# Making Teaming Work in Early Childhood Services
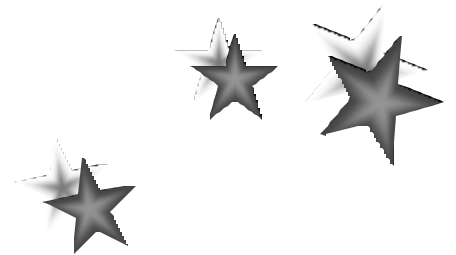
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## Objectives

- **Assess how your team currently functions**
  - What teaming approach do you think you use?
  - Does it match the team approach definitions?
- **Identify effective characteristics of teams**
- **Discuss difference between team approach and service delivery**
- **Leave with strategies to improve teaming**

## Describing What We do….

- **How do you describe your teams interactions?**
- **How do you present services of your program (specific scripts)?**
- **Do you have guiding philosophies, principles, policies, documents, etc. that you include in your presentation?**

## Who is a Team?

**"An interacting group performing integrated and interdependent activities"**
(Holm & McCartin, 1978, p. 121)

## Other Team Definitions

- **A group of people becomes a team when they come together with a common purpose and philosophy** (Bruder, 1995).
- **A team is a group of individuals who are committed to a shared purpose, to each other, and to working together to achieve common goals** (Briggs, 1997).

## Teaming Principles

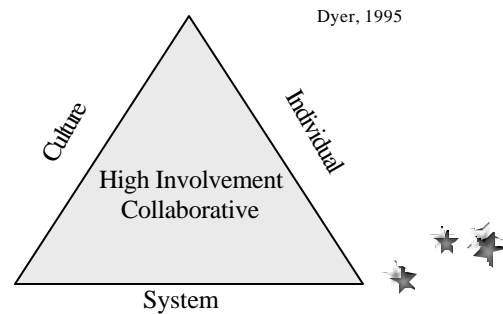**Why reinvent the wheel? Business, education, and health literature provides KEY information regarding EFFECTIVE teams.**

## Characteristics of Effective Teams

|  | Larson & LeFasto | McGregor | Likert | Rush & Shelden |
|---|---|---|---|---|
| Clear Goals | X | X | X | X |
| Results Driven | X | X | X | |
| Standard of Excellence | X | X | | |
| Leadership | X | X | X | |
| Unified Commitment | X | X | X | X |

## Characteristics of Effective Teams

|  | Larson & LeFasto | McGregor | Likert | Rush & Shelden |
|---|---|---|---|---|
| Competent team members | X | X | X | X |
| Trust |  | X | X | X |
| Collaboration | X | X | X | X |
| Open Communication | X | X | X | X |
| Conflict Resolution |  | X |  | X |

## Components of the Collaborative Team

Dyer, 1995



Culture

Individual

High Involvement Collaborative

System

## Teaming Approaches

- Differences between team approaches are based on:
  - Level of team interaction
  - Parent involvement
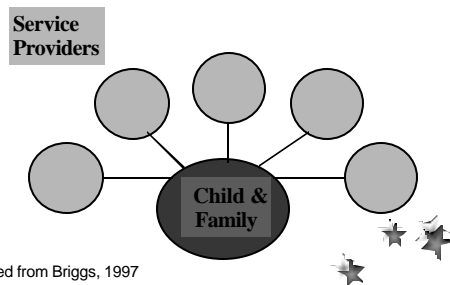  - Evaluation and assessment processes
  - Intervention methods

(Fewell, 1983; Haynes, 1976; Peterson, 1987; Woodruff & McGonigel, 1988)
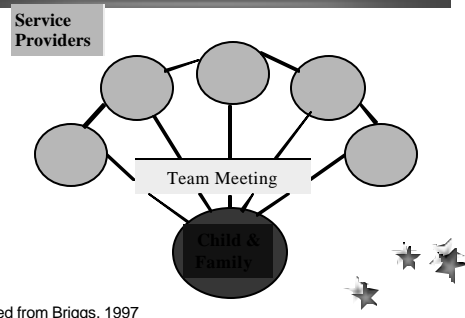
## Teaming Approaches

- Multidisciplinary

- Interdisciplinary

- Transdisciplinary

(Bagnato & Neisworth, 1991; Bruder & Bolonga, 1993; Fewell, 1983; Haynes, 1976; McGonigel & Garland, 1988; Sandall, McLean, & Smith, 2000;Woodruff & McGonigel, 1988)
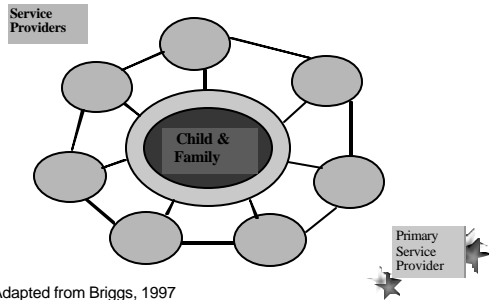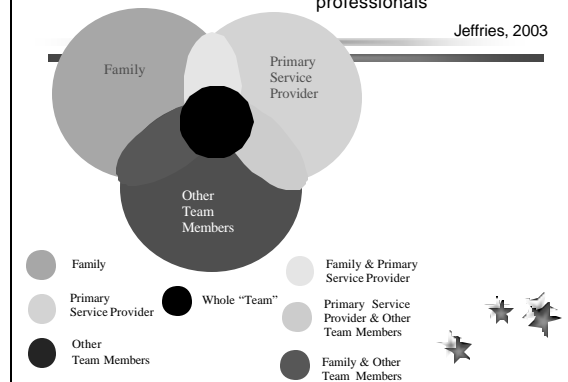
## Multidisciplinary Team Approach

Service Providers



Child & Family

Adapted from Briggs, 1997

## Interdisciplinary Team Approach

Service Providers



Team Meeting

Child & Family

Adapted from Briggs, 1997

## Transdisciplinary Team Approach

Service Providers

Child & Family

Primary Service Provider

Adapted from Briggs, 1997

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The team is more than just the professionals

Jeffries, 2003

Family

Primary Service Provider

Other Team Members

- Family
- Primary Service Provider
- Other Team Members
- Family & Primary Service Provider
- Whole "Team"
- Primary Service Provider & Other Team Members
- Family & Other Team Members

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## Research on Team Approach Implementation

- **Stayton & Karnes (1994): N=34**
- ●Lamorey & Ryan (1998): N=195
- ●Jeffries, Shelden, & Johnson (2002): N=560 (IFSPs)

- **Trans: 56%**
- ●Trans: 31%
- ●Trans: 51%

- **Inter: 35%**
- ●Inter: 25%
- ●Inter: 24%

- **Multi: 6%**
- ●Multi: 19%
- ●Multi: 3%

- **Other: 3%**
- ●Mixed: 25%
- ●Other: 22%

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## Lamorey & Ryan (1998)

- **Effective Teaming Principles identified within Early Intervention Teams**
  - Team Building
  - Leadership
  - Follow-up Services
  - Conflict Resolution
  - Skill Development

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## Developing Commitment

- Identify Stakeholders
- Identify Values
- What is the Vision & Mission
- Identifying Goals
- Developing a Plan of Action

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## Action Plan Example

- What is true now
- What we want to be true
- When will this happen
- What steps will we take to reach to goal
  - Who will do what, how, and when
- What help is needed

## Connecting the Dots

- **Participation**

- **Planning**

- **Shared Responsibility**
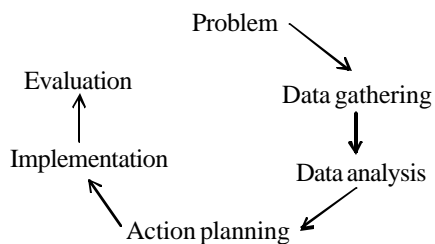
- **Shared Evaluation**

## Development of Common Values and Beliefs

- **Family Driven Program**

- **Support for Families:**
  – Three-Part Framework (McWilliam & Scott, 2001)
    - Informational Support
    - Material Support
    - Emotional Support

- **Teaming with no if's, and's or but's.**

- **Acculturation of new team members**

- **Role Release**

- **Flexibility**                Jeffries, 2003

## Team Building Cycle

Problem

Evaluation → Data gathering

Implementation → Data analysis

Action planning

Dyer, 1995

## Developing Collaboration

- **Meetings are often the foundation for collaboration**
  – Elements of team meetings
    - Ground Rules
    - Communication
    - Attendance
    - Participation
    - Personnel Roles
    - Meeting Plans

## Meeting Agenda Sample

- **Date:**
- **Start and End Times**
- **Team Members Present**
- **Agenda**
  – New Referrals
  – Evaluation Results/Eligibility
  – Service Provider Supports Needed for Specific Children
  – Quarterly Updates
  – Announcements
  – Scheduling

## Team Building

- **Takes Time:**
  – Teams need time to grow as a team.
- **Commitment**
  – Members need knowledge and skills for effective team functioning.
- **Collaboration**
  – Team need ample practice being a team.

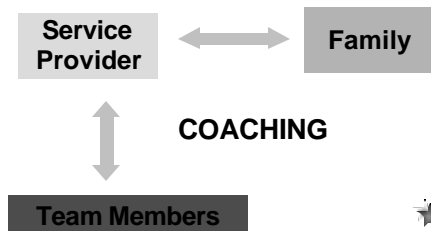## Formal and Informal Team Building Activities

- **Formal Activities**
  - Team Meetings
  - Team Building Days
  - Rules of Engagement

- **Informal Activities**
  - Socialization in and out of the office
  - Beyond Traditional Roles: Family

Jeffries, 2003

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## Communication is Primary

- **Listen up: Master the art of listening**

- **Be aware of the Present Conversation: Paying attention is key**

- **Conflict: Don't avoid it. Set team rules for resolution.**

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## Mode of Interaction

**Service Provider** ⟷ **Family**

**COACHING**

**Team Members**

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## Premises of Coaching

- **Collaborative partnerships**

- **Supports a child's participation in natural environments**

- **Supports and enhances another's roles / skills to help a child participate in meaningful situations**

- **Voluntary, nonjudgmental, desire to learn from another / each other (coach and learner)**

(Hanft, Rush, & Shelden, 2004)

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## Goals of Coaching

1. **To support learners in recognizing what they are already doing that promotes learning for a child, and**

2. **To assist learners in creating ongoing learning opportunities for the child when the coach is not present – teachable moments happen any time, most likely when service personnel are NOT present**

   - Child awake 12 hours/day X 7 days = 84 hours – opportunities to practice / refine new / emerging skills within a meaningful context

   - Compare to 1-2 hours/week of therapy in one-to-one visits

   - Collaborative partnerships (Coaching) increases number of learning opportunities for children to practice and generalize skills within meaningful contexts

   (Hanft, Rush, & Shelden, 2004)

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## The Coach and The Learner

**Coach**
- **Knowledge**
  - Child development
  - Family support

- **Focus on the learner's goals**

- **Guide and support in selecting and implementing effective strategies to promote child participation in family and community activities**

**Learner**
- **Collaborate to build on current knowledge**
  - new knowledge
  - new skills

- **Promote a child's participation in real life situations**

(Hanft, Rush, & Shelden, 2004)

## Coaching is NOT *Supervision or Expert*

| Elements | Coaching | Supervision (directive) |
|---|---|---|
| Process | Interactive; reflective | One sided; reactive |
| Relationship | Collaborative; nonjudgmental | Hierarchical; power-based |
| Focus | To enhance the learner's performance in self-selected areas | To ensure that employee performance meets criteria |
| Outcome | Acquisition of knowledge / skills | Rating; evaluation |

(Hanft, Rush, & Shelden, 2004)

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## Coaching is defined as…

**"an interactive process of observation, reflection, and action in which a coach promotes, directly and / or indirectly, a learner's ability to support a child's participation in family and community contexts"** (Hanft, Rush, & Shelden, 2004)

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## Coaching is…..(Hanft, Rush, & Shelden, 2004)

| Collaborative | Voluntary participation by both partners – a learner and a coach<br>Mutual respect and trust is established between partners |
|---|---|
| Reflective | Objective analysis of actions/ interactions of coach and learner<br>Active engagement and discussion between leaner and coach<br>Verbal and nondirective feedback following a learner's reflection |
| Reciprocal | Shared observation and action by a coach and a learner that leads to two-way learning<br>Each partner contributes knowledge and experience |
| Performance-based | Coaching goals and strategies are individualized for each learner<br>Nonjudgmental observation by each partner of his/her own and the partner's actions and interactions |
| Context-driven | Learner's current and anticipated situations guide selection of coaching content and outcomes<br>Learner determines where and how to assess outcomes |

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## Coaching Supports *Adult Learning*

- **Learners have preconceptions about how the world works**

- **Learners must have both a deep foundation of factual knowledge and a strong conceptual framework in order to develop competence in an area of learning**

- **Strategies can be taught that enable learners to monitor their understanding and progress in problem solving**

(Donovan, Bransford, & Pellegrino, 1999)

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## The Coaching Process

- **Initiation**

- **Observation and Action**

- **Reflection**

- **Evaluation**

(Rush, Shelden, & Hanft, 2003)

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## Initiation

- **Identify coaching opportunities**

- **Clarify the purpose and outcomes of coaching**

- **Identify and address any barriers to making the coaching process effective**

- **Clarify the ground rules**

## Observation

- Coach observes the learner engaged in an activity

- Learner observes the coach

- Learner observes self

- Observe aspects / others in the environment

## Action

- Coach models or demonstrates a targeted skill

- Learner practices skill with coach present

- Learner uses new skills and strategies discussed with coach

- Learner discusses an experience

- Learner anticipates an experience

## Reflection

- Assist the learner in discovering what he already knows or needs to discover by asking the right questions in the right way
  - What's happening now?
  - What have you tried? What did you do?
  - What are you wanting to accomplish?
  - How could you do it differently?
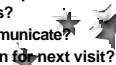  - How will you know when you are successful??

## Reflection

- Provide feedback on observation and/or action

- Share information, resources, and supports

- Confirm and affirm accomplishments, perspectives, strengths, competence, and mastery of skills practiced and information shared

## Evaluation

**Coach Self-Reflection:**
- Is the learner accomplishing his/her goals?

- What changes, if any, need to be made in the coaching process?

- Continue as the coach, or is there another that would be more effective?

**Coach Asks Learner:**
- Should we continue coaching / have your goals been accomplished?

**If continuing:**
- What changes need to be made in the coaching plan?
- What observations and/or actions should take place between sessions?
- How will we communicate?
- Do we have a plan for next visit?

## Factors that Enhance Communication & Interaction

- **Proxemics :** Antoniadis & Videlock, 1991; Mehrabian, 1981

- **Family Like:** Carter & McGoldrick, 1999
  - Trust – Collaboration
  - Acceptance
- **Team Leader Values:** Dyer, 1995; Katzenbach & Smith, 1993; Kouzes & Posner, 1987

**"We talk all the time. We never stop."**
(Jeffries, 2003)

## Role Release : Level I

| Learning Information | Examples |
|---|---|
| **Role Extension**<br><br>The team member focuses on increasing their own knowledge base and clinical skills within their specific discipline. | **Attending a CEU course**<br>**Self-study**<br>**Journal articles**<br>**Peer Staffings** |

## Role Release: Level II

| Sharing Discipline Specific Information and Skills | Examples |
|---|---|
| **Role Enrichment**<br><br>The team member focuses on learning theoretical information and basic principles from other disciplines | **Joint attendance at trainings**<br>**Team discussions**<br>**Journal Articles** |
| **Role Expansion**<br><br>The team member has knowledge that they can use during evaluations and assessments to make recommendations | **During an assessment a SLP makes suggestions regarding positioning.** |

## Role Release: Level III

| Cross training of discipline specific intervention strategies | Examples |
|---|---|
| **Role Exchange**<br><br>A provider can implement intervention strategies under the supervision of another provider | **Co-visits**<br>**Consultation so the primary service provider learns specific intervention activities** |
| **Role Release**<br><br>A provider implements the new intervention strategies independently, with ongoing consultation from the other provider | **Implementation of specific intervention activities. Team staffing, consultation, and discussion regarding progress.** |

## Role Release: Level III, Cont

| Cross training of discipline specific intervention strategies | Examples |
|---|---|
| **Role Support**<br><br>Ongoing support of the provider implementing specific activities.<br><br>Consultation and possibly service provision by another provider when specific intervention activities should not be released. | **Ongoing discussions and "Checking in" to see how the activities are going and whether another consultation is needed.** |

## Action Plan

- **Identify three areas / priorities to focus on or influence**

- **Developing an action plan to implement / improve teaming within your current programs**

## Reflections on Teaming

*NEW!* **DEC Recommended Practices: A Comprehensive Guide**
**Sandall, Hemmeter, Smith, McLean (2004)**
Ages Birth through Age 5

This publication contains all the helpful information found in DEC Recommended Practices, plus real life examples and practical tips for implementation. This book includes strategies for program assessment and improvement, useful checklists for parents and administrators, and an annotated list of relevant resources.
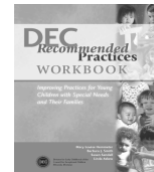
**Cost: $35.00**

*NEW!* **DEC Recommended Practices Workbook**
**Hemmeter, Smith, Sandall, Askew (2005)**
Ages Birth through 5

This **new** workbook is a companion to *DEC Recommended Practices: A Comprehensive Guide*. The workbook is a ready-to-use tool to assess, evaluate and plan changes that will ensure high quality services for young children with disabilities and other special needs.

**Cost $15.00**

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