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|  | **TEAMING AND COLLABORATION RESOURCES** |
| **EVIDENCE SOURCES** | **Joint Policy Statement on the Collaboration and Coordination of the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) and the Individuals With Disabilities Education Act (IDEA) Part C Program**  [**https://www2.ed.gov/about/inits/ed/earlylearning/files/ed-hhs-miechv-partc-guidance.pdf**](https://www2.ed.gov/about/inits/ed/earlylearning/files/ed-hhs-miechv-partc-guidance.pdf)  *This joint policy statement provides recommendations for states and local communities to provide coordinated MIECHV and IDEA Part C program services for the most vulnerable families and children to be connected to the array of services that they need to enhance both family functioning as well as children’s development and learning. Based on interviews with 10 states that have been working to strengthen MIECHV awardee and IDEA Part C state program partnerships, a total of eight recommendations were generated along with examples of successful partnerships.* |
| **PRINT SOURCES** | **Leading by Convening: A Blueprint for Authentic Engagement**  [**http://www.ideapartnership.org/documents/NovUploads/Leading%20by%20Convening%20508.pdf**](http://www.ideapartnership.org/documents/NovUploads/Leading%20by%20Convening%20508.pdf)  *This blueprint provides a framework for leaders at all levels to engage with stakeholders effectively. The framework has three key elements: coalescing around issues, ensuring relevant participation, and doing the work together. While the blueprint is targeted at national, state, or district level leaders to come together to solve common problems, it is also relevant for local teams. For example, it provides strategies for valuing diverse perspectives, making shared decisions, and ensuring common vocabulary among multidisciplinary or cross-agency personnel and families.* |
| **AUDIOVISUAL SOURCES** | Collaboration With Families and Other Partners: Essential Features of High-Quality Inclusion [**https://eclkc.ohs.acf.hhs.gov/video/collaboration-families-other-partners-essential-features-high-quality-inclusion**](https://eclkc.ohs.acf.hhs.gov/video/collaboration-families-other-partners-essential-features-high-quality-inclusion)  *This archived webinar is part of a series of four webinars jointly presented by staff from the Office of Special Education Programs (OSEP) and the Office of Head Start (OHS). This webinar provides information on federal laws and policies and resources related to building partnerships that ensure high-quality inclusion for children with disabilities. Strategies to collaborate with state and community partners to build stronger infrastructure supports are also discussed. Included as part of this resource is an analysis of IDEA Part C and B requirements related to family engagement.* IEP Videos [**http://headstartinclusion.org/iep-videos**](http://headstartinclusion.org/iep-videos)  *This series of videos may be used to guide practitioners and families who might be new to IEP meetings to know what an IEP meeting might look like and how one may prepare for it. The videos include examples of setting up, beginning, and wrapping up the meeting. The resource also provides an example of how family members and service providers may work together to set intervention goals and education plans.* SpecialQuest Multimedia Training Library: Collaboration and Teaming [**https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest/collaboration-teaming**](https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest/collaboration-teaming)  *This resource is part of a series of modules for professional development providers to support practitioners to implement high-quality inclusion. This module includes six sessions with activities, videos, and handouts to support practitioners in learning effective team building and collaboration strategies. A presenter’s guide and training notes are also included. All the materials within the module are downloadable.* A Tale of Two Conversations [**https://www.cadreworks.org/resources/cadre-materials-state-resource/tale-two-conversations**](https://www.cadreworks.org/resources/cadre-materials-state-resource/tale-two-conversations)  *This resource includes two videos showing a service provider and a family member having a conversation. One shows how a conversation can be difficult when there is a lack of effective communication, and the other shows how the same conversation can be enhanced when both parties use effective communication skills. A study guide is also included to extend the learning.* |

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|  | | **TEAMING AND COLLABORATION RESOURCES** |
| **ONLINE SOURCES** | CONNECT Module 3: Communication for Collaboration [**https://www.connectmodules.dec-sped.org/connect-modules/learners/module-3/**](https://www.connectmodules.dec-sped.org/connect-modules/learners/module-3/)  [**https://www.connectmodules.dec-sped.org/connect-modules/learners/es/module-3/**](https://www.connectmodules.dec-sped.org/connect-modules/learners/es/module-3/) **-** Spanish  *Part of a series of seven modules focused on evidence-based practices with an emphasis on inclusive settings and meeting the needs of diverse learners, this module focuses on effective communication practices for collaborating with other professionals and families when working with children with disabilities. The module begins with a child care teacher’s dilemma about collaborating with a speech therapist to support a young child with disabilities. The module includes video demonstrations of effective communication skills, a research brief, activities, and handouts such as a communication strategies observation checklist. It is also available in Spanish.*  **CONNECT Module 4: Family-Professional Partnerships**  [**https://www.connectmodules.dec-sped.org/connect-modules/learners/module-4/**](https://www.connectmodules.dec-sped.org/connect-modules/learners/module-4/)  [**https://www.connectmodules.dec-sped.org/connect-modules/learners/es/module-4/**](https://www.connectmodules.dec-sped.org/connect-modules/learners/es/module-4/) - Spanish  *This CONNECT module supports practitioners to build trusting family-professional partnerships. The module begins with a child care teacher’s dilemma about sharing her concerns about a child with the child’s father and with a powerful story shared by the child’s father, who is a single dad. The module also includes a series of video demonstrations of the stages of building trusting partnerships with families, activities, and handouts, including partnership-oriented practice examples and checklist, family-professional partnership scales, and research and policy briefs on family-professional partnerships. This module is part of a series of seven modules focused on evidence-based practices with an emphasis on inclusive settings and meeting the needs of diverse learners. The modules are also available in Spanish.* Recommended Practices Module 4: Teaming and Collaboration <https://rpm.fpg.unc.edu/module-4-teaming> *This module is part of a series of seven interactive modules focused on the DEC Recommended Practices. Each module is designed around the Plan, Do, Study, Act framework. The module introduces the components of teaming and collaboration through short interactive self-paced lessons with video demonstrations of practices and quizzes, activities, and a short scenario-based simulation exercise. There are also learning guides in the instructor area to support faculty and professional development providers to extend the learning.*  **Skills Inventory for Teams (SIFT)** [**https://files.eric.ed.gov/fulltext/ED361961.pdf**](https://files.eric.ed.gov/fulltext/ED361961.pdf)  *The Skills Inventory for Teams (SIFT) is intended to support early intervention practitioners in assessing and evaluating their ability to work well with others. The resource provides a list of essential teaming skills at both individual and team levels, covering 12 aspects of team performance. The resource is divided into two parts: (1) team screening and assessment and (2) individual team member screening and assessment. Both parts include a screening scale to identify strengths and needs and an assessment checklist to further determine and define specific needs, which may serve as the foundation for the development of team or individual action plans.*  **The Working Together Series**  [**https://www.cadreworks.org/resources/cadre-materials/working-together-online-learning-series**](https://www.cadreworks.org/resources/cadre-materials/working-together-online-learning-series)  *This series includes five interactive self-paced, self-guided courses for families of children and youths with disabilities and practitioners to learn strategies for working together and through conflict. While the case scenarios in the courses are primarily school-aged examples, the content is also useful and relevant for practitioners working with children ages birth to age 5 and their families. The courses are Introduction to the Working Together Series, Individualized Education Plan (IEP) Meetings and Beyond, Listening and Responding Skills, Managing and Responding to Emotions, and Focusing on Interests to Reach Agreement. Each course also includes facilitator’s guides and additional materials for professional development providers to extend the learning.* | |

**Using a Primary Service Provider Approach to Teaming**

[**https://pediatricapta.org/includes/fact-sheets/pdfs/13%20Primary%20Service%20Provider.pdf**](https://pediatricapta.org/includes/fact-sheets/pdfs/13%20Primary%20Service%20Provider.pdf)

*This fact sheet provides information on the evidence-based primary service provider (PSP) approach to teaming in early intervention. Through a Q&A format, this resource addresses confusions about how to identify a PSP, what the roles of the PSP and the rest of the team are, and how to provide sufficient services using a PSP approach to teaming. Though written for physical therapy, all professionals working with young children and their families could apply the PSP approach to teaming with their interdisciplinary early intervention teams. Additional resources and references were also included at the end of the document.*

**Family Practice Guide 2.1: Family Members Working With Other Team Members**

[**http://ectacenter.org/~pdfs/decrp/  
PG\_TC\_FamilyMembersWorkingwithOtherTeamMembers\_family\_print\_2017.pdf**](http://ectacenter.org/~pdfs/decrp/PG_TC_FamilyMembersWorkingwithOtherTeamMembers_family_print_2017.pdf)

*Communication with service providers is the first step for families to become active team members of their children’s intervention teams. Part of a larger set of practice improvement tools to support the use of the DEC Recommended Practices, this learning guide provides detailed practical tips for families as they prepare to communicate with service providers. Included in the guide is a video demonstration and a case scenario of how a family can use communication skills to work effectively with other team members.*

**Practitioner Practice Guide 2.1: Team Members Engaging in Quality Communication**

[**http://ectacenter.org/~pdfs/decrp/  
PG\_TC\_TeamMembersEngagingQualityCommunication\_prac\_print\_2017.pdf**](http://ectacenter.org/~pdfs/decrp/PG_TC_TeamMembersEngagingQualityCommunication_prac_print_2017.pdf)

*This practice guide provides practitioners with practical tips on how to support quality communications with team members. Part of a larger set of practice improvement tools to support the use of the DEC Recommended Practices, this guide supports practitioners in identifying and using different types of communication formats for clear and effective communication among team members. The guide also includes a video demonstration of the practice.*

**Family Guided Routines Based Intervention: Key Indicators**

[**http://fgrbi.fsu.edu/handouts/approach5/KeyIndicatorsManual\_2017.pdf**](http://fgrbi.fsu.edu/handouts/approach5/KeyIndicatorsManual_2017.pdf)

*Family-guided routine-based intervention (FGRBI) is an effective early intervention model supported by both research and practice evidence. The FGRBI caregiver-coaching model has four components: setting the stage, observation and opportunities to embed, problem solving and planning, and reflection and review. This resource provides the key indicators for each component, detailed explanations of the indicators, and examples and nonexamples. Early intervention professionals can use this resource as a practice guide for delivering FGRBI and use the checklist in the resource for self-evaluation.*

**Family Practice Guide 1.1: Participating on Your Child’s Team**

[**https://ectacenter.org/~pdfs/decrp/PG\_TC\_ParticipatingonYourChildsTeam\_family\_print\_2017.pdf**](https://ectacenter.org/~pdfs/decrp/PG_TC_ParticipatingonYourChildsTeam_family_print_2017.pdf)

*It is important for families to take an active role and participate fully on their children’s team. This learning guide helps family members understand the importance of being a full team member and provides tips and a video demonstration on how to participate and advocate for their children and families.*

**Family Practice Guide 3.1: Sharing What You Know With Professionals**

[**http://ectacenter.org/~pdfs/decrp/PG\_TC\_SharingWhatYouKnowwithProfessionals\_family\_print\_2017.pdf**](http://ectacenter.org/~pdfs/decrp/PG_TC_SharingWhatYouKnowwithProfessionals_family_print_2017.pdf)

*Because family members spend the most time with their children, they have extensive knowledge about their children’s development. But how do families effectively share their wealth of knowledge about their child with professionals? This learning guide provides practical tips, a video demonstration, and a case example of how families can effectively share information with team members and be open to learn new intervention ideas and suggestions proposed by service providers.*

**Practitioner Practice Guide 1.1: Helping Families Be Full Team Members**

[**http://ectacenter.org/~pdfs/decrp/PG\_TC\_HelpingFamiliesBeFullTeamMembers\_prac\_print\_2017.pdf**](http://ectacenter.org/~pdfs/decrp/PG_TC_HelpingFamiliesBeFullTeamMembers_prac_print_2017.pdf)

*This learning guide provides practitioners with the strategies to engage families and support them in participating fully in assessments, evaluation, IEP/IFSP meetings, and the implementation of plans. The guide also includes a video and a link to an additional resource on partnering with families of children with special needs from the National Association for the Education of Young Children.*

**Brass Tacks: A Self-Rating of Family-Centered Practices in Early Intervention**

[**https://fpg.unc.edu/presentations/brass-tacks-self-rating-family-centered-practices-early-intervention**](https://fpg.unc.edu/presentations/brass-tacks-self-rating-family-centered-practices-early-intervention)

*The Brass Tacks is a self-assessment tool for teams of practitioners who are working with families in early intervention to evaluate their collaboration practices with families. The Brass Tacks contains 78 items covering four areas: initial interactions, assessments, intervention planning, and service provision. Responses can provide a comprehensive picture of early intervention team functioning. This tool can support practitioners in assessing how well they are fully including families as team members in the early intervention process and in developing action plans to improve their practices as a team. It is especially useful if families are included in the self-assessment process.*

**Checklists to Support the Use of the DEC Recommended Practices**

*Part of a larger set of practice improvement tools to support the use of the DEC Recommended Practices, the following three checklists focus on teaming and collaboration.*

**Collaboration to Learn and Grow Checklist**

[**http://ectacenter.org/~pdfs/decrp/TC-3\_Collaboration\_Learn\_Grow\_2018.pdf**](http://ectacenter.org/~pdfs/decrp/TC-3_Collaboration_Learn_Grow_2018.pdf)

*This checklist provides nine indicators of a team’s function in helping members share knowledge and expertise with one another, which can be used not only as an evaluation tool but also as a practice improvement plan.*

**Communication for Teaming and Collaboration Checklist**

[**http://ectacenter.org/~pdfs/decrp/TC-2\_Communication\_Teaming\_Collaboration\_2018.pdf**](http://ectacenter.org/~pdfs/decrp/TC-2_Communication_Teaming_Collaboration_2018.pdf)

*This checklist includes both verbal and written communication skills that are necessary for building relationships and gathering and providing information that can ensure services for children and families are effectively provided. Team members may use it to assess whether effective communication is taking place.*

**Families Are Full Team Members Checklist**

[**http://ectacenter.org/~pdfs/decrp/TC-1\_Families\_Are\_Full\_Team\_Members\_2018.pdf**](http://ectacenter.org/~pdfs/decrp/TC-1_Families_Are_Full_Team_Members_2018.pdf)

*This checklist includes 11 descriptors of effective practices to engage families as full team members and can be used by individuals and teams to evaluate the teams’ effectiveness in including families during service provision and assess how well families are valued as experts.*