

Standard 3: Collaboration and Teaming

Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

3.1



Early Childhood Personnel Center

www.ecpcta.org

Standard 3

Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.



Component: 3.1

- Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.

Objectives

- Describe the background and roles of professional disciplines in Part C and Part B (619) of IDEA.
- Identify types of team models used in EI/ECSE, and application of each during the delivery of EI/ECSE.



Objectives

- Describe collaboration and communication skills to facilitate a team process with families and professionals from multiple disciplines with varying skill levels and experience.
- Describe how teams in EI/ECSE can use technology.
- Describe strategies to use to facilitate interagency collaboration with community partners and agencies.



Individuals with Disabilities Education Act (IDEA)

Federal law that governs special education services

- Part C and Part B/619 of IDEA describe the provision of services for children with disabilities
 - Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C.
 - Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.



Early Childhood Personnel Center

www.ecpcta.org

Early Intervention – Members of a Team

- Family (central)
- Service Coordinators (Part C)
- Early Childhood Special Educators/EI developmental therapists
- Early Childhood Educators
- Occupational Therapists
- Physical Therapists
- Speech Language Pathologists
- Other allied health professionals



Early Intervention – Members of a Team

- Family members
 - Families are the experts of their children and primary decision-makers
 - Must be provided with information about the rights they hold regarding access to and provision of services
 - Family priorities, needs, and unique culture are always the primary focus of effective service provision



Early Intervention – Members of a Team

- [Service Coordinators](#) (Part C)
 - Schedule intake, screening, and evaluations/assessments
 - Help families negotiate and engage with an array of services
 - Inform families of their rights and responsibilities
 - Coordinate access to needed resources
 - Facilitate communication among team members and family
 - Develop transition plan with the family at age three and other transition phases (e.g., hospital to home)

IDEA – Members of a Team

- Early Childhood Special Educators (ECSE)
 - Refers to EI and ECSE educators who hold a state license/certificate to deliver early intervention services to young children with delays/disabilities
 - State requirements differ, sometimes called “child development specialists” or “developmental therapists.”
 - Not always prepared the same way - training ideally guided by [EI/ECSE Personnel Preparation Standards](#)
 - Work in Part C or in Part B/619, Kindergarten, Grades 1,2,3
 - Range of roles and responsibilities across a wide variety of settings and services

IDEA – Members of a Team

- Early Childhood Educators
 - Knowledge of children birth to 8-years old
 - Work in early childhood education settings, and/or home-based settings (e.g., Early Head Start, family childcare providers)
 - Develop, plan and implement curriculum for children of all abilities, and design early childhood education environments

IDEA – Members of a Team

- [Occupational Therapists](#) (OT)
 - Address motor, cognitive, sensory processing, communication, and play skills
 - Trained to support dyadic relationships as foundational to development

IDEA – Members of a Team

- Physical Therapists (PT)
 - Help families with child's motor development and ability to participate in age-appropriate and meaningful activities
 - Use knowledge and skills related to motor and self-care skills, assistive technology, and medical/healthcare science



IDEA – Members of a Team

- [Speech-Language Pathologists](#) (SLP)
 - Address cognitive, communication, physical and sensory, social-emotional, and adaptive skills
 - Provide services to families and their children to support communication, speech, language, cognition, emergent literacy, and/or feeding and swallowing

Related Allied Health Professions

- **Audiology:** [Early Hearing Detection and Intervention Action Center \(EDHI\)](#)
- **Nutrition:** [Feeding Matters](#)
 - Both audiology and nutrition/feeding disorders are sub-specialties under Association for Speech-Language-Hearing Association (ASHA)
- **Vision Impairment (VI) and Orientation and Mobility (OM):**
[Family Connect](#)



Early Childhood Personnel Center

www.ecpcta.org

EI/ECSE Professional Team Members

- Demonstrate knowledge of typical developmental norms from birth to age 5
- Engage in prevention and early identification
- Understand federal, state, agency, and professional practices and procedures related to screening, evaluating, and assessing

IDEA – Members of a Team

- Guide the development of an intervention plan
- Make referrals (as needed and qualified)
- Develop a plan for implementing services and supports
- Gather and report treatment outcomes



IDEA – Members of a Team

- Revise plans and determine discharge criteria
- Collaborate with families, caregivers, and other professionals
- Support family interactions and relationships
- Coordinate services and implement based on the team agreement

IDEA – Members of a Team

- Participate in transition planning to ensure timely access to services
- Advocate at the local, state, and national levels
- Raise awareness about the importance of EI
- Remain up-to-date with current research and evidence-based practices

Team Models in EI



Early Childhood Personnel Center

www.ecpcta.org

Multidisciplinary Teaming

- Multidisciplinary
 - Provide services in the area that are clearly defined and agreed upon between disciplines
 - Does not take into account the range of skills each person brings to the table



Interdisciplinary Teaming

- Interdisciplinary
 - The role of the team is defined by the child and family
 - Requires mutual trust and respect of professional competency; knowledge in their field and awareness of the limitations



Transdisciplinary Teaming

- Transdisciplinary
 - Crossing of discipline borders
 - Incorporation of skills developed in other fields into one's practice
 - Makes use of a Primary Service Provider as the central point of contact and implementation with families



	Multidisciplinary	Interdisciplinary	Transdisciplinary
Assessment	Separate	Separate	Team members and family engage in comprehensive assessment together
Family participation	Meet w/individual disciplines	Meet with team or team rep	Full and active members of team
Service plan development	Separate plans by discipline	Share separate plans with one another	Team and family develop together based on family priorities, needs
Service plan responsibility	Responsible for their section	Responsible for sharing information as well as implementation of their section	Team responsible for how primary service provider implements every section of the plan
Service plan implementation	Implement discipline-specific section of the plan individually	Team members implement their section of the plan individually and incorporate other sections where possible	A primary service provider (can change over time) is assigned to implement plan with family: need for disciplines to share their knowledge with others to ensure full implementation
Lines of communication	Informal lines	Periodic case-specific meetings	Regular team meetings where continuous transfer of information occurs between all members of the team

Adapted from: Woodruff, G. & Hanson, C. (1987)

Activity

- Which team model best describes your program/ state?
- Is there overlap across categories? How so?
- In your opinion, is there room for enhancement of how services are delivered in your community?
- What barriers currently exist to full implementation of the transdisciplinary model?



Collaboration

"Collaboration presumes that no individual team member has complete knowledge of either the challenges or solutions the team hopes to address. Successful resolution is then only achieved through contributions of all members of the team." (DEC)

Teaming and Collaboration

- Practices 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
(DEC 2014)

Developing Effective Teams

- Begin with families – What are their concerns and priorities? Who needs to be present?
- Who takes the lead?
 - In collaboration with families, deciding on primary provider
 - Protecting the central role of the family
 - Presenting information clearly and simply at each step
- What roles will each person assume?



Family-Centered Collaboration and Teaming: Role-Sharing

- Aligning goals and expectations with those of the family in ways that each practitioner can address and share
- Young children develop skills globally and need all domains to be simultaneously supported – all skills interconnected
- When goals and strategies do not align, the effectiveness of an intervention is compromised, and families are overwhelmed



Communication Strategies for Effective and Family-Centered Collaboration

- Clarify preferred mode of communication of team members
- Obtain consents from family to share contact information as needed
- Establish a schedule of communication between members, especially family
- Schedule team meetings at places (or virtual modalities) and times that work for everyone
- Use language that everyone can understand



Communication Strategies, Continued

- Use interpreters when language barriers exist
- Use open-ended questions and listen – slow down the pace!
- Remain conscious of body language
- Be intentional: awareness of personal cultural assumptions
- Discuss/formalize use of communication logs, data forms, video samples, etc. for coordinated progress monitoring



Activity

Collaborating between disciplines to support program planning

Watch [Janella's Story](#) on the next slide before discussing the following questions;

- Identify the ways this primary service provider shared information with other members of the team
- How did the primary service provider include the ideas and preferences of the family?
- How did Janella and her family benefit from this way of delivering services?



Activity

Collaborating between disciplines to support program planning



<https://www.youtube.com/watch?v=Z2vizJo8Hxc>



Early Childhood Personnel Center

www.ecpcta.org

Using Technology To Enhance Teaming and Collaboration

- Use of video can promote coordination of multiple disciplines to:
 - Collaboratively review child and adult performance, make recommendations, track progress
 - Collaboratively provide reflective and constructive feedback to families
 - Support a comprehensive way to make decisions about program goals across disciplines with the family as primary decision-makers



Video Conferencing

U.S Department of Health and Human Services and the U.S. Department of Education's Office of Special Education and Rehabilitation announced that compliance with HIPAA, IDEA, Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act are **NOT** barriers to using video conferencing



Early Childhood Personnel Center

www.ecpcta.org

Video Conferencing

- Can be used:
 - Home visits and co-visits
 - Professional development, technical assistance, and coaching
 - EI teams
 - Reflective supervision
 - Family support



Activity

Using Technology to Support Families in Early Intervention

Refer to the '[Use of Technology with Evidence Based EI](#)' video on the next slide, before discussing the following questions;

- How can the use of technology increase families' access to early intervention services?
- How can technology support meaningful collaboration across disciplines?
- What barriers may exist for families when services depend on video meetings?



Activity Video

Using Technology to Support Families in Early Intervention



<https://youtu.be/NBcZEY8COtM>



Early Childhood Personnel Center

www.ecpcta.org

Interagency Collaboration

- Working together to develop and connect comprehensive systems of care and services for individuals with disabilities
- Federal and state levels encourage a collaborative, comprehensive approach



Interagency Collaboration Cont.

- Under Part C – states are required to develop “statewide, comprehensive, coordinated, multidisciplinary interagency systems” of services (20U.S.C., 143 (b)(1) (NECTAC 2005))



Interagency Collaboration: A Process

- Interagency collaboration is a process where representatives of a variety of agencies come together to identify and work toward a common goal
- Blends funding sources, training, personal, and program philosophy to optimize service delivery



Elements of Interagency Collaboration

- Overlap in service-delivery systems
- Identification of common goals and challenges
- Commitment of collective staff time
- Increased knowledge about interdisciplinary roles and agency philosophies
- Joint problem solving
- Shared responsibility for systems change
- Group process and group action planning
- Evaluation and feedback



State Interagency Coordinating Councils

- In addition, Part C IDEA requires states to establish a state Interagency Coordinating Council (ICC)
- <https://ectacenter.org/topics/intercoord/intercoord.asp>



Interagency Collaborations: Head Start

- An example: Head Start programs require that collaboration with community partners occurs by creating a continuum of family-centered services, including early intervention



Activity

- [Session 4: Building Effective Teams | ECLKC \(hhs.gov\)](#)
- What did you hear about how two separate agencies collaborated to serve young children with disabilities and their families?
- What kind of agreements were established?
- What were the elements used to keep this collaboration active and successful?
- What other agencies might you want to develop interagency agreements with, ideally?

Activity Video: Building Effective Teams

Session 4: Building Effective Teams



<https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest-multimedia-training-library/session-4-building-effective-teams>



Early Childhood Personnel Center

www.ecpcta.org

References and Resources

- King, G., Strachan, D. et al., (2009). [*The Application of a Transdisciplinary Model for Early Intervention Services*](#), *Infants & Young Children*. 22(3)3, p 211-223
- McGonigel & M., Woodruff, G., (1986). [*Early Intervention Team Approaches: The Transdisciplinary Model*](#). Council for Exceptional Children, Reston, VA.
- Raver, S.A. & Childress, D.C. (2014). [*Family-Centered Early Interventions*](#), Brookes.



References and Resources

- Just Being Kids (2001). JFK Partners, University of Colorado School of Medicine and the Colorado Department of Education: <https://youtu.be/Z2vizJo8Hxc>
- Early Childhood Technical Assistance Center: Interagency Coordinating Councils: <https://ectacenter.org/topics/intercoord/intercoord.asp>
- Handbook on Developing and Evaluating Interagency Collaboration in Early Childhood Special Education Program. (2007) California Department of Education. [Interagency Collaboration - Services and Resources \(CA Dept. of Education\) \(seedsofpartnership.org\)](http://seedsofpartnership.org)



Early Childhood Personnel Center

www.ecpcta.org

References and Resources

- Head Start Early Childhood Learning and Knowledge Center (ECLKC), Multimedia training library, Session 4: Building Effective Teams: [Session 4: Building Effective Teams | ECLKC \(hhs.gov\)](https://www.eclkc.gov/s3fs-public/media/document/session-4-building-effective-teams-0-30-2014.pdf)
- National Technical Assistance and Evaluation Center. (2008) Interagency Collaboration. [A Closer Look: Interagency Collaboration \(childwelfare.gov\)](https://www.childwelfare.gov/pubs/interagency-collaboration/)

References and Resources

- Ohio Developmental Disabilities Council Video Series: Use of Technology with Evidence Based Early Intervention. <https://ddc.ohio.gov/video-ei-series>
- Law 108-446, Individuals with Disabilities Education improvement Act of 2004, 118 STAT. 2647-2808 (can be accessed at <https://sites.ed.gov/idea/>)
- Video Conferencing 101, ECTA Center.
[Video Conferencing 101.pdf \(ectacenter.org\)](https://ectacenter.org/video-conferencing-101.pdf)

References and Resources

- [American Physical Therapy Association | APTA](#)
- <https://www.asha.org/>
- [Early Intervention \(asha.org\)](#)
- <https://www.ideainfanttoddler.org/coordinator-resources.php>
- <https://www.naeyc.org/>



Disclaimer

This is a product of the Early Childhood Personnel Center (ECPC) and was made possible by Cooperative Agreement #H325B170008 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



Early Childhood Personnel Center

www.ecpcta.org