

Activity 4.1 Teaming and Collaboration – Voices from the Field



Questions and Considerations

1. According to Ruth Gallucci, why is it critical to involve general early childhood teachers in service delivery?
2. Judy Swett shared some strategies practitioners can use to facilitate active family engagement on the IFSP/IEP team. Describe two of these strategies.
3. What are three key considerations that Susan Hedges suggested for building connection with a family while working through an interpreter?
4. List three things Linda Wilson stated she does, as a program administrator, to facilitate community collaboration and local partnerships.
5. What are two tips Anderson White have, as a teacher, to collaborate with specialists coming into her classroom?

Possible Responses

1. You may have mentioned any of the following:
 - a. More children are being served in inclusive environments.
 - b. Children learn best when instruction is distributed throughout the day.
 - c. Embedded instruction on the part of the general early childhood teacher facilitates full participation of the child in all aspects of the curriculum.

2. You may have mentioned two of the following: Practitioners should
 - a. Be conscious of how you are developing and maintaining relationships to build trust and understanding.
 - b. Demonstrate that family member's views are respected and their input valued.
 - c. Ensure agreement and consistency in messaging and service delivery strategies across team members.
 - d. Be clear on program expectations and the service delivery model being used.

3. You may have mentioned three of the following:
 - a. Talk to the interpreter for at least a few minutes before seeing the family for a home visit to review the family's outcomes and to share what is included in a home visit
 - b. With the interpreter, come to an agreement on how the interpreting will be done
 - c. Consider the physical location or proximity of the interpreter to the family or child during the visit.

4. You may have listed two of the following:
 - a. Talk to others about written agency agreements
 - b. As a leader, it is important to know when to get out of the way and provide opportunities for others to strengthen relationships.
 - c. Budget for a classroom substitute so the teacher can attend a goal-planning meeting for a child.
 - d. Look beyond the typical partnering agencies--being open to new partnerships and considering a broader range of potential partners.
 - e. Take a systems approach--looking at your program mission and guiding principles, revisiting policies and procedures, prioritizing efforts and resources.

5. You may have listed two of the following:
 - a. To have open communication from the very beginning
 - b. Be open and flexible to new ideas and strategies
 - c. Be comfortable to ask questions
 - d. Be confident about your own expertise and experiences with the children.