisor or another team member and see how they may support your request.



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

- “Finding a common lens” article

Teaming Challenge – Scenario 2:

Mairead is working with Brett and his father, Michael, who is the primary caregiver. Mairead understands that children learn best when interacting with familiar caregivers during their routines (e.g. meal time, story time, etc.). When she arrives at her most recent visit, Brett’s father says “Oh look, your teacher is here. Go sit and play with her.” Brett grabs her hand and takes her into the other room and Michael excuses himself to the kitchen so he can do the dishes.



Uh oh! It seems like Michael has a different expectation or understanding of his role than Mairead does. What would you do in this situation? Has this ever happened to you? What did you say or do to help the parent better understand their role in early intervention?



Things to Consider:

- ✓ The family is the expert about their child
- ✓ Families share common team tasks too.
- ✓ If you find yourself in a situation like Mariead it would be important to pause and reflect on why the family member might have acted in this manner.
 - What conversations have you had with the family to clarify their role on the team?
 - How have you and other team members described EI to the family?
 - How have you explained what happens on an early intervention visit?
 - What do you know about the family's culture that may impact their participation?

Additional Suggestions: If something like this happens it may help to invite the family to join you and revisit conversations or resources related to:

- The important and unique expertise the family brings to the team,
- Natural environments and the family's role during a home visit
- Family priorities and the relevance of the IFSP outcomes and strategies to the family,
- Shared tasks families and providers work on together
- Family routines and the best time and place for the visits to occur where the family can actively participate.



Resources to Explore: All resources for the Teaming Tidbits can be found here:

<https://tinyurl.com/EITeamingTidbitResources>.

- The Family's Role in Early Intervention: How You Can Help Your Child
- Families are Full Team Members Checklist
- Participating on Your Child's Team
- Sharing What You Know with Your Team

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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