

# Slide Handouts: Teaming – Gathering the Information



Recommended Practices Modules

Module 4

## Module 4: Lesson 2

Gathering the Information:  
Key Elements of the Team

Welcome to Module 4: Lesson 2. Key Elements of the Team

# Learning Objectives


- Describe the purpose of a “team” and identify the essential members
- Understand how to support families as full team members
- List the key elements that support teaming and collaboration

2

In this lesson you will gain an understanding of the purpose of a “team” and identify the essential members, understand how to support families as full team members, and list the key elements that support teaming and collaboration.

Module  
4

## DEC Recommended Practices for Teaming & Collaboration


TC1-5

TC1. Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.

TC2. Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.

TC3. Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child’s verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests.

TC4. Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child’s exploration, play, and social activity by joining in and expanding on the child’s focus, actions, and intent.

TC5. Practitioners promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation.

Practices
Continue
3

The DEC Recommended Practices discusses that “programs and services for young children who have or are at risk for developmental delays and disabilities, by their nature, always involve more than one adult. And, that the quality of the relationships and interactions among these adults affects the success of these programs.” Throughout this lesson, you will hear about teaming and collaboration basics, including who makes up the team and how to effectively communicate. The purpose of these practices is to support the team connection through successful interactions and “sharing of knowledge and expertise in ways that are respectful, supportive, enhance capacity, and are culturally sensitive.” (DEC, 2014). Review the practices. You may download a copy of the practices via the button on the screen. When you are ready to move forward, click continue.

# What Do We Mean by TEAM?

“A team includes representatives from multiple disciplines and the family who join forces or combine efforts in response to the service setting, unique needs and desired outcomes of the child and family. Each individual on the team contributes to a clearly-defined portion of the effort.”



Continue

4

What do we mean when we use the term “Team?” The Division of Early Childhood confirms that: A team is a group of practitioners AND family members who come together to support desired outcomes of the child and family.

## Multidisciplinary Team Essential Members

- Family members
- The Service Coordinator or a person appointed by the family to act as a point of contact between the family and other members
- Early Care and Education Teachers
- Speech Language Pathologist
- Occupational Therapist
- Physical Therapist
- Early Intervention Developmental Therapist
- Early Childhood Special Education Teacher

Continue

5

As we discuss the team more, it is critical to remember that the family is an essential part of the team. The family has an important voice in determining team membership.

# Potential Outcomes

“Teaming and collaboration practices are those that promote and sustain collaborative adult partnerships, relationships, and ongoing interactions to ensure that programs and services achieve desired child and family outcomes and goals.”

- Division for Early Childhood (2014)

Program  
Director



Practitioner



Family  
Member



Child



Continue

6

Take a minute to read this excerpt from the preamble statement to the DEC teaming and collaboration practices.

Think about the expected outcomes if you are: The director of a program serving a child with a disability, a practitioner, a family member, or a child. When you are done, press the continue button.

# Team: Members, Traits, Functions



7

In a chapter of the DEC Monograph Series, *Thinking About How as Well as What*, Chelsea Guillen and Pam Winton explain “these practices continue to highlight the importance of relationships, communication, and the use of collective wisdom for problem-solving when working with young children with disabilities and their families.” This word cloud illustrates key team members, traits, and functions of a team. What appears as the most prominent word in the word cloud?

“Family” is the most prominent word because they are the first and most influential teacher to their child. Families bring a wealth of knowledge and expertise about their child to the team. Most importantly, families represent the stakeholder with the highest level of investment in the child.

# Families Hold Knowledge

- Families share valuable information about their child, such as medical history and assessment results
- Families help in identifying their child's strengths and abilities, as well as needs
- Families help in identifying their child's interests and preferences



8

Families provide valuable information about their child, such as medical history, assessment results, and much more. The family typically has the most opportunities to interact with and support their child throughout everyday routines and activities. They can tell practitioners how their child participates in everyday activities and what they've observed to be strengths and needs within an activity. The family can help identify their child's interests and preferences. Families can share what motivates their child to try something over and over again.



# Tips and Considerations

## Including Families as Key Team Members

- Tell families that they are the experts
- Ask families how they prefer to be addressed
- Include families in identifying a practitioner from the team to service as the primary liaison
- Share all information that is available to practitioners with families
- Share information that is jargon free, clear, and simply stated
- Provide multiple opportunities for families to meet with other team members

ECTA, 2015



Continue

10

It is important that we fully include families as key team members. Review these tips and strategies for effectively supporting families as a member of the team. When you are done, press the continue button.

# Tips and Considerations

## Including Families as Key Team Members

- Schedule all meetings at times and locations convenient to the family
- Prepare families for each interaction and solicit their input and ideas prior to any formal meeting
- Ask families how they want to contribute to and be involved in any team interaction
- Establish a climate that allows ALL team members to feel comfortable, share ideas, ask questions, suggest activities, and solve problems together
- Accept and support families' decisions in all ongoing interactions

ECTA, 2015

Continue



Review these tips and strategies. When you are done, press the continue button.

# Families are Full Team Members

ECTA Technical Assistance Topic Area: **TEAMING and COLLABORATION** TCS (PFA) 11/18/18 11:03:20 AM 10/24/20

### Families Are Full Team Members Checklist

This checklist outlines steps teams can take to ensure that families are included as full team members and valued as voices who are considered vital to effective team collaboration. All team members, including families, will be marked and tracked in various ways and as responsibilities over time. Families will be supported to increase their level of involvement as needed and not be held on the team if they are not ready to do so. The checklist can be used by team members individually or together to determine whether the relationship is taking place.

Practitioner	Date				Notes
Please indicate which of the practice characteristics you were able to use during teaming activities.	Seldom or Never	Sometimes	As Often as I Can	Most of the Time	
	(20-25%)	(26-50%)	(50-75%)	(76-100%)	
1. Tell families how they are the experts on their child and the most important members of the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Ask families if they prefer to be addressed as Mr., Ms. or by first names and honor those preferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Include families in identifying a representative from the team who will serve as the primary liaison between the family and other team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Share all information that is available to practitioners with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Request information that is judgment-free, clear and easy to understand so that all team members understand and participate in conversations and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Provide multiple opportunities for families to speak with all team members and discuss a decision openly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Schedule all meetings pertinent to the family and child at times and locations convenient for the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Invite families for each interaction and include their input and responses to any team meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Ask families how they want to contribute to and be involved in any team interaction, recognizing that they may change over time and with the purpose of each interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Create a climate that allows ALL team members to feel comfortable, share ideas, ask questions, suggest solutions, and solve problems together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Assist and support families' decisions in all aspects of decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ECTA Center

Download

Continue

12

The Early Childhood Technical Assistance Center has developed a checklist titled Families are Full Team Members Checklist. You can download it via the download button on the screen. Take a few minutes to read the indicators from the Checklist, then press the continue button when you are done.

## IFSP MEETING VIGNETTE

Jessica, Mother of Brady

Jessica, mother of Brady, is preparing for an Individualized Family Service Plan (IFSP) meeting.



### Consider:

Which indicators from the *Families Are Full Team Members Checklist* are present in the vignette?

Download

Continue

13

Now let's try using the checklist with a sample scenario. Download and read this vignette about an IFSP meeting. Consider the indicators from the Families Are Full Team Members Checklist. Then, take a moment to write down or mark on the checklist the indicators that are present within the vignette. Press the continue button when you are ready to proceed.

## Key Elements of a Collaborative Team

- Multidisciplinary
- Knowledge and Expertise
- Respectful
- Culturally Sensitive
- Flexible



25

To fully engage the team, it's important to understand what makes up a collaborative team. The key elements of a collaborative team include: The team is multidisciplinary. Each team member brings knowledge and expertise to the team. This also builds capacity of other team members. Each team member is respectful, flexible, and culturally appropriate. We will talk about each of these key elements as we move forward in the lesson.

# Key Elements of a Collaborative Team

## Multidisciplinary

“The involvement of two or more disciplines in the provision of integrated and coordinated services, including evaluation and assessment activities in the development of the [Individualized Family Service Plan] IFSP.”

<http://ectacenter.org/~pdfs/idea/303pp.pdf>

26

The Individuals with Disabilities Education Act or IDEA, is a federal law that ensures a free and appropriate public education to all children with disabilities. Under Part C of IDEA, or the part of IDEA that provides early intervention services to infants and toddlers with disabilities, multidisciplinary is defined as: “the involvement of two or more disciplines in the provision of integrated and coordinated services, including evaluation and assessment activities in development of the [Individualized Family Service Plan] IFSP”.

# Key Elements of a Collaborative Team

## Exchange of Knowledge and Expertise



27

One expected benefit of a multi-disciplinary team approach is the exchange of knowledge and expertise in order to fully support child learning. For example, the family and childcare staff can share information related to how the child participates in everyday activities. These observations help the team to identify the child's abilities and strengths, interests, preferences, and needs. From this discussion, the team identifies child and family outcomes. As a result, the Speech Language Pathologist and Occupational Therapist both share intervention strategies that the family and childcare staff can use to support the child and family outcomes during everyday activities.



Knowledge for Instruction: Watch the video. Let's see how the parent is asking the childcare teacher to support her child's language skills during the everyday routine of snack time. Notice how the parent is comfortable requesting the teacher's support and the teacher is responsive to the parent.

Continue

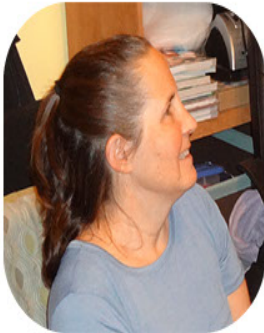
28

Let's see how the parent (sitting on the right side) is asking the childcare teacher to support her child's language skills during the everyday routine of snack time. This video highlights how the family shares their knowledge and expertise. Click the play button to watch the video. When you are done, click continue to move forward.



## Did you notice?

- The parent felt comfortable in requesting the teacher's support.
- The teacher was responsive to the parent.



29

Did you notice that the parent felt comfortable requesting the teacher's support? Did you see how the teacher was responsive to the parent?



Knowledge and expertise: Watch the video. Notice how the Listening and Spoken Language Specialist shares knowledge and expertise related to the family's goals for their child's language development.

Continue

30

In this video the following team members are present from left to right: the childcare teacher, the Listening and Spoken Language Specialist, the Service Coordinator, and the Mother. They are participating in an IFSP team meeting to review progress of the child and family outcomes. Notice how the Listening and Spoken Language Specialist shares knowledge and expertise related to the family's goals for their child's language development. Click the play button to watch the video. When you are done, click continue to move forward and answer a question about the video.

## Did You Notice?

The Listening and Spoken Language Specialist used her expertise to suggest an intervention that both the parent and childcare teacher could use to support the child's language development.



32

The Listening and Spoken Language Specialist used her expertise to suggest an intervention that both the parent and childcare teacher could use to support the child's language development.

# Key Elements of a Collaborative Team

Respectful, Culturally Sensitive, Flexible



Continue

33

Respect and trust is foundational to building any positive relationship. Being culturally sensitive requires a demonstration of respect for each team member's unique perspective and individual culture. For example, providing an interpreter for a family that speaks another language or asking a family what traditions and values are important to consider when discussing the child and family outcomes. Being flexible with each team member is essential. Families may select an outcome for their child and determine a month later that it's not what they want for their child. Remind them that it's okay for them to change their mind.

Can you think of an example when these collaborative team traits were important to your experience on a team?

# Check Your Knowledge



34

Now let's take a moment to check what you've learned.

# Summary

- “Team” Defined
- Rationale for Teaming and Collaboration
- Families as Full Team Members
- Key Elements of Collaborative Teaming



36


In this lesson we defined the term “team” and identified the essential members of a team. We learned that the rationale for effective teaming and collaboration is to support positive child and family outcomes. The learner had the opportunity to practice identifying the characteristics that support families as full team members. And finally, key elements of a collaborative team were introduced and illustrated, such as defining “multidisciplinary Teams”, and viewing a video clip of a team exchanging knowledge and expertise.

Module  
4

# References & Resources

References – Teaming & Collaboration

RPMs
Early Childhood Recommended Practice Modules



### References

**Module 4: Teaming and Collaboration**

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Winton, P., Bayuse, V., Turnbull, A., & Rous, B., (2010). CONNECT Module 3: Communication for collaboration. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at <http://community.fpg.unc.edu/connect-modules/teachers/module-3>

References
37

This concludes Module 4, Lesson 2. Thank you for participating. To learn more, see the resources listed here.