

Handout 4.2 Teaming and Collaboration – Research Supporting DEC Recommended Practices



Note: This document does not include an exhaustive list of existing research studies on every recommended practice on teaming and collaboration, nor do all promising practices have a supporting body of rigorous research evidence. Citations for each of the practices include best available research in the form of research reviews or syntheses as well as the most recent and relevant individual studies evaluating specific DEC Recommended Practices on Teaming and Collaboration.

TC1. Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family

- Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23, 239-291.
- Giangreco, M. (1995). Related services decision-making: A foundational component of effective education for students with disabilities. *Physical and Occupational Therapy in Pediatrics*, 15(2), 47-67.
- Hackman, J. R. (1987). The design of work teams. In J. W. Lorsch (Ed.), *Handbook of organizational behavior*, (pp. 315-342). Englewood Cliffs, NJ: Prentice-Hall.
- Hoegl, M., & Gemuenden, H. G. (2001). Teamwork quality and the success of innovative projects: A theoretical concept and empirical evidence. *Organization Science*, 12, 435-449.
- West, M. A., Brodbeck, F. C., & Richter, A. W., (2004). Does the 'romance of teams' exist? The effectiveness of teams in experimental and field settings. *Journal of Occupational and Organization Psychology*, 77, 467-473.

TC2. Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.

- Dunn, W., Cox, J., Foster, L., Mische-Lawson, L., & Tanquary, J. (2012). Impact of a contextual intervention on child participation and parent competence among children with Autism Spectrum Disorders: A pretest-posttest repeated-measures design. *American Journal of Occupational Therapy*, 66(5), 520-528.
- Dunst, C. J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants & Young Children*, 22, 164-176.
- Fixen, D. L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: Louis de la Parte Florida Mental Health Institute.
- Fox, L., Hemmeter, M. L., Snyder, P., Binder, D. P., & Clarke, S. (2011). Coaching early childhood special educators to implement a comprehensive model for promoting young children's social competence. *Topics in Early Childhood Special Education*, 31(3), 178-192.
- Friedman, M., Woods, J., & Salisbury, C. (2012). Caregiver coaching strategies for early intervention providers: Moving toward operational definitions. *Infants & Young Children*, 25(1), 62-82.
- Graham, F., Rodger, S., & Ziviani, J. (2013). Effectiveness of occupational performance coaching in improving children's and mother's self-competence. *American Journal of Occupational Therapy*, 67(1), 10-18.
- Kaminski, J. W., Valle, L. A., Filene, J. H., & Boyle, C. (2008). A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Psychology*, 36, 567-589.
- McCollum, J. A., Hemmeter, M. L., & Hsieh, W. (2013). Coaching teachers for emergent literacy instruction using performance-based feedback. *Topics in Early Childhood Special Education*, 33, 28-37.
- Neuman, S. B., & Cunningham, L. (2009). The impact of professional development and coaching on early language and literacy instructional practices. *American Educational Research Journal*, 46, 532-566.

- Peterson, C., Luze, G. J., Eshbaugh, E. M., Jeon, H., & Kantz, K. R. (2007). Enhancing parent-child interactions through home visiting: Promising practice or unfulfilled promise? *Journal of Early Intervention*, 29(2), 119-140.
- Dinnebeil, L. A., McInerney, W. F., Roth, J., & Ramasway, V. (2001). Itinerant early childhood special education services: Service delivery in one state. *Journal of Early Intervention*, 24, 35-44.
- Mahoney, G., & Perales, F. (2005). Relationship-focused intervention with children with pervasive developmental disorders and other disabilities: A comparative study. *Journal of Developmental and Behavioral Pediatrics*, 26, 77-85.
- Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies. *Practical Evaluation Reports*, 2(1), 1-32.

TC3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.

- Bell, S. T. (2007). Deep-level composition variables as predictors of team performance: A meta-analysis. *Journal of Applied Psychology*, 92, 595-615.
- DeDreu, C. K. W. & West, M.A. (2001). Minority dissent and team innovation: The importance of participation in decision making. *Journal of Applied Psychology* 86, 1191-1201.
- Dinnebeil, L. A., Hale, L., & Rule, S. (1999). Early intervention program practices that support collaboration. *Topics In Early Childhood Special Education*, 19(4), 225-235.
- Flowers, N., Mertens, S. B., & Mulhall, P. F. (1999). The impact of teaming: Five research-based outcomes. *Middle School Journal*, 31(1), 57-60.
- Hundert, J., & Hopkins, B. (1992). Training supervisors in a collaborative team approach to promote peer interaction of children with disabilities in integrated preschools. *Journal of Applied Behavior Analysis*, 25, 385.
- Hunt, P., Soto, G., Maier, J., Liboiron, N., & Bae, S. (2004). Collaborative teaming to support preschoolers with severe disabilities who are placed in general education early childhood programs. *Topics in Early Childhood Special Education*, 24(3), 123-142.
- Rosen, C., Miller, A. C., Pit-ten Cate, I. M., Bicchieri, S., Gordon, R. M., & Daniele, R. (1998). Team approaches to treating children with disabilities: A comparison. *Archives of Physical Medicine and Rehabilitation*, 79, 430-434.
- Warren, L. L., & Muth, K. D. (1995). The impact of common planning time on middle grade students and teachers. *Research in Middle Level Education*, 18(3), 41-58.
- West, M. A., Borrill, C. S., Dawson, J. F., Brodbeck, F., Shapiro, D. A., & Haward, B. (2003). Leadership clarity and team innovation in health care. *The Leadership Quarterly*, 14, 393-410.

TC4. Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs.

- Horner, R. H., & Billingsley, F. F. (1988). The effect of competing behavior on the generalization and maintenance of adaptive behavior in applied settings. In R. H. Horner, G. Dunlap, & R. L. Koegel (Eds.). *Generalization and maintenance: Life-style changes in applied settings* (pp. 197-220). Baltimore, MD: Paul H. Brookes Publishing Co. Inc.
- Warren, S. F., & Horn, E. M. (1996). Generalization issues in providing integrated services. In R. A. McWilliam (Ed.), *Rethinking pull-out services in early intervention: A professional resource* (pp.121-146). Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Wilcox, M. J., Kouri, T., & Caswell, S. (1991). Early language intervention: A comparison of classroom and individual treatment. *American Journal of Speech-Language Pathology*, 1, 49-62.

TC5. Practitioners and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs.

- Dunst, C., Hamby, D., & Brookfield, J. (2007). Modeling the effects of early childhood intervention variables on parent and family well-being. *Journal of Applied Quantitative Methods*, 2(3), 268-288.
- Kochanek, T. T., & Buka, S. L. (1998). Patterns of service utilization: Child, maternal, & service provider factors. *Journal of Early Intervention*, 21, 217-231.
- Shonkoff, J. P., Hauser-Cram, P., Krauss, M. W., & Upshur, C. C. (1992). Development of infants with disabilities and their families: Implications for theory and service delivery. *Monographs of the Society for Research and Child Development*, 57(6).
- Sloper, P., Greco, V., Beecham, J., & Webb, R. (2006). Key worker services for disabled children: What characteristics of services lead to better outcomes for children and families? *Child: Care, Health & Development*, 32(2), 147-157.
- Sloper, P., & Turner, S. (1992). Service needs of families of children with severe physical disability. *Child: Care, Health and Development*, 18(5), 259-282.
- Taylor, M. J., White, K. R., & Kusmierek, A. (1993). The cost-effectiveness of increasing hours per week of early intervention services for young children with disabilities. *Early Education and Development*, 4, 238-255.