

Sharing What You Know

Working with practitioners provides you with many opportunities to share information and ideas about your child's likes, interests, and challenges.

You know your child best, and can describe the many things you have done to help them learn and grow. You can explain what you would like help with now. You also have knowledge and life experiences other team members don't. All this means that you have a lot to contribute, and can help other team members learn about your child and family!

This practice guide includes ideas and strategies to help you share information with team members.



DEC Recommended Practices: Teaming and Collaboration 1–4

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ecta Early Childhood
Technical Assistance Center

Sharing Information with Your Child's Team

- Share your child's likes, dislikes, and interests to help other team members learn about your child, and what might work best to support their learning. This information will help the team adjust ideas and activities to better fit your child. Share information during every meeting, not just the assessment process.
- Share what happens with your child on a typical day. What activities does your family like to do? What things you would like your child to be able to do? Knowing more about your lifestyle and culture can help team members develop interventions that become part of your daily routines.
- Trying out ideas and activities team members have suggested based on your input helps other members learn about what kinds of support that are most helpful to you and your child. When you and another team member meet in person or are trying out a new idea, you'll be able to see if the strategy works for you and your child.
- Be open to trying new ideas that other team members suggest gives you the opportunity to provide feedback about what ideas work best for you.

A Quick Peek

On a home visit, a teacher and physical therapist (PT) are with Celina and her 20-month-old outside in the front yard.

Celina is seven months pregnant, and has a difficult time carrying Alejandro up the steps to their front door. The team has been working for several months on Alejandro's independent walking in the house and in the yard, and has made great progress.

The PT and teacher make several suggestions that they try with Celina on the first five steps. Patting her expanding belly, Celina reminds them that she cannot bend over to assist him as they can.

They next try to see if Alejandro can steady himself by holding onto the railing, but it's too far over his head.

Celina's dad has carpentry skills, so she asks the team members to help her figure out how high the railing should be and what it should look like. Then she calls her dad who lives only a few blocks away.

When he comes over, the PT explains what the team thinks will help, and Alejandro's grandpa says he can have it done in a few days.

A follow-up visit is scheduled for Monday, so they can help Alejandro use the new railing together.

Signs of Success

- You have opportunities to provide information about your child and family during all interactions with other team members
- Activities and interventions are customized to fit your child and family's life and preferences
- You learn useful things from other team members, and feel that they also learn from you



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