

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>**

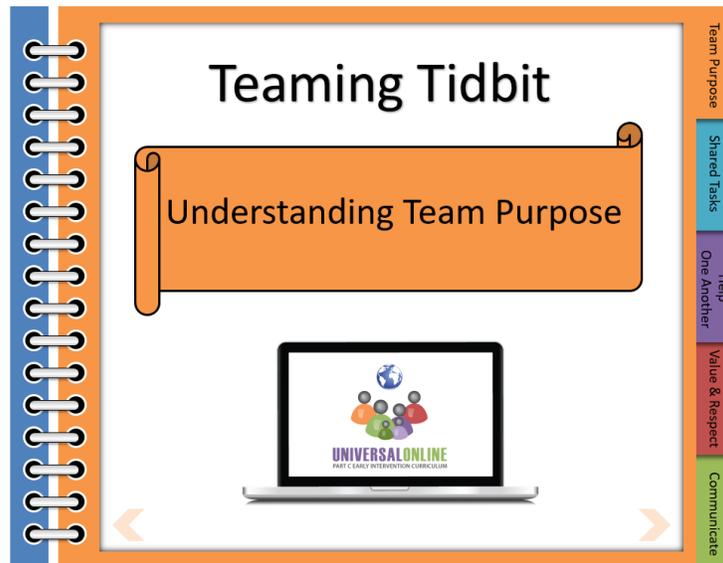
Citation of the work should not suggest that the developers of the Universal Online Part C Early Intervention Curriculum endorse you or your use of the work.

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



All members must understand that a team's purpose is to work together to support the EI program's mission and vision. The Division for Early Childhood (DEC) Recommended Practices on Leadership, Family, and Teaming and Collaboration acknowledge the importance of having a shared understanding.



It is important for all team members to understand the team's purpose because....



What is your program's stated purpose? Who can help you figure this out if you are not sure?



When there is a team member who doesn't believe in the team's purpose I...

Teaming Challenge – Scenario 1:

Claire is a certified teacher and a service coordinator. She has been providing special instruction and service coordination for three years. A new Physical Therapist, Susan, has joined Claire’s team. Susan attends an IFSP meeting with Claire as part of her initial training. Claire notices that Susan seems to be upset when the team discusses goals and strategies for the child and especially when the team plans services.

When Claire and Susan get back into the car, Claire asks if she is ok. Susan says, “I really wanted to work for the early intervention program because I love babies, but I can’t plan goals and offer strategies outside of the motor domain. I certainly can’t make recommendations for services that aren’t PT. This violates my PT license and goes against my professional ethics.”



Uh oh! Has this ever happened to you? What questions might you have for Susan? What types of support or resources could you offer her if she doesn’t understand how to carry out the team’s purpose?



Things to Consider:

- ✓ What makes her uncomfortable with this philosophy?
- ✓ What specific practices does she feel oppose her professional ethics and licensure?
- ✓ What did her training include?
- ✓ Has she ever seen this approach carried out by another PT?

Additional Suggestions:

1. Share examples of other IFSP outcomes and goals where motor activities are included across outcomes.
2. Suggest your team member shadow or find another more experienced provider in their professional discipline to observe how this is done in practice.
3. Watch and discuss Early Intervention – Changing the Mindset (<https://www.youtube.com/watch?v=jA6lOf9A298>) which is a short video that provides insights from practitioners who have evolved their practices.



Resources to Explore:

All resources for the Teaming Tidbits can be found here:

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

- Professional organization position statements
- Cross Disciplinary Competency Alignment Article
- Key Principles Crosswalk

Teaming Challenge – Scenario 2:

Kenneth, a service coordinator, is at an initial IFSP meeting for a family who is new to early childhood intervention. After developing the IFSP outcomes, the team moved to discussing the type, frequency, and intensity of services that are needed to support the family.

Kenneth asked Sheila and Tyson (the parents) what types of support they needed to help their son meet his IFSP outcomes. Tyson said, “Well, I thought we would be getting two times a week speech therapy and three times a week PT. That’s what our pediatrician said Tony needed. I have a copy of the prescription.”



Uh oh! Has this ever happened to you? What would you say to Sheila and Tyson in this situation? What resources could you offer them? What could you have done differently prior to the IFSP meeting?



Things to Consider:

- ✓ Acknowledge the family’s and physician’s perspective
- ✓ Remember the pediatrician is part of the team
- ✓ Share, explain and revisit mission and team purpose when families enter early intervention and throughout several points in time, including the IFSP meetings

Additional Suggestions:

1. Share and discuss a video: Early Intervention: A Routines-Based Approach- Part 1 (<https://www.youtube.com/watch?v=OpxGC6G0HMY>)
2. Review and discuss “Do the Math” (<http://tactics.fsu.edu/pdf/HandoutPDFs/TaCTICSHandouts/NaturalEnvironments/math.doc>) which helps explain how ongoing support to families increased the child’s practice throughout every day activities.
3. Identify, distribute, and review public relation materials that explain and illustrate the program’s mission and purpose.

References

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