



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



Value and respect are important because...



Although we know it is important to value one another, sometimes team members do not treat others with respect. Have you experienced challenges where a team member was not respecting you?



My team members demonstrate respect for one another by...

Teaming Challenge – Scenario 1:

Leona and Ushi are your fellow team members. Leona, a Speech Language Pathologist, has more than 15 years of experience in early intervention. Ushi, an Occupational Therapist, has worked within the school system for over 30 years and has been working in early intervention for nearly a year. Both are confident in their skills and abilities.

Leona has expressed concerns about Ushi to you and other team members. You've heard her complain that Ushi can't keep up with the pace, is too old, and doesn't have enough experience in early intervention. Ushi feels Leona doesn't like her but doesn't know why. She has shared that her portion of their team assessment report is always rewritten by Leona. The tension between Leona and Ushi is becoming noticeable during team meetings and you have concerns about how this may impact the family and the quality of the team.



Has this ever happened to you? What would you do if you were caught in the middle of two team members who were at odds?



Things to Consider:

- ✓ Listen objectively without taking sides.
- ✓ Share respectfully and honestly your feelings and concerns for how behaviors impact the team.
- ✓ Consult with a supervisor to support you as needed.
- ✓ Suggest your team members talk with a supervisor or team leader for support and solutions.
- ✓ Support and encourage both individuals as valuable members of your team.

Additional Suggestions:

- If your team has established “norms of collaboration” with regards to professionalism, respect, value, and team boundaries, share and refer to it.
- If your team has not already developed or articulated clear behaviors or norms you may want to explore the Seven Norms of Collaboration: A Supporting Toolkit. <https://tinyurl.com/EITeamingTidbitResources>



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

- Seven Norms of Collaboration: A Supporting Toolkit

Teaming Challenge – Scenario 2:

The Murdoch family includes triplets who were born at 27 weeks and were recently discharged from the NICU. The family has lots of questions about what to expect for their babies. They are still trying to figure out their new and challenging routine at home. Mrs. Murdoch is visibly tired and expresses her frustration with everything she is trying to manage with insurance bills, sleep schedules and the various services and supports being offered to their family at this time.

Candi plans for the assessments and upcoming Individualized Family Service (IFSP) meeting with the family. She feels she is the target of Mrs. Murdoch's frustrations. Candi is not sure what she is doing wrong and feels many of Mrs. Murdoch's comments show a lack of trust and respect towards her.



Has this every happened to you? Have you ever been in a situation like this where you just couldn't do anything right with a family? What would you do to establish respect and value in the family's eyes?



Things to Consider:

- ✓ Even if you have tried some of the suggested practices, remember that sometimes a team member may not always make a good fit with a family for a variety of reasons. If this happens, remind the family they can choose a different provider and give information they need to initiate this request.



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

<https://tinyurl.com/EITeamingTidbitResources>

- Family Centered Practices Checklist

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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