



Vignette 2 – Teaming and Collaboration

IFSP Meeting with Brady's Team

It's time for another IFSP meeting today with Brady's Team: this includes his mom Jessica, the service coordinator, occupational therapist, physical therapist, speech language pathologist, and his childcare teacher. Today's agenda includes updates from Brady's mom and the rest of the team. It also includes a list of questions Jessica and Brady's childcare teacher have written for the group related to outcomes the family has identified for Brady.

These questions relate to specific strategies that support the goal for Brady to use a walker at home and at school.

Each member receives a typed list of the questions and the service coordinator reads them aloud for everyone. She pauses to allow Jessica or Brady's childcare teacher to clarify any of the questions.

Brady's team goes around the room and each person either provides feedback or passes to the next person. The service coordinator has offered to take notes on a flip chart.

The first person, the occupational therapist offers some tips on adaptations that can be used to support Brady's use of his walker. He also suggests some environmental arrangements that can be done in the home and different ideas for the classroom. When he's done, he stops to ask if this addresses the questions from the teacher and Brady's mom. They agree the suggestions are helpful.

The physical therapist demonstrates an intervention strategy during the meeting. She will also demonstrate using the intervention during her next visit with Brady at his school. She offers to send Brady's mom some video examples of her working in the classroom with Brady and his teachers using the intervention. She will also find some video examples to email to Brady's mom of the intervention being used within the home environment.

The occupational therapist offers to support the intervention the physical therapist has mentioned. He asks if they can schedule some back to back therapy sessions so that he can watch the physical therapist and teacher or mom implement the strategies and provide feedback.

Next at the table is the speech language pathologist. She looks up from checking her emails and states that she doesn't have anything to add.

The service coordinator again reads aloud the responses she has documented to the questions from Jessica and the teacher. She asks if there are any additions or changes. She gives Brady's mom and teacher a moment to think about the responses and asks if this addresses their questions. Jessica and Brady's teacher offer to video tape themselves trying out the strategies with Brady and sending to the group for feedback. The service coordinator suggests checking-in on the progress in three weeks to see how it's working for Brady, the teacher, and the family.

The service coordinator offers to type and email the notes from the flip chart to Brady's mom.