

Collaboration and Teaming

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

3.2



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: 3.2

- Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.



Objectives

- Describe evidence-based collaborative strategies to use when working with other adults, including supervision, coaching and mentoring strategies.
- Describe evidenced-based collaborative strategies to use when working with other adults that are culturally and linguistically responsive, and adaptable to the needs of the task, environment and service delivery approach.



Evidence-Based Collaboration

- Early Intervention/Early Childhood Special Education (EI/ECSE) is the primary service for infants and preschool children with disabilities
- Blended instructional methods drawn from professional literature and research
- Evidence-based practice is a process used by practitioners to integrate the best available research evidence with family and professional wisdom and values (DEC)

Evidence-Based Collaboration

- Families and professionals can make informed decisions that directly benefit their child and family
- Evidence-based practices require attention to local circumstances, consumer values, and knowledge about the child and their families (Buysse et al., 2016)



The Power of Coaching



<https://vimeo.com/showcase/3896061/video/184931075>

What is Coaching?

- “An adult learning strategy in which the coach promotes the learner’s ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations.” (Rush & Shelden, 2005, p. 3)



5 Characteristics of Coaching

1. Joint Planning
2. Observation
3. Action/Practice
4. Reflection
5. Feedback



Joint Planning

- Part 1
 - Discussion on what will happen between visits
- Part 2
 - Planning for the next visit



Joint Planning Example



<https://youtu.be/ZDx9L6yPMZU>



Early Childhood Personnel Center

www.ecpcta.org

Observation

- Parent Observation
 - Observe with intent
 - Be objective
 - Take notes
- Practitioner Observation
 - Be specific
 - Demonstrate additional strategies
 - Follow up with open ended questions



Action/Practice



https://youtu.be/_hcrGnRP7fk



Early Childhood Personnel Center

www.ecpcta.org

Reflection

- Awareness
 - Promote understanding of what is already known
- Alternatives
 - Consider options to address the goal
- Analysis
 - Compare current understanding with desired goal
- Action
 - Develop a plan to reach a goal



Reflection Video



<http://www.cdd.unm.edu/early-childhood-programs/early-childhood-learning-network/family-infant-toddler-program-training/video-library.html>

Feedback

- Affirmative
 - Active listening “I see what you mean”
- Evaluative
 - Providing a judgement “I like how you did that”
- Informative
 - Sharing information and/ or giving suggestions
- Directive
 - Telling someone what to do



Feedback video



Play Video from 4:15-5:20

<https://youtu.be/ziColpqpLlo>



Early Childhood Personnel Center

www.ecpcta.org

Coaching Myths & Misconceptions

1. People just want to be told what to do and coaching doesn't work with all families
2. Coaching doesn't work for children who are medically fragile or have severe disabilities
3. Physicians refer for early intervention therapy services not coaching
4. Coaching is not a billable service
5. Coaching is watered down approach



Video: Coaching Myths & Misconceptions



<https://youtu.be/LhbzZh27SZY>



Early Childhood Personnel Center

www.ecpcta.org

Implementation Fidelity

- Collect and use data to make decisions on how coaching practices are working to improve outcomes for children and families
- Use research-based tools to measure coaching fidelity
- Take video for reflection and feedback
- Consult with mentors and peers



Cross-Disciplinary Coaching

- Purpose
 - The team has one expert on the child and family
- Benefits
 - Relationship development
 - Efficient
 - Improved Communication
 - Culturally Responsive



Culturally Responsive Coaching

- An effective coach must be open and willing to listen and learn about a family's personal beliefs and be able to incorporate their perspective into the coaching process
- An effective coach must have an awareness of their own bias and be able to offer feedback without bias
- An effective coach must use a strength-based approach and respect the families' unique characteristics



Coaching Strategies

- Use self reflection practices to identify your perspectives and beliefs that may influence interactions
- Ask caregivers how they learn best/retain information to apply adult learning best practices
- Get comfortable with creating solutions when there are opposing perspectives. Coaches need to remove judgement, personal beliefs and emotions in order to make joint decisions.
- Use data and conversation skills to gain understanding of the caregivers individual needs and affirm the caregivers strengths, they are the expert on their child.



References

- Buysse, V., Wesley, P. W., Snyder, P., & Winton, P. (2006). Evidence-Based Practice: What Does It Really Mean for the Early Childhood Field? *Young Exceptional Children*, 9(4), 2-11.
- [Coaching in Early Childhood: Primary Coach Approach to Teaming](#)
- [The Coaching Quick Reference Guide june2013.pdf \(veipd.org\)](#)
- Kemp, P. & Turnbull, A. (2014). [Coaching With Parents in Early Intervention: An Interdisciplinary Research Synthesis](#). *Infants & Young Children*, 27(4), 305-324.
- Shelden, M., & Rush, D. D. (2013). Early intervention teaming handbook. Brookes.
- [Culturally Responsive Practices in Coaching | ECLKC \(hhs.gov\)](#)
- Romano, M., & Schnurr, M. (2020) Mind the Gap: Strategies to Bridge the Research-to-Practice Divide in Early Intervention Caregiver Coaching Practices. *Topics in Early Childhood Special Education*. doi:[10.1177/0271121419899163](#)

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