



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning



Disabilities Services Newsletter

February 2018 | Issue No. 11

Classroom Collaboration to Support Inclusion

Collaboration is essential for the growth, success, and inclusion of every child in the classroom. This is especially true for those with disabilities or suspected delays. Collaboration helps strengthen existing relationships and build new partnerships to ensure that programs and services achieve desired child and family outcomes. In this issue, learn more about effective strategies for collaboration. Find examples of effective communication and explore tips on how to improve team dialog in support of children and families.

Read About It



Ms. Jessica is a teacher in a Head Start preschool classroom. She has three children with developmental delays in her classroom who receive speech, language, and occupational therapy. The therapists often take children out of the classroom for one-on-one or small group sessions. Ms. Jessica does not know the goals the therapists are working on during these small group sessions and rarely has time to talk to them about the children. The therapists sometimes give her written reports, but Ms. Jessica isn't sure how to use the information. She wants to support the children's goals throughout the day but struggles about when and how to bring this issue up with the therapists.

They work at several Head Start programs across the region and have very busy schedules. Ms. Jessica contacts her disabilities coordinator to see if she can help her build a more collaborative relationship with the therapists.

Collaboration and Teaming

Inclusion depends on a team of family members and service providers who assume collective responsibility for coordinating services to young children with disabilities and their families. Explore the **SpecialQuest Multimedia Training Library's** six sessions on collaboration and teaming. Learn the importance of having family members and service providers work together to coordinate services for young children with disabilities. The disabilities coordinator can share these resources with Ms. Jessica to point out key steps and strategies that can help her build collaboration among team members.

Take a Look

Watch these videos to see how a classroom teacher and therapist work to communicate and collaborate to address the goals for a child. Reflect on how both parties share the desire to talk more effectively with each other, but hesitate to initiate the conversation. The disabilities coordinator could share these videos with Ms. Jessica and discuss how she could start a dialog with the children's therapists. Ms. Jessica could also share the videos with the therapists to help them talk about collaboration.

- CONNECT Video 3.1: **Teacher's Viewpoint**
Shawanda, a teacher in a community-based child care program, shares a dilemma about collaborating with a speech therapist to address the learning goals for David, a 4-year-old boy in her class.
- CONNECT Video 3.2: **Therapist's Viewpoint**
Ashley, a speech therapist, discusses her view on collaborating with a teacher in a community-based child care program to address the goals for David, a 4-year-old boy with language delays.

Try It Out

Teacher–Specialist Collaboration

In this practice activity, read the information a teacher and program specialist are preparing to discuss. Then, with a partner, role play how the teacher and specialist might discuss the assessment data. Work collaboratively to plan the “next steps” to support the child's progress. The disabilities coordinator could use this activity with Ms. Jessica, asking her to play the role of the therapist to help her plan from the therapist's perspective. Ms. Jessica could also share the activity with the therapist and suggest they switch roles.

Improve Your Practice

Collaboration to Learn and Grow Checklist

Learn about strategies that help promote effective team collaboration in the classroom to meet the needs of every student. Use the checklist to see if your team is using a variety of opportunities to focus on growing and learning together.

Families, Too!

Participating on Your Child's Team

Find strategies and tips that help families become more active in their role as part of their child's team. Family members can find examples of what teaming looks like and how to know if it is working.

Ongoing Features

Free access to a specially selected article from Young Exceptional Children (YEC)

Read the YEC article, **Individualizing Inclusion for Preschool Children Using Collaborative Consultation**. It is available through this newsletter until March 31, 2018.

Head Start Disability/Inclusion Network

Engage with Head Start disabilities/inclusion peers around the country in an online community hosted on the MyPeers platform. Our community now has more than 1,000 members who are sharing resources, engaging in conversations, and asking questions. **Register now** as a member of MyPeers. If you are already a member of MyPeers, find the Head Start Disability/Inclusion Network community under "All Communities" and select the blue “Join” button.

How to Subscribe

Select this link to subscribe to the series: <https://eclkc.ohs.acf.hhs.gov/subscribe>.

Please share this message with all staff in your program who may be interested.

We Want to Hear from You

The Disabilities Services Newsletter is produced monthly by the National Center on Early Childhood Development, Teaching, and Learning. Submit questions or suggestions for newsletter topics to ecdtl@ecetta.info.

Select this link to view previous **Head Start Disabilities Services Newsletters** on the ECLKC.

The Office of Head Start (OHS) does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the organizations sponsoring linked websites; does not endorse the views they express or the products/services they offer; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website. OHS is not responsible for transmissions users receive from linked websites and does not guarantee that outside websites comply with Section 508 (Accessibility Requirements) of the Rehabilitation Act.

Office of Head Start (OHS) | 330 C Street, SW | 4th Floor Mary E. Switzer Building | Washington, DC 20201
<https://eclkc.ohs.acf.hhs.gov> | 1-866-763-6481 | [Contact Us](#)

You are receiving this email because you signed up for Office of Head Start communications. If you prefer not to receive emails of this sort in the future, you can always [unsubscribe](#) here. You also may [modify your ECLKC email subscriptions](#).
Please do not reply to this email. [Contact](#) customer service for additional support.