



Early Intervention Colorado
for Infants, Toddlers & Families

An Academy for Developmental Intervention Assistants

EARLY INTERVENTION TEAMWORK

Instructor's Guide & Handouts

Module A: Building the Team Relationship

**Module B: Roles and Responsibilities of the Developmental Intervention Assistant
and the Supervisor**

Module C: Team Approach to Early Intervention with Families



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EARLY INTERVENTION TEAMWORK

This manual is accompanied by a PowerPoint document titled, “Early Intervention Teamwork Slides**” that the instructor may project or print slides and convert them into transparencies to project them using a traditional overhead projector.*



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TECHNICAL SUPPORT FOR CO-TOP*EIS ACADEMIES

The following technology information is to assist with using the video clips within the slides of the CO-TOP*EIS Instructors' Guides.

You must have Media Player for viewing (Windows & Mac versions available).

To view a video, you must have Media Play installed on your computer. Media Play operates on Windows and Mac systems and is available FREE. To obtain Media Player visit:

<http://www.microsoft.com/windows/windowsmedia/download/AllDownloads.aspx>

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ACADEMY INTRODUCTION

This Academy is designed to assist Developmental Intervention Assistant (DI Assistant) to work effectively with their supervisors and other team members in providing early intervention services to infants and toddlers with disabilities and their families. What we learn in this Academy builds on the foundation knowledge learned in the Academies on Orientation to Early Intervention and Fundamentals of Individualized Family Service.

This Academy provides knowledge and skills with regards to effective teamwork, delineation of roles and responsibilities of the supervisor and the DI Assistant, and a team approach to family-centered practices.

While many of the activities in the Academy assume that the participants are working as DI Assistants, your audience may consist of in-service DI Assistants as well as those who haven't been in DI Assistant positions. You may advise the latter group to reflect on their previous work experience or any related experience with infants, toddlers, and families with children with special needs.

This manual is accompanied by a PowerPoint document titled, “**Early Intervention Teamwork Slides**” that the instructor may project the slides or print and copy as transparencies for use with a traditional overhead projector.

Note to Instructor:

At the beginning of the training, advise participants to procure a three-ring binder to keep handouts, personal notes and materials used in the class. It is recommended that the instructor brings a three-hole punch to class for participants' use or make sure that all handouts are run on three-hole paper.

A. Discussion: Logistics & Norms (Slide 2)

At the beginning of the training:

- Welcome participants and introduce yourself as the instructor(s).
- Give them a brief overview of who you are, where you are from, and information about your background that is relevant to this teaching this academy.
- Have participants at each table introduce themselves (who they are, where they work, and what they do)
- Explain the concept of establishing group norms with regards to what participant behavior is considered acceptable and valued by the class (e.g. respects others, increases productivity, reduces annoying disruptions) and encourage participants to contribute one norm they consider important (e.g. no side conversations, stick to the schedule etc.).
- Address logistical issues (e.g., breaks, bathrooms, lunch plans).
- Encourage participants to ask questions throughout or to post them in a specially marked place (parking lot).

B. Academy Goals

Using **Early Intervention Teamwork Academy** handouts and slides (**H1, page 50/ Slides 3- 5**) briefly review the modules with the DI Assistants at the beginning of the class.

Module A: Building Team Relationship

The DI Assistant will:

1. Recognize the characteristics of effective and disruptive team communication.
2. Identify the characteristics of effective team functioning.
3. Recognize own strengths and weaknesses as a team member.

Module B: Roles and Responsibilities of Developmental Intervention Assistant and the supervisor

The DI Assistant will:

1. Differentiate between the DI Assistant's and the supervisor's roles and responsibilities.
2. Recognize the ethical and legal responsibilities of DI Assistants.
3. Build a positive and professional relationship with the supervisor.

Module C: A Team Approach to Early Intervention with Families

The DI Assistant will:

1. Develop an understanding of the dynamics of team interaction with families.
2. Reflect upon key principles of family-centered practice (DEC Recommended Practices) when interacting with families as key members of the team.
3. Identify ways to support family perspectives and participation as team members.
4. Develop an understanding of the importance of their role in team-based relationships with families to create brighter futures for children.



Module A: Building the Team Relationship Instructor's Guide



Early Intervention Teamwork Academy Module A: Building the Team Relationship



A. Energizer: Getting to Know You

DI Assistants will participate in an activity that provides an opportunity to begin thinking about their adult-to-adult relationships in the early intervention settings. This activity is designed to enhance our ability to work well together as adults, rather than only focusing on our relationship with children.



A.1 Steps

- Introduce yourself and share some information about yourself.
- Provide each participant with the **Getting to Know You** handout and slide (**H2, page 53/Slide 6**).
- Ask the class to take up to 10 minutes to fill out the form.
- Break the class into small groups of three to four participants.
- Give their handout (**H2**) to another group member.
- Have the participants present each other to their group using the interview form. Example: One group member has another group member's interview information and says, "This is _____, and he/she says that his/her favorite memory of early childhood is _____ (and reads from the handout form). Allow about 20 minutes for this.
- When finished, use **Reflection on "Getting to Know You"** handout and slide (**H3, page 54/Slide 7**) and discuss with the group the following questions:
 - Was this exercise helpful to you in getting to know some other people?
 - What kinds of things made the greatest impact on you?
 - How do you now feel about your involvement in this group?
 - How does knowing something personal about people help you work with them more effectively?



B. Module Goals

Using the **Module A: Building the Team Relationship** handout and (**H1, page 50/Slide 8**), review the goals of the module.

Review the **Goals of Module A** again.

The DI Assistants will:

1. Recognize the characteristics of effective and disruptive team communication.
2. Identify the characteristics of effective team functioning.
3. Recognize own strengths and weaknesses as a team member.



C. Discussion: Individualized Family Service Plan (IFSP) Team Members (Slide 9)

- Explain that as DI Assistants work within the Early Intervention program in the Community Centered Board (CCB) they may often find themselves working with a variety of individuals.
- Ask participants if they have been on teams at home, at work, in a community, etc.

- Ask who the members of that team were. Those participants, who are already working in DI Assistant positions, ask them to list, the members of the Individualized Family Service Plan (IFSP) team.



D. Activity: Who Are the IFSP Team Members?

DI Assistants will participate in an activity to briefly identify the team members they think are on the IFSP Team.



D.1 Steps:

- Distribute **Team Members: Possible Key Players (H4, page 55)**
- Ask participants to work with a partner and write as many team members they think would be part of the IFSP team
- Ask participants to share what they wrote with the entire group.



E. Lecture: IFSP Team Members

- Using **IFSP Team Members** handout and slide (**H5, page 56/Slide 10**), point out the overall categories of IFSP team members:
 1. Parents
 2. Service Coordinators
 3. Transdisciplinary team members
 4. Additional people important to the family
- Point out that parents and service coordinators are the only constants on the team. Who the other team members are depends on which landmark of the IFSP process we are focusing on and the individual child and families concerns, priorities and resources.
- Use **IFSP Team Members** handout and **Possible Transdisciplinary Members on the IFSP Team** slide (**H5, page 56/Slide 11**) and share the definition of transdisciplinary approach.
- Transdisciplinary members of the IFSP teams are individuals with varied and specialized training, who coordinate their activities to provide early intervention services to specific needs based on the IFSP landmarks.
This category of team members of the IFSP Team may include:
 - Immediate family members (e.g. brother, sister, step parents)
 - Early Childhood Special Educators
 - Speech and Language Pathologists
 - Audiologists
 - Occupational Therapists
 - Physical Therapists
 - Early Childhood Mental Health Specialist
 - Social Workers
 - Psychologists
 - Family Therapists
 - Social/Emotional Early Childhood Specialists
 - Psychologists and Behavior Specialists
 - Special Educators (early childhood specialists)
 - Nurses

- Pediatricians and other physicians
- Nutritionists
- Orientation and Mobility Specialists
- Interpreters
- **AND DI Assistants**
- Address any questions that might come up from the participants. Remember to include examples from the notes shared by the participants in the preceding activity.
- Use **IFSP Team Members** handout and **Additional People Important to the Family on IFSP Team** slide (**H5, page 56/Slide 12**) and explain additional people important to the family that may be IFSP team members:
 - Immediate family members (e.g. brother, sister, step parents)
 - Extended family members (e.g. grandparents, aunts)
 - Other parents
 - Advocates
 - Child care providers
 - School district personnel
 - Clergy
 - Friends and Neighbors
 - Elders from the families cultural community



Goal 1: Recognize effective and disruptive characteristics of team communication



1.1 Activity: What is teamwork?

DI Assistants will participate in another activity to discuss how they would describe teamwork.



1.1.1 Steps

- Have the class break into groups of four and have them discuss:
 - What is teamwork?
- Use **Teamwork** handout and slide (**H6, page 57/Slide 13**), incorporating the class responses.
Teamwork is:
 - the ability to work together toward a common vision and to direct individual accomplishment toward organizational objectives.
 - the fuel that allows common people to attain uncommon results.
 - more than just a group of people trying to accomplish something together.
 - a very specific way of using a common process and structure to focus individual roles and efforts on the achievement of common objectives, such that the effectiveness of the group effort is greater than the sum of the individual efforts.
 - an energetic group of people who are committed to achieving common objectives, who work well together and enjoy doing so, and who produce quality results.



1.2 Activity: Characteristics of Ineffective and Effective Team Communication

DI Assistants will participate in still another activity to reflect on the teamwork they have experienced and identify characteristics of effective and ineffective forms of team communication.



1.2.1 Steps

- Use **Team Communication** slide (**Slide 14**) and in groups, have the participants discuss:
 - What types of team communication they have witnessed in past teams to which they have belonged?
 - List elements of ineffective communication on blank **Ineffective Team Communication** handout (**H7, page 58**).
 - List elements of effective team communication on blank **Effective Team Communication** handout (**H8, page 59**).
- Have the groups build a list of what they considered effective and ineffective forms of team communication.



1.3 Discussion: Characteristics of Ineffective Team communication

- Review the elements of **Ineffective Team Communication** slide (**Slide 15**) generated by the class and discuss why these are ineffective ways to work in a team.
- Sum up the discussion as follows:
Ineffective team communication suggests that members –
 - Have no common purpose
 - Avoid responsibility
 - Hesitate to express themselves
 - Fail to attend team meetings
 - Talk a lot but don't listen enough
 - Argue for the sake of arguing – not clarifying their stand
 - Feel they might have to pay a price for disagreeing
 - Don't take the time to reflect and self-analyze
 - Are too serious – no room for humor or camaraderie
 - Fear dominant authority figures in the team
 - Feel a lack of opportunity for everyone to be heard
 - Feel they are not valued



1.4 Discussion: Characteristics of Effective Team Communication

- Review the elements of effective team communication generated by the class and discuss why these are effective ways to work in a team. Use the **Effective Team Communication** slide (**Slide 16**).
- Sum up the discussion as follows:
Effective team communication suggests that members –
 - Have common goals and objectives
 - Are task focused, fully participative
 - Are clear about their tasks and assignments
 - Accept their tasks and assignments
 - Are effective and sincere listeners
 - Are active participants in decision making
 - Feel free to express feelings and ideas
 - Agree that it's okay to disagree
 - Agree that constructive criticism is okay
 - Are flexible and not dominant – the issue is not who controls but how the job gets done
 - Strive to create a comfortable and relaxed atmosphere



Goal 2: Identify the characteristics of effective team functioning.



2.1 Discussion: Purpose of the Team

- Engage the participants in a discussion on what is the purpose of an effective team in early intervention services.
- Acknowledge participant responses.
- Show **Purpose of the Team** slide (**Slide 17**) and state that in order to meet the individualized needs of children and families, the effective use of all members including staff and family members on the team is essential to serve the following function:
 - To provide support to staff and families through the development of an IFSP.
 - To enable parents to be involved in educational planning for their child.
 - To provide well-coordinated integrated services based on the IFSP to families and infants.
- Highlight that:
 - The team works together to ensure adequate supports are available to children and families.
 - The teams' members problem solve, brainstorm ideas for individualized adaptations, identify priorities, resources and concerns and provide each other support.
 - In order to operate an effective team, team members' roles should be clearly delineated.
 - Making a team work often depends on team members understanding of their own work style preferences and what the preferences of other team members are (remember to mention that we will be discussing this at length later in this Academy).
 - The success of the team relies heavily on the ability of its members.



2.2 Activity: Connect the Dots

DI Assistants will participate in an activity to identify characteristics of effective team communication



2.2.1 Steps:

- Ask the participants to form pairs.
- Make sure that each pair has a blank sheet of paper and pencil or pen.
- Tell the participants to listen carefully to the following instructions as these will be the only instruction given for the activity.
- Give the participants the following sketchy instructions:
 - I'm going to give you instructions as a pair.
 - One person in each pair needs to close your eyes.
 - Place four dots on the piece of paper and connect the dots.
- If the participants ask for clarification or seem to be confused, you may want to repeat the instructions. Do not give additional instructions.
- Wait for all of the pairs to complete the task. You may need to remind the member of the pair with his or her eyes closed to keep them closed. If you can't see all of the pairs, ask if everyone has finished connecting the dots.

- When all have finished, lead a discussion with the large group around questions such as:
 - How did you go about doing this? Why did you do it that way?
- You may need to ask some probing questions:
 - How did you decide who was going to close his or her eyes?
 - Who put the dots on the paper? How did you decide who would do that?
 - Did you devote any time to discussing the process, or deciding who wanted to do what, or how it would be done? How did you divide responsibility of decide where the dots would be placed?
 - Did one of you give instructions to the other?
 - Did each person get to contribute to the activity?
 - Did each person feel satisfied with the end result?
- Finally ask them to:
 - Raise their hands if they think they acted as a good team member?
- Lead them to the next activity 2.3.



2.3 Activity: What Makes a Good Team Member?

DI Assistants will participate in an activity to identify characteristics of a good team member



2.3.1. Steps

- Use **Checklist of Good Team Member Behaviors** handout and slide (**H9, page 60/Slide 18**), and ask participants to read and reflect on their behavior as a team member and check all that applies to them in the following list of team behaviors:
 - ✓ I contribute my ideas.
 - ✓ I encourage others to contribute (e.g. ask others for their ideas, do not interrupt).
 - ✓ I treat others as individuals.
 - ✓ I listen to as well as express support and acceptance of others' ideas.
 - ✓ I express my feelings.
 - ✓ I accept and appreciate differences in others.
 - ✓ I offer my personal and professional resources to support the work of the team.
 - ✓ I communicate in constructive ways.
 - ✓ I ask for clarification and help when needed.
 - ✓ I help the group keep working (e.g. give/follow directions, coordinate efforts, summarize and paraphrase to clarify ideas).
 - ✓ I maintain a sense of humor.
 - ✓ I am willing to share work, responsibilities, accolades and failure.
 - ✓ I bring problem-solving skills and collaborative values to the group.
- Ask them to add any additional behaviors that they exhibit as “good team members”
- Use the **First Commandments of Effective Teams** slide (**Slide 19**) to sum up the points made in the discussion. Highlight that members of effective teams:
 - Listen with RESPECT!
 - Try to understand the other's perceptions before imposing your own!!



2.4 Activity: Brainstorming Effective Team Characteristics

DI Assistants will participate in an activity listing characteristics of effective team characteristics in specific categories.



2.4.1 Steps

- Divide the class into small groups.
- Introduce the Effective Team Characteristics and **Slide 20**.
 - Atmosphere
 - Energy
 - Objectives
 - Structure/Procedures
 - Output
- Ask the groups to brainstorm and discuss what they feel are characteristics of effective team functioning from the perspective of both staff and families for each of these categories.
- Have the groups list their decisions on chart paper or index cards.
- When finished, compare and combine the group results with the corresponding **Effective Team Characteristics** handout (**H10, page 61/ Slides 21-25**) containing the following information:

Atmosphere

- Is trusting, open, frank, focused, secure, confident, optimistic, helpful, supportive, participative and tuned in to task.
- Encourages individuals' sense of identity, sense of humor, and sense of creativity.

Energy

- People draw strength from one another.
- Individuals feel, and are, more potent.
- Ongoing team activities renew vitality.

Objectives or Outcomes

- Are developed and understood by all members.
- Are considered worthwhile by all members.
- Are consistent with organizational objectives.
- Are consistent with individual objectives.

Structure and Procedures

- Involve workable ways to deal with control, authority, organization, roles, conflict, and problem solving.
- Are flexible and responsive to the task.

Output

- Fulfills the early intervention purpose and goals.
- Is better than sum of individual parts.
- Is responsive to real time situations.
- Provides individual satisfaction.



Goal 3: Recognize own strengths and weaknesses as a team member.



3.1. Activity: Work-Style Preferences

DI Assistants will clarify their work-style preferences and learn to use a tool that will help them communicate and work effectively with their supervisor.



3.1.1. Steps

- Use **Activity: Work-Style Inventory** slide (**Slide 26**).
- Divide the large group into pairs.
- Provide the each pair up with one of each of these two handouts –**Supervisor Work-Style** handout (**H11, page 62**) and **DI Assistant Work-Style** handout (**H12, page 63**).
- Ask one person in each pair to pretend they are the “supervisor” and the other the DI Assistant who works with the “supervisor”. Ask the “supervisor” and the DI assistant to individually reflect upon his/her own preferences and rate themselves on the **Supervisor Work-Style** handout (**H11, page 62**) and **DI Assistant Work-Style** handout (**H12, page 63**) respectively.
- After they fill out the two forms, provide each pair **Work-Style Score Comparison Sheet** handout (**H13, page 64**) and ask them transfer their individual scores from the other two forms on to the score sheet.
- Ask the pairs to share with the rest of the group what they learned about each other’s work-style and what implications that would have if they were in a supervisor-supervisee team.
- Explain that:
- The score sheet is intended to be a vehicle for communication about how the two (or the team) will work together.
- Items where the scores vary by only a point tend to be fairly easy. Items where the score differences are greater need to be discussed further.
- Knowing their preferences and comparing them to the preferred work style of the professional team members enables the teams to work effectively.
- It is also important for all team members to recognize that style preferences are not inherently good or bad, but that they do exist. The lack of recognition of differences often creates a breeding ground for interpersonal problems between DI Assistants and early interventionists.
- Team members must note differences in work style preferences, recognizing that preferences are just that – preferences. Not flaws, not personality defects, but simple likes and dislikes. And everyone is different.
- Because DI Assistants and their supervisors work so closely together, conducting a preferences and work style analysis, followed by a heart-to-heart discussion of how to manage the differences can reduce conflicts.
- Remember that the scores are not absolutes. Everyone is capable of adapting their own preferences to those of their teammates.



3.2 Activity: How YOU Act in Conflict

DI Assistants will examine their own skills regarding conflict management.



3.2.1 Steps

- Use **Activity: How YOU Act in Conflict!** slide (**Slide 27**).
- Distribute the **How You Act in Conflicts** handout (**H14, pages 65-66**) and ask the class to fill it out and score it.
- Then, distribute the **Conflict Strategies: What Are You Like?** handout (**H15, pages 67-68**) and have them read it.
- Divide the class into the Conflict Strategy (animal group) that they use most frequently.
- Have them to discuss the strengths and weaknesses of how they manage conflict.
- Have them reflect on the key messages that they learned from this activity and they will be able to use at work.



3.3 Lecture: Summary

- Summarize the importance of teamwork and how it is the means by which infants and toddlers with special needs and families make progress.
- **Collaboration** slide (**Slide 28**) to highlight the importance of working together.



Module B: Roles and Responsibilities of the DI Assistant and the Supervisor Instructor's Guide

Early Intervention Teamwork Academy

Module B: Roles and Responsibilities of the DI Assistant and the Supervisor



A. Module Goals

Using the **Module B: Roles and Responsibilities of the DI Assistant and the supervisor** handout (**H1, page 50/Slide 29**) review the goals of the module:

The DI Assistant will:

1. Differentiate between the DI Assistant's and the supervisor's roles and responsibilities.
2. Recognize the ethical and legal responsibilities of DI Assistants.
3. Build a positive and professional relationship with the supervisor.



Goal 1: Differentiate between the DI Assistant's and the supervisor's roles and responsibilities



1.1 Activity: Defining Developmental Intervention Assistant (DI Assistant)

DI Assistants will participate in a brainstorming activity that will assist in defining who DI Assistant is and what the role of a DI Assistant entails.



1.1.1 Steps

- Split the class into groups of two or four and have them brainstorm about the definition of a DI Assistant and the role of a DI Assistant.
 - Distribute **DI Assistant Definition and Roles** handout (**H16, page 71**)
 - Have them to write the definition and a list of roles.
 - When finished, have each group share their notes with the class.
- (Note to the instructor: Some of the roles identified by the participants may be beyond the scope of the DI Assistants ethical and legal responsibilities. However, at this time simply acknowledge what they share and not say anything about them being right or wrong. You will have an opportunity to clarify this in the lecture and activities that follow.)*
- Using the **DI Assistant Definition** slide (**Slide 30**), present the following definition:
 - A Developmental Intervention Assistant (DI Assistant) provides developmental intervention services to families, infants and toddlers under the supervision of a qualified early intervention provider who holds a current license/certificate that meets the personnel standards identified by Early Intervention Colorado.
 - Highlight the underlined text and its implications for the boundaries of the DI Assistant's role i.e. DI Assistants always work under the supervision of a qualified and licensed early intervention provider.
 - Present **DI Assistant Work Environments** slide (**Slide 31**) and discuss the different work environments in which DI Assistants may work. Ask the participants to take notes on **DI Assistant Definition and Roles** handout (**H16, page 71**).



1.2 Lecture: Roles of the Supervisor and the DI Assistant

- Use **Roles and Responsibilities of the Supervisors of the DI Assistants** handout and slide (**H17, page 72/Slide 32**).
- Go over the roles and responsibilities of the supervisor of the DI Assistants.
- The roles of the supervisor of the DI Assistant fall under five major categories:
 - Overall Program Planning
 - Assessment
 - Instruction
 - Collaboration
 - Supervision of DI Assistant
- The DI Assistant Supervision has seven major functions that are described in the handout.

- As you go through the roles, remember to address any roles that were incorrectly noted as DI Assistant roles by the participants by the participants in the previous activity.
- Once again highlight the point that the DI Assistant always works under the supervision of a qualified and licensed early intervention provider.

Roles and Responsibilities of the Supervisors of the DI Assistants	
Overall program planning	Oversee Individualized Family Service Plan (IFSP) outcomes, address legal, ethical and professional standards and guidelines and prescribe instruction and family-centered services in natural environments.
Instruction	<ul style="list-style-type: none"> • Provide instruction and developmental services, based on the IFSP, to families and children directly and through the DI Assistant. • Monitor the implementation of strategies and supports for families and caregivers. • Embed appropriate learning experiences in Everyday Routines, Activities, Places and Relationships (ERAP+R) as developed by the IFSP transdisciplinary team. <p>Note: Overall program implementation is the responsibility of the supervisor even if the language of the family is different.</p>
Assessment	<ul style="list-style-type: none"> • Collect, coordinate, interpret and report data with regards to ongoing assessment for Results Matter and other assessments used for ongoing IFSP reviews. • Use assessment data to adjust instruction that leads to child and family outcomes progress.
Collaboration	<ul style="list-style-type: none"> • Consult with other professional personnel in the IFSP teams, meeting coordinating, and communication with all team members. • Facilitate and ensure DI Assistant’s participation in IFSP team meetings as required by the individual child and family needs.
DI Assistant Supervision (which includes the seven functions listed in the next column)	<ol style="list-style-type: none"> 1. Provide Orientation to the newly hired DI Assistant regarding their role (including boundaries of their role), job description, agency policies (e.g. confidentiality, procedural safeguards, health, safety and universal precautions, ethical practice, child abuse). 2. Provide intervention plans to the DI Assistant that include: <ul style="list-style-type: none"> ○ the purpose of the intervention plan, ○ long term and short term family and infant/toddler outcomes, ○ specific family and infant/toddler needs and strengths, ○ materials and resources, ○ sequence of actions, ○ use of cues or prompts, ○ permissible individualized instructional strategies, and ○ data structure for documenting infant/toddler progress according to the IFSP. <p><i>Remember it is NOT the DI Assistant’s ethical responsibility to plan or design intervention outcomes – DI Assistants only carry them out based on the directions provided by the supervisors.</i></p> 3. Create schedules for the DI Assistant. 4. Delegate tasks to DI Assistant with clearly defined goals, outcomes, deadlines, and levels of authority for the task. 5. Promote DI Assistant Growth and Development - training and coaching of the DI Assistant to perform the tasks assigned to them. 6. Monitor performance of the DI Assistant – conduct regularly scheduled observations of the DI Assistant and provide ongoing feedback. 7. Managing the Workplace – conduct regular meetings with the DI Assistant, problem solve and manage and resolve conflicts.



(Note to the instructor: These roles have been identified by the Curriculum Review Panel (CRP) and the state-wide Coalition of the CO-TOP EIS project. The CRP consisted of the national and state level early childhood education experts and the coalition consists of a wide representation of expertise from the rural and urban early intervention agencies)*



1.3 Lecture: DI Assistant Roles

Use **Developmental Intervention Assistant Roles and Responsibilities handout** and slide (**H18, page 73/Slide 33-40**) and go over the roles of the DI Assistants.

Once again highlight that the DI Assistant always works under the supervision of a qualified and licensed early intervention provider. They perform tasks that are assigned to them by their supervisors based on the DI Assistant scope of responsibility. State that if they **THINK** it is **NOT** their responsibility, they should speak to their supervisor first before taking any action.

Developmental Intervention Assistant Roles and Responsibilities	
Assist in Delivery of Early Intervention Services	<ul style="list-style-type: none"> • Implement activities to facilitate IFSP outcomes as directed by the supervisor • Video tape sessions • Carry out adapted instruction according to the adaptation list provided or specific directions based on the IFSP • Facilitate parents' active participation in intervention strategies as directed by the supervisor • Translate supervisor made materials / text materials into another language • Use another language (e.g. sign, Spanish), to discuss and elaborate on concepts that have been presented in English • Monitor infant/toddler's performance as directed • Re-teach/reinforce intervention strategies introduced by supervisor to infant/toddlers and their parents
Assist in Data Collection/ Reporting	<ul style="list-style-type: none"> • Observe and record infant/toddler's progress in areas identified on the IFSP as needing improvement (e.g. infant/toddler's behaviors, health needs, food/liquid intake, use of communication skills, adaptive equipment or devices, social interactions/initiative, peer interaction/socialization behavior) as directed by the supervisor for ongoing assessment and ongoing IFSP reviews
Activity Preparation / Follow-up	<ul style="list-style-type: none"> • Find/arrange materials/equipment to be used in the intervention sessions as per the direction of the supervisor • Adapt materials/equipment as specified by the supervisor for a particular infant/toddler • Construct intervention materials as directed • Construct adapted intervention materials according to IFSP or other adaptation directions provided by supervisor and other early intervention provider • Distribute supplies/materials to families as directed
Ethical Practice/ Professional Practice	<ul style="list-style-type: none"> • Maintain confidentiality of all information regarding infant/toddler's and their families • Respect the dignity of every child and their families at all times • Report suspected child abuse according to the law, and CCB policies, and procedures • Maintain relationship and communication with families within their professional scope of responsibility • Provide accurate and timely information about the infant/toddler to those who have the right to know [e.g. CCB team members, supervisor, etc] • Carry out all assigned duties responsibly, in a timely manner • Protect the welfare and safety of infant/toddlers at all times • Maintain composure/emotional control while working with infant/toddlers and families • Demonstrate punctuality, good attendance, and report absences as directed • Maintain professional behavior and appearance • Protect privacy and dignity of CCB staff members, team members, co-workers etc. • Accept assigned tasks • Request direction, instruction, or guidance for new or unfamiliar tasks

Developmental Intervention Assistant Roles and Responsibilities	
Team Participation / Membership	<ul style="list-style-type: none"> • Meet with transdisciplinary team as scheduled/directed • Participate in team meetings by contributing information, ideas, and assistance and by listening carefully to the ideas of others • Engage in appropriate problem-solving steps to resolve problems • Engage in mature conflict management steps processes • Use appropriate communication actions in adult-adult interactions • Respect the dignity of other adults • Participate in learning activities as specified in growth and development plan • Participate in CCB wide growth and development activities as specified • Attend IFSP meetings as required by the individual child and family needs • Attend annual review meetings • May assist the service coordinator with family access to culturally relevant services • Participate in intervention planning sessions with supervisor • Contribute unique skills and talents if appropriate when requested by the supervisor
Clerical Work	<ul style="list-style-type: none"> • Help with paperwork to facilitate annual reviews • Inventory materials and fill out routine forms as directed as well as help in the maintenance of files for IFSPs, assessment reports, other program reports as appropriate



(Note to the instructor: These roles have been identified by the Curriculum Review Panel (CRP) and the state-wide Coalition of the CO-TOP* EIS project. The CRP consisted of the national and state level early childhood education experts and the coalition consists of a wide representation of expertise from the rural and urban early intervention agencies).



1.4 Activity Clarification of the DI Assistant role

DI Assistants will more closely examine what tasks do or don't fall under their role.



1.4.1 Steps

- Have participants break into small groups.
- Ask them to use the **What DI Assistant Should NEVER Do** handout (H19, page 74). Have the groups make a list of tasks that they should not perform under any circumstances.
- Have participants return to the large-group.
- Review and discuss the group lists.
- Utilize the **Clarifying the Role of the DI Assistant** slide (Slide 41) to sum up activity

DI Assistant MUST not:

- Be used in place of a licensed/certified early intervention provider.
- Teach completely new concepts and skills to the family.
- Be assigned the responsibility to design an intervention plan for families instead of the supervisor.
- Be given the primary responsibility for working with families or individual/groups of infants and toddlers in child care centers.
- Be given the sole responsibility to work with a family and infants/toddlers because of linguistic similarity (or linguistic differences between the early intervention provider and the family).
- Refer families to community and other resources without the knowledge and direction of the supervisor.



1.5 Activity: Who's Role Is It?

DI Assistants will participate in an activity that further defines the tasks and roles of the DI Assistant in the school setting.



1.5.1 Steps

- Keep participants in previously formed groups.
- Present the **Who's Role Is It?** handout and slide (**H20, page 75/Slide 42**).
- Ask the participants to read the tasks.
- As a group, they should decide whose responsibility the tasks are.
- Instruct the groups that they may mark both columns if they believe that the job is the responsibility of both and is a shared task; they might also circle the party that they feel holds primary responsibility for carrying out the task or responsibility.
- Have the groups return to the large-group setting and report their decisions. As they do, record them on the transparency. Discuss any answers that differ.

Answer Key for the Instructor:

#	Task	Supervisor	DI Assistant
1	Assessing a child using developmental assessments	X	
2	Observations of parent child interactions	X	X
3	Creating materials to share with families	X	
4	Making copies of materials to share with families	X	X
5	Teaching pre-literacy skills	X	
6	Developing instructional plans	X	
7	Changing diapers	X	X
8	Providing input to instructional plans		X
9	Supervising children in community settings	X	X
10	Developing a mini-lesson for a small group of toddlers	X	
11	Attend IFSP meetings.	X	X
12	Recording data	X	X
13	Writing a behavioral plan for a child.	X	
14	Planning with other professionals	X	
15	Reporting a case of abuse to the appropriate authority	X	X*
16	Discussing a child and/or child's behavior problems	X	
17	Delegating a task to another DI Assistant	X	
18	Connecting families with community resources	X	
19	Making referrals to specialized services	X	
20	Reinforcement of skills already demonstrated to families	X	X

*The appropriate authority for the DI Assistant is the supervisor and the CCB administration.



1.6 Activity: Discussion of Job Scenarios

DI Assistants will review a variety of situations that could arise during the work day and discuss appropriate responses.



1.6.1 Steps

- Use the **Activity: Job Scenarios** slide (**Slide 43**) and **Job Scenarios** handout (**H21, page 76**) and divide the class into groups of two or four.
- Have the groups review and discuss the situations in the handout.

Scenario 1: A 34-month old child is really getting on the nerves of Ms. Smith, the child's toddler class teacher. He won't sit in circle time and he keeps yelling. She asks her DI Assistant who is assigned to assist the child in group activities if she will teach the class for the rest of the week because she needs a well-deserved break.

Scenario 2: Ms. Jones is the DI Assistant who works in the home-based Early Intervention program. The family has asked some questions that Ms. Jones is not sure how to answer, but she does the best she can because she wants to help the family and not bother her supervisor. She also wants to show her supervisor that she can handle things on her own.

Scenario 3: The Early Intervention provider has asked her DI Assistant to meet with the community-based child care program because she will be working there with infants and toddlers who are receiving early intervention services in that natural environment.

Scenario 4: The Early Intervention provider has asked her DI Assistant to meet with the child's family to develop the IFSP and plan for services because the DI Assistant is bilingual and speaks the primary language of the family. The meeting is in two days.

- Ask them to circle appropriate or inappropriate and why do they think it is appropriate or inappropriate.
- Have the participants return to the large group.
- With whole group, read and discuss each scenario and their responses.



Goal 2: Recognize the ethical and legal responsibilities of DI Assistants



2.1. Discussion: Confidentiality

- Use **Confidentiality** handout and slide (**H22, page 77/ Slide 44**) to facilitate a lecture regarding issues of confidentiality.
- Point out that as part of the early intervention team providing services to families and infants/toddlers, DI Assistants may have access to private information about them.
- Emphasize that the families expect, and are guaranteed by the state and federal law, that their information will be kept confidential and made available only to personnel authorized to view or discuss it.
- Remind them about the requirements of confidentiality and protection of privacy under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) that they learned about in Academy II: Fundamentals of the IFSP Process.
- Ask them if they remember what purpose HIPAA and FERPA serve?
- Acknowledge responses and
- Show **Health Insurance Portability and Accountability Act (HIPAA)** slide (**Slide 45**) and state that HIPAA protects the privacy of individually identifiable health information. HIPAA Security Rule:
 - Sets national standards for the security of electronic protected health information; and the confidentiality provisions of the Patient Safety Rule, and
 - Protects identifiable information that is used to analyze patient safety events and improve patient safety. This law is part of the U.S. Department of Health and Human Services and the Office of Civil Rights (OCR) enforces the HIPAA Privacy Rule.
- Show **Family Educational Rights and Privacy Act (FERPA)** slide (**Slide 46**) and state that:
 - **FERPA** stands for Family Educational Rights and Privacy Act and is a Federal law that protects the privacy of child/student education records. The law applies to all schools or educational agencies that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records.
- Present Confidential Information slide (**Slide 47**) asks participants to follow along using Confidentiality handout (**H22, page 77**).
- Explain that the early intervention program officials, including the early intervention provider and the DI Assistant, who have a legitimate instructional interest as defined by the early intervention program policies/IFSP may access family/child records, such as:
 - Personally identifiable information must be kept confidential. Personally identifiable information includes but is not limited to:
 - ✓ The name or address of child, parent or other family member
 - ✓ A personal identifier, such as a social security number of child, parent or family member
 - ✓ A description of personal characteristics or other information that would make it possible to identify the child, parent or other family member with reasonable certainty

- Results of formal and informal assessments
- Records of children’s behavior in the early intervention setting
- Performance level and progress
- Family relationships and other personal matters.
- Explain that this information, along with other records and files, is usually contained in the children’s permanent records. The information is gathered from the family, observed in various settings, or obtained from other early intervention personnel. The children and their family expect, and are guaranteed by law, that the information will be kept confidential, and made available only to personnel authorized to view or discuss it.
- Point out that the parents must be permitted to inspect any and all information related to their children without delay. Parents may have a representative, such as an attorney, inspect the records. Early Intervention programs must get parent permission/ consent to share confidential information from the child/family’s record with individuals or agencies/organizations in accordance with HIPAA and FERPA.
 - **Note to Instructor:** The following information is drawn from the Early Intervention Colorado website and if you want more information go to this link: <http://www.eicolorado.org/index.cfm?fuseaction=Policies.content&linkid=646>
- Explain that Early Intervention Colorado has HIPAA and FERPA as part of their **Procedural Safeguards** policy and highlight the following salient points:
 - Confidentiality of Information regarding Personally Identifiable Information
Early Intervention Colorado under HIPAA and FERPA is responsible to ensure the confidentiality of this information is maintained consistent with state and federal regulations.
 - Parental consent is obtained before personally identifiable information concerning a child, the child’s parent or another family member is disclosed to anyone other than officials of participating agencies or if the information is used for any purpose other than meeting requirements for the provision of early intervention services. If the parent(s) does not give consent for the sharing of confidential information, the information is not forwarded.
 - If a CCB is not meeting confidentiality requirements, it is cited for noncompliance and a Plan of Correction is submitted to Early Intervention Colorado within 60 days. If a satisfactory plan is not developed, funds are withheld until the CCB designs an approved corrective plan
- Show **Confidentiality: Caution for DI Assistant** slide (**Slide 48**) and emphasize that any information that might be confidential that may be requested of you, as a DI Assistant, regarding children or families should be referred to the supervisor. A general ethical principle held by most professional organizations is that confidentiality can be broken when there is clear and immediate danger to an individual or society. As a DI Assistant, you should not have to be put in a position to make these types of decisions, and if a situation of this type arises, inform your supervisor immediately.
- Tell the participants that it is perfectly legitimate for them to ask their supervisor or service coordinator for information/policies on specific requirements for confidentiality in your early intervention program.



2.2 Lecture: Representatives of the Community

- Use **Representatives of the Community** slide (**Slide 47**) and state that it very likely that DI Assistants live within the same community as the families they serve while their supervisors may commute and live longer distances away from communities they serve. Thus, in certain ways DI Assistants are representatives of the community at the early intervention program at which they work. Because they often share the cultural and linguistic similarities with the community, DI Assistants can be an effective, knowledgeable, and much needed link between the early intervention program and community.
- Mention that the role that DI Assistants play within the early intervention program does not end when the work day is finished. They are also representatives of the early intervention program in the community. DI Assistants will have community contact outside the early intervention program environment. In fact, with the emphasis on early intervention services that are home based, DI Assistants have contact with the community during the work day, as well as after work.
- Emphasize that the DI Assistants may run in to situations with neighbors and other community members intentionally or unintentionally seeking confidential information about a families and infants/toddlers they work with. For that reason, it is critical that DI Assistants understand and take seriously their role as highly ethical and confidential team members.



2.3 Activity: Role-Play -Requests for Confidential Information

DI Assistants will practice responses to requests for confidential Information from persons in the community who are outside of the early intervention program.



2.3.1 Steps:

- Distribute the **Rehearsed Responses to Requests for Confidential Information** handout (**H23, page 78**)
- Divide participant into pairs and ask them to practice the questions and responses with each other by taking on the role of a DI Assistant and a person outside of the program.
- Ask each pair to come up with an additional I request for confidential information of their own and appropriate response to it.
- Have them share the additional request and the response with the entire group.



2.4 Discussion: Professional and Ethical Practices

- Point out that as members of an early intervention team, DI Assistants may have special relationships with different early intervention program personnel, parents, and other community members. The effectiveness of these relationships depends not only on the quality of work performed, but also on the professional and ethical behavior demonstrated.
- Engage the participants in a discussion with regards to what they think are professional and ethical work behavior that DI Assistants must demonstrate. They may refer to **Developmental Intervention Assistant Roles and Responsibilities** handout (H18, page 73).
- Write down key messages on a flip chart.
- Present the **Professional and Ethical Work Behaviors** handout and slide (H24, page 79/Slide 48-49) and sum up the discussion with the following points. DI Assistants must:
 - Recognize that the supervisor has the ultimate responsibility for instruction and management of the learning environment.
 - Engage only in activities that are delegated to them by the supervisor.
 - Follow directions of the supervisor.
 - Refer concerns about the children, parents, or other team members to the supervisor.
 - Communicate child's progress or concerns with parents or others only as directed to do so by the supervisor.
 - Maintain a high level of competence and integrity.
 - Respect the dignity, privacy, human and legal rights of all children, their families, and staff members.
 - Refrain from engaging in discriminatory practices based on children/families disability, race, sex, language, cultural background, and religion.
 - Maintain strict confidentiality about all information connected to children and their families.
 - Discuss confidential matters only with appropriate personnel.
 - Be a dependable and cooperative team member.
 - Separate personal issues from one's responsibilities as a DI Assistant.
 - Engage in activities to increase one's own knowledge and skills.
 - Engage in self-assessment.
 - Accept and use constructive feedback.



2.5 Activity: Ethical and Professional Considerations

DI Assistants will participate in an activity that clarifies ethical and professional considerations.



2.5.1 Steps

- Divide class into three groups.
- Present the **Activity: Ethical Consideration** slide (Slide 50) and **Ethical Considerations: Discussion Scenarios** handout (H25, page 80).

Scenario # 1:

Mrs. Brown, a DI Assistant, had an extremely rough visit with a family. The following day, she is eating lunch in with another DI Assistant at the CCB and starts to vent about the student's behavior problems of the child and the way the family is handling them.

Scenario # 2:

Mr. Davis, a DI Assistant at a child care center, is organizing infant /toddler files for the early childhood special educator he is assigned to work for this year. Suddenly, he is called away to help with a behavior problem. He leaves in a hurry leaving two files on the top of the filing cabinet which is unlocked.

Scenario #3:

Ms. Harp, a DI Assistant, is working with a parent regarding a language development strategy that her supervisor had taught her as well as the family. The supervisor has asked her reinforce the strategy with the family during a recent visit. Ms. Harp does not fully understand the concept she is supposed to be working on with the parent but feels she can figure it out as she goes along.

- Assign one scenario to each group.
- Have the groups review and discuss their scenario regarding how and why the scenarios could potentially lead to ethical problems.
- Have the groups return to the large group and share their scenario discussion with the class.



Goal 3: Build a positive and professional relationship with the supervisor.



3.1 Activity: Relationship with Your Supervisor

The DI Assistant will reflect on what they have learned so far regarding roles, responsibilities and ethical considerations and discuss what they will do to develop a positive and professional relationship with their supervisor.



3.1.1 Steps

- Set the stage for the activity by highlighting the importance of a positive relationship between DI Assistants and their supervisors to the success of the early intervention program.
- Ask participants to reflect on the information they have received in the Academy with regards to roles and responsibilities of the supervisor as well as the considerations for ethical and professional practice in general.
- Ask them to make a list of things that they can do to make sure they have a positive and professional relationship with their supervisor.
- Have participants share their lists with the large group.
- Use the **Your Relationship with Your Supervisor** handout and slide (**H26, page 81/Slide 51**) to sum up the discussion with the following key messages – connect them to the material already covered in Module A and B:
 - Know characteristics of effective and ineffective communication.
 - Be an effective team member.
 - Know roles – your own as well as those of your supervisor.
 - ▲ Perform only those tasks that legally and ethically fall within the scope of your role.
 - ▲ REMEMBER – you always work under the direction of your supervisor.
 - ▲ Advocate for yourself and seek the guidance/direction that you are legally and ethically supposed to receive from your supervisor.
 - Know work-styles – your own as well as that of your supervisor.
 - ▲ Discuss with your supervisor how the two of you can support each other despite your different work-style preferences.



(Note to the instructor: Work Style Inventories and Comparison Sheet (WS1, WS, WS3, pages 82-84 should be given to the participants to use with their supervisor)

- Don't forget the ethical and professional behaviors that govern your role.



Module C: A Team Approach to Early Intervention with Families Instructor's Guide



Early Intervention Teamwork Academy

Module C: A Team Approach to Early Intervention with Families



A. Icebreaker: Personal Reflection

1. Use **Icebreaker: Personal Reflections** handout and slide (H27, page 87/Slide 55).
2. Tell the participants to think of a time when they or their family needed some kind of assistance or support from some source outside the family (examples may include: a time of illness, an aging family member, a change in career, relocation, a significant loss, a decision about choosing career or school).
3. Ask them to briefly jot down answers to the following questions on the **Personal Reflections** handout (H27, page 87):
 - What were some of the feelings you /your family experienced during this time?
 - What, or who, was helpful during this time (and why)?
 - What, or who, wasn't helpful during this time (and why)?
 - Did you/your family know what you wanted to have happen?
 - How did you/your family decide what you needed?
 - Who did you/your family reach out to (friends, family, neighbors, professional people or services)?
 - How did you know about these resources?
4. After they have done that have then get into small groups and share their stories and reflections with each other. Tell them to give each person at least three minutes to share.
5. After each person in the groups has had a chance to share, lead a large group discussion using these questions:
 - Did anyone have the experience of being told what you needed? What was that like? How did that make you feel?
 - When this experience first started to unfold, to what extent were you confident that you knew what you needed or wanted?
 - What were the characteristics of the people or services that were not helpful?
 - What were the characteristics of the people or services that were helpful?
6. Lead the participants to goals of this module. Connect what they shared with the goals and highlight the importance of recognizing families as team members and supporting them effectively.



B. Lecture: Module Goals

Using **Module C: Team Approach to Early Intervention With Families (Slide 56)** and handout (H1, page 50) review the primary goals of this module.

The DI Assistant will:

1. Develop an understanding of the dynamics of team interaction with families.
2. Reflect upon key principles of family-centered practice (DEC Recommended Practices) when interacting with families as key members of the team.
3. Identify ways to support family perspectives and participation as team members.
4. Develop an understanding of the importance of their role in team-based relationships with families to create brighter futures for children.



Goal 1: Develop understanding of the dynamics of team interaction with families



1.1 Activity: Putting Your Cards on the Table

DI Assistants will participate in an activity that provides an opportunity to reflect upon key principles of family-centered practices and how personal biases could interfere with family member's full participation on their child's early intervention team.

Note for the instructor: This activity needs prior preparation. Carefully read **Putting Your Cards on the Table Activity: Materials and Directions for the Instructor** on pages 95-111.

You will need to create the following in advance:

- Word cards and clues for five groups with the following five Guiding Principles for Family-centered Services:
 - #1 Families are key decision makers for their children.
 - #2 Families' knowledge of and dreams for their children are believed and valued.
 - #3 Service providers have reciprocal relationships with one another, with children, and with families that are candid and respectful.
 - #4 Families and service providers have the opportunity to consider and discuss the same information and diverse perspectives from which they form opinions, determine priorities, and plan services.
 - #5 The individual, ethnic, racial, and socioeconomic diversity of families is acknowledged and honored.
- Additional five sets of word cards with the three words: YOUR PERSONAL BIASES.
- Envelopes with group numbers written on them containing word cards and clues as per the directions for participants ready before you do this activity.



1.1.1 Steps

- Show **Activity: Putting Your Cards on the Table** slide (**Slide 57**).
- Divide the participants into teams of four-five people and distribute envelopes so that the members of each team have the same number on their envelopes. Each team will be working to assemble one Guiding Principle. The following instructions are given to the participants:
 - Think about the group you are in as though it were an early intervention team. Each of you has been given an envelope in which you will find some word cards and a clue for your participation in solving the puzzle.
 - You will have several minutes to create a coherent, meaningful family-centered service principle with your group's words. You have also been given special clues in your envelope that will assist you in assembling the quotation. Do not share your clues with one another. For example, do not tell the other members of your group that you are putting two words together because your clue says you should. Rather, just put the words together and allow others to do the same.

- To begin, take out your cards and put them on the table. Read your clue to yourself. The person with a clue that identifies them as a parent should inform the rest of their team so everyone knows who has the role of parent. Then begin to arrange the cards on the table in meaningful orders to figure out what the principle is. (If teams are slow, or get stuck, the facilitator may provide assistance by suggesting additional word orders)
- After the groups have completed their statement, ask each group to read their guiding principle.
- Ask if they have any cards left over and what they were?
- Show **Guiding Principles for Family-Centered Services** slide (Slide 58) with the statements used in the activity.
 - #1 Families are key decision makers for their children.
 - #2 Families’ knowledge of and dreams for their children are believed and valued.
 - #3 Service providers have reciprocal relationships with one another, with children, and with families that are candid and respectful.
 - #4 Families and service providers have the opportunity to consider and discuss the same information and diverse perspectives from which they form opinions, determine priorities, and plan services.
 - #5 The individual, ethnic, racial, and socioeconomic diversity of families is acknowledged and honored.
- Lead them to **1.2 Discussion: What Did You Learn?**



(Note to the Instructor: Remember there are three cards (YOUR PERSONAL BIASES) in each team that are not used in the guiding principle and although they need to be “on the table” (or recognized and dealt with), they are not part of the quote. Only one team member, the parent, has been given this information in their instructions. Typically, you will see other team members try and “work it into the quote” because they have never been told they **do not** have to use all the cards to make the quote. They thus often assume they need to use all the information.

This is used during the debrief to make points about what to do with your own personal biases, if you disagree with the parent, or have a different perspective of what they should or shouldn’t do. Also it brings to forefront the issue of only using the information that you need rather than asking parents for a lot of information the team does not need to know. The situation typically leads to discussion about how judgments about the “goodness” of families are not appropriate in a respectful team-based process and that respect is so critical, regardless of personal beliefs and values. This can lead to a very rich discussion about the roles of a provider as a professional and facilitator of family functioning. See questions to get the conversation going listed below.

Spend time with DI Assistants talking about their role as a family-centered team member. What specific messages did the “parent” hear from her team and how did the team members support her as she tried to communicate what to do with the cards.



1.2 Discussion: What did you learn?

- Use **Card on the table... What did you learn?** handout and slide (**H 28, page 88/Slide 59**).
- Leads a discussion of the following questions and issues?
 - i. *What struck you about the dynamics of your group? What words describe how you interacted?*
 - ii. *How did you go about the task?*
 - iii. *What was challenging?*
 - iv. *How did you make it work?*
 - v. *How did it feel as a “parent” to have so many cards to manage and share?*
 - vi. *Did you feel supported by your team members?*
 - vii. *What was it like to have three cards that did not fit (although one person kept trying to insert them into the statement) what did you do with those cards? What does this mean?*
- Solicit responses and highlight that reflect statements on **Key Messages from the Cards Activity** slide (**Slide 60**):
 - Team interactions with those families are dynamic.
 - Listening and recognizing that families have a great deal of information about their child critical to team interactions.
 - Identify and respond to individual family member’s styles of sharing information and respond with information and support
 - Recognize personal biases and “put them aside”.
 - Suspend premature negative judgments.
 - Supporting families and improving how families and other members of the team work together is an on-going, collaborative process that requires each and every team member to repeatedly reflect on their own personal biases in the context of principles of family-centered practice.
- Use **Characteristics of Family-Centered Practices** slide (**Slide 61**) to wrap up the discussion:

“Family-centered practices are characterized by beliefs and practices that treat families with dignity and respect; practices that are individualized, flexible, and responsive to family situations; focus on information sharing so that families can make informed decisions; focus on family choice regarding any number of aspects of program practices and intervention options; parent-professional collaboration and partnerships as a context for family-program relations; and the active involvement of families in mobilization of resources and supports necessary for them to care for and rear their children in ways that produces optimal child, parent, and family benefits.” (Dunst, 2008, p. xii)



Goal 2: Reflect upon key principles of family-centered practice (DEC Recommended Practices) when interacting with families as key members of the team



2.1 Lecture: Division for Early Childhood (DEC) Recommended Practice for Family-Centered Practices

- Use **DEC Recommended Family-Centered Practices** handout and slide (**H29, pages 89-90/Slide 62**) and go over the definition:
Definition:
“a philosophy or way of thinking that leads to a set of practice in which families or parent are considered central and the most important decision maker in a child’s life and that service systems and personnel must support, respects, encourage and enhance the strengths and competence of the family.”
- Show **Intended Outcomes** slide (**Slide 63**) and point out that the DEC family-centered practices have the following four intended outcomes.
 - Families and Professionals share responsibility and work collaboratively
 - Practices strengthen family functioning
 - Practices are flexible and individualized
 - Practices are strengths- and assets- based
- Review selected principles of family-centered practice from handout (**H29, pages 89-90, Slide 64-69**) of DEC Recommended Practice for Family-Centered Practices.

Intended outcome: Families and professionals share responsibility and work collaboratively

1. Family members and professionals jointly develop appropriate family-identified outcomes (e.g. IFSP, Person Centered Planning, and Next Steps, Sharing of concerns, priorities and resources).
2. Family members and professionals Work together and share information routinely and collaboratively to achieve family-identified outcomes (e.g. communication journals, phone calls, video-tape, activity settings).
3. Professionals fully and appropriately provide relevant information so parents can make informed choices and decisions (e.g. rights, preferred language, discuss options, provide opportunities for questions, and foster parent to parent networking).
4. Providers use helping styles that promote shared family/professional responsibility in achieving family-identified outcomes (e.g. appropriate resources and materials, embed naturalistic instruction in preferred activity settings, provide information about parent education opportunities, single service provider using a transdisciplinary approach).
5. Family/ professional relationship building is accomplished in ways that are responsive to cultural, language and other family characteristics. (e.g. “ethnographic”

interviewing, effective use of cultural mediators, interpreters and translators, use or attempt to learn some words in preferred language, inclusive participation of all families, honoring of each family's decision-making style).

Intended outcome: Family-Centered practices strengthen family functioning

6. Practices, supports, and resources provide families with participatory experiences and opportunities promoting choice and decision-making (e.g. home visits to increase confidence in **Everyday Routines, Activities, and Places + Relationships** (ERAP+R) share information to access to community resources and other parents).
7. Practices, supports, and resources support family participation in obtaining desired resources and supports to strengthen parenting competence and confidence (e.g. variety of choices provided for participation, share helpful resources, etc).
8. Intra-family, informal, community and formal supports and resources (e.g. respite care) are used to achieve desired outcomes. (E.g. access to informal and formal networks, transportation, religious groups, and /or other resources to access community).
9. Supports and resources provide families with information, competency enhancing experiences and participatory opportunities to strengthen family functioning and promote parenting knowledge and skills (e.g. interpretations and access to research findings, cooperative workshops, parent organizations, ways to answer their specific questions etc).
10. Supports and resources are mobilized in ways that do not disrupt family and community life (e.g. choices are available for service delivery models, child care and food provided for meetings, time considerations for program schedules).

Intended outcome: Family-Centered Practices are flexible and individualized

11. Resources and supports are provided in ways that are flexible, individualized, and tailored to child and family preferences and styles and promote well-being (e.g. genuine options for scheduling, access to materials in languages and formats)
12. Resources and supports match each family member's identified priorities (e.g. mothers may be different than fathers).
13. Resources and supports are responsive to the cultural, ethnic, racial, language, and socioeconomic characteristics and preferences of families (e.g. learn about beliefs and values, respect holidays, settings include materials such as dolls, books, pictures, food reflect the lives of children and families served).
14. Resources and supports incorporate family beliefs and values into decisions, intervention plans, resources and supports (e.g. dietary restrictions, discussion of family priorities, support parents' investigation of and evaluation /use of alternative treatments).

Intended Outcome: Family-Centered Practices are strengths- and assets- based

15. Family and child strengths and assets are used as a basis for engaging families in participatory experiences supporting parenting confidence and competence (e.g. a grandfather, who is a former librarian, is asked if he wants to read during story time, child's interests are used to plan activities and parental input is sought on a regular basis).
16. Practices supports and resources build upon existing parenting competence and confidence (e.g. the father is primary cook so is involved in food preparations discussion for child, ideas for activity settings build upon what family is already doing).
17. Practices supports and resources promote the family's and team member's acquisition of new knowledge and skills to strengthen competence and competence (e.g. parent education and support groups, bulletin boards or other forum to share new ideas).



2.2 Activity: What it might look like when played out ...?

DI Assistants will participate in an activity working in pairs to give examples of "what it might look like" when played out during home visits and in a child care setting.



2.2.1 Steps

- Show **Activity: What it might look like ...?** slide (**Slide 70**) Choose two indicators of family-centered practice.
- Brainstorm "what it might look like" for specific families you might be working within early intervention. Expand upon examples provided in handout (**H29, pages 89-90**).
- Have the participants complete a Think Pair Share activity to solicit examples of expansions of "what it might look like" when played out during home visits.
- Have the participants complete a Think Pair Share activity to solicit examples of expansions of "what it might look like" when played in small groups settings.
- Ask them to generate a list of implications for their role as a DI Assistant working with families.
- Write responses on a flip Chart.
- Review responses with whole group.



2.3 Activity: “What if” scenarios in small groups. (30 minutes)

DI Assistant will participate in an activity working in groups to discuss how they might handle difficult situations by using principles of family-centered practices.



2.3.1 Steps

- Use Activity: “What if” slide (**Slide 71**) and “What if...” handout (**H30, pages 91-92**).
- Request participants to work in groups of 4 – 6.
- Choose a “team leader” to facilitate the discussion.
- Choose a recorder to summarize the discussion for the entire group to share with the whole group.
- Ask the participants to read the scenarios on handout and discuss them with others in the group.
- Ask them to share their summarizations with the whole group.
- Ask them to reflect upon their team process and what they consider valuable new learning about either specific principles of family-centered care or the dynamic nature of team interactions.



Goal 3: Identify ways to support family perspectives and participation as team members



3.1 Activity: “Family Panel or Roundtable”

The DI Assistants will be given the opportunity to listen to family voices about what works and what is challenging for them when teaming with professionals as partners in early intervention team.



3.1.1 Steps

- Arrange for three parents to present ““tell their story” for five minutes each on *what they consider important about being supported as an integral team member on their child’s early intervention team.*
- Use **Family Presentation** slide (**Slide 72**).
- Open for questions after each has presented.
- If participants do not initiate questions, then the instructor assumes facilitation of ongoing dialogue by asking specific questions. Sample questions might include:
 - What styles of interaction each parent is most comfortable with when communicating with other team members?
 - Are there specific ways parents like the team to share information?
 - What are parents’ expectations when team members visit your home?
 - How might a DI support parents’ involvement with the team? (e.g. By transmitting questions to specific team members, supporting them to contact their service coordinator to access a specific resource, what they consider most important about ongoing interactions with team members etc.



Note to the instructor: If a family panel cannot be arranged use the video Aracelly and Elizabeth from Special Quest materials, that tells the story of Elizabeth’s birth, subsequent diagnosis of Down Syndrome, how the family reacted and what and who provided support to Aracelly during the first years of her struggle to help her child. Have participants discuss what might have happened if the news of a diagnosis had been delivered differently, and how this mother and family could have been supported if Elizabeth was born today. Focus on specifics of family as integral to the team process.

Please Note: Video clips may take a few minutes to load and start – share this information with your participants.



3.2 Discussion: Journal Entry – New Learning and Insights about Working with Families and Other Team Members

- Use **Journal Entry** handout and slide (**H31, page 93/Slide 73**).
- Ask participants to reflect privately on what they learned from parents' presentations and dialogue (or by watching the Aracelly and Elizabeth video – clip provided on **Slide 74**)
- If you use the video clip tell the participants that they will watch *an interview with Aracelly Valverde, the mother of four children. Her second daughter, Elizabeth, has Down Syndrome. Aracelly, her parents, and her four sisters are from Costa Rica and now live in California. Her children were born in California. Aracelly's parents and hers sites all live within a one-mile radius of one another. The family has always been very close, and includes an extended family of 400 relatives in Costa Rica*
- Suggest they record new learning by addressing the following questions in their journal
 - How did family members perceive their role and responsibilities as members of their child's team?
 - What do they want from the providers who work with them?
 - How might families differ in this regard?
- Be sure to leave time for questions and comments after participants have had time to enter their reflections in their journal.



Goal 4: Develop understanding of the importance of the DI Assistant role in team-based relationships with families to create brighter futures for children



4.1 Activity: Creating Bright Futures

DI Assistant will watch a video and reflect on their role in team-based relationships with families for providing service effectively to infants and toddlers.



4.1.1 Steps

- **Show Activity: Creating Bright Futures (Collaboration and Teaming)** slide (**Slide 75**) and
- Inform the participants that they are going to watch a video clip created by the Hilton Early Head Start Training Program and shares its vision for inclusion of infants and toddlers with disabilities and their families in early care and education programs. Family members of infants and toddlers with disabilities, early care and education service providers, and early intervention providers discuss their experiences and dreams for programs that include all children. Creating Bright Futures was developed for SpecialQuest in 1998 and is a 2002 Aegis Awards winner. Aegis is a national video competition that features peer judging by professionals who work in the industry every day.
- Ask the participants to reflect upon key messages from the video about the DI Assistant's role as a team member building relationships with children and their families in early intervention.
 - Show Slide 76 and ask:
What is the DI Assistant's role when working with infants, toddlers and their families?
- Use **DI Assistant Role in Supporting Families** handout and slide (**H32, page 94/Slide 77**).
- Ask participants to react to the following ideas and statements in terms of implications for their role as a DI Assistant.

I agree that:

- ✓ In order to create a brighter future for their child, family members need my understanding and support in my roles as the DI Assistant.
- ✓ As providers of early intervention services, all need to discover the possibilities of each and every child.
- ✓ I am not alone!
- ✓ I need to look to family members for information and expertise about their child.
- ✓ I will go to team members for resources and support and information to fulfill my responsibilities.
- ✓ I will help to implement the individualized program for each child that the team designs
- ✓ I willWork Together!



Early Intervention Teamwork Academy Handouts



EI Teamwork DI Assistants Academy Goals

Module A: Building the Team Relationship

The DI Assistant will:

1. Recognize the characteristics of effective and disruptive team communication.
2. Identify the characteristics of effective team functioning.
3. Recognize own strengths and weaknesses as a team member.

Module B: Roles and Responsibilities of the Developmental Intervention Assistant and their Supervisor

The DI Assistant will:

1. Differentiate between DI Assistant and the supervisor roles and responsibilities
2. Recognize the ethical and legal responsibilities of DI Assistants.
3. Build a positive and professional relationship with the supervisor.

Module C: A Team Approach to Early Intervention with Families Instructor's Guide

The DI Assistant will:

1. Develop an understanding of the dynamics of team interaction with families.
2. Reflect upon key principles of family-centered practice (DEC Recommended Practices when interacting with families as key members of the team.
3. Identify ways to support family perspectives and participation as team members.
4. Develop an understanding of the importance of their role in team-based relationships with families to create brighter futures for children.



Module A Handouts



Getting to Know You

- What is your favorite memory of your early childhood days?
- What do you do in your spare time?
- What are your unique talents and skills?
- What made you choose to work with children who need special assistance?
- What other jobs had you had? What did you like best about those jobs?
- What do you think are important things to consider in working with most families in relationship to their hopes and concerns for their children?
- If you were a parent who was being provided services to support their young child and then as a parent, what would be important to you?

Reflection on “Getting to Know You”

- What could children and families learn from you that would help them grow?
- What do you think is the goal of Early Intervention Services?
- What job do you think you will have five years from now?
- How does knowing something personal about people help you work with them more effectively?
- If you were a parent who was being provided services to support their young child and then as parents, what would be important to you?

IFSP Team Members

Who are the IFSP Team members?

1. Parents
2. Service Coordinators
3. Trans-disciplinary team members
4. Additional people important to the family

1. & 2. i.e. parents and service coordinators are the only constants on the team, other members vary depends on which landmark of the IFSP process is the focus.

3. Depending on the IFSP Landmarks to be addressed, **transdisciplinary members** may include:

- Early Childhood Special Educators
- Speech and language pathologists Audiologists
- Occupational therapists
- Physical therapists
- Early Childhood Mental Health Specialist
- Social workers
- Psychologists
- Family therapists
- Social/Emotional Early Childhood Specialists
- Special educators (early childhood specialists)
- Nurses
- Pediatricians and other physicians
- Nutritionists
- Orientation and mobility specialists

And Developmental Intervention Assistant

4. **Additional people important to the family** may include:

- Immediate family members
- Extended family members
- Other parents
- Advocates
- Child care providers
- School district personnel
- Clergy
- Friends and Neighbors
- Elders from the families cultural community

Teamwork

Teamwork is:

- the ability to work together toward a common vision and to direct individual accomplishment toward organizational objectives.
- the fuel that allows common people to attain uncommon results.
- more than just a group of people trying to accomplish something together.
- a very specific way of using a common process and structure to focus individual roles and efforts on the achievement of common objectives, such that the effectiveness of the group effort is greater than the sum of the individual efforts.
- an energetic group of people who are committed to achieving common objectives, who work well together and enjoy doing so, and who produce quality results.

Ineffective Team Communication

- _____
- _____
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Checklist of Good Team Member Behaviors

- I contribute my ideas.
- I encourage others to contribute (e.g. ask others for their ideas, do not interrupt).
- I treat others as individuals.
- I listen to as well as express support and acceptance of others' ideas.
- I express my feelings.
- I accept and appreciate differences in others.
- I offer my personal and professional resources to support the work of the team
- I communicate in constructive ways
- I ask for clarification and help when needed.
- I help the group keep working (e.g. give/follow directions, coordinate efforts, summarize and paraphrase to clarify ideas).
- I maintain a sense of humor.
- I am willing to share work, responsibilities, accolades and failure.
- I bring problem-solving skills and collaborative values to the group.

What else do you do as a “good” team member?

- _____
- _____
- _____
- _____
- _____
- _____

Effective Team Characteristics

Atmosphere

- Is trusting, open, frank, focused, secure, confident, optimistic, helpful, supportive, participative, and tuned in to task
- Encourages individuals' sense of identity, sense of humor, and sense of creativity.

Energy

- People draw strength from one another.
- Individuals feel, and are, more potent.
- Ongoing team activities renew vitality.

Objectives or Outcomes

- Are developed and understood by all members.
- Are considered worthwhile by all members.
- Are consistent with organizational objectives.
- Are consistent with individual objectives.

Structure and Procedures

- Involve workable way to deal with control, authority, organization, roles, conflict, and problem solving.
- Are flexible and responsive to the task.

Output

- Fulfills the early intervention purpose and goals
- Is better than sum of individual parts.
- Is responsive to real time situations.
- Provides individual satisfaction.

Supervisor Work Style

Directions: Circle the number that indicates your level of agreement / disagreement with each statement.

		Disagree		Agree
1. I supervise DI Assistants closely.....	1	2	3	4 5
2. I like a flexible work schedule.	1	2	3	4 5
3. I let DI Assistants know exactly what is expected.	1	2	3	4 5
4. I provide and model the use of all the materials that will be used.....	1	2	3	4 5
5. I provide a written work schedule.	1	2	3	4 5
6. I expect the DI Assistant to think ahead to the next task.....	1	2	3	4 5
7. I determine the intervention strategies that will be used.....	1	2	3	4 5
8. I encourage the DI Assistant to try new activities independently.	1	2	3	4 5
9. I give explicit directions for each task.....	1	2	3	4 5
10. I always do several things at one time.....	1	2	3	4 5
11. I like working with DI Assistants that willingly take on new challenges.....	1	2	3	4 5
12. I like taking care of details.....	1	2	3	4 5
13. I require the DI Assistant to be very punctual.....	1	2	3	4 5
14. I like to get frequent feedback on how I can improve as a supervisor/coach.....	1	2	3	4 5
15. I like to bring problems out in the open.....	1	2	3	4 5
16. I like to give frequent performance feedback to the DI Assistant.....	1	2	3	4 5
17. I like to discuss activities that do not go well.....	1	2	3	4 5
18. I like working with other adults.....	1	2	3	4 5
19. I encourage DI Assistants to think for themselves.....	1	2	3	4 5
20. I am a morning person.....	1	2	3	4 5
21. I speak slowly and softly.....	1	2	3	4 5
22. I work best alone with little immediate interaction.....	1	2	3	4 5
23. I need a quiet place to work without distractions.....	1	2	3	4 5
24. I prefer that no one else touches my things.....	1	2	3	4 5
25. I prefer to work from a written plan.....	1	2	3	4 5

DI Assistant Work Style

Directions: Circle the number that indicates your level of agreement / disagreement with each statement.

	Disagree				Agree
1. I like to be supervised closely	1	2	3	4	5
2. I like a flexible work schedule.....	1	2	3	4	5
3. I like to know exactly what is expected.	1	2	3	4	5
4. I like to be provided the materials to use	1	2	3	4	5
5. I like having a written work schedule	1	2	3	4	5
6. I need time to think ahead on the next task.....	1	2	3	4	5
7. I like to take directions on the instructional methods I use.....	1	2	3	4	5
8. I like to try new activities independently.	1	2	3	4	5
9. I like to be told how to do each task.....	1	2	3	4	5
10. I like to do several things at one time.....	1	2	3	4	5
11. I like to take on challenges and new situations.....	1	2	3	4	5
12. I like taking care of details.	1	2	3	4	5
13. I like to be very punctual	1	2	3	4	5
14. I like to give frequent feedback on how I prefer to be supervised	1	2	3	4	5
15. I like to bring problems out in the open	1	2	3	4	5
16. I like to get frequent feedback on my performance	1	2	3	4	5
17. I like to discuss when activities do not go well.....	1	2	3	4	5
18. I like working with other adults	1	2	3	4	5
19. I like to think things through for myself	1	2	3	4	5
20. I am a morning person.....	1	2	3	4	5
21. I like to speak slowly and softly	1	2	3	4	5
22. I like to work alone with little immediate interaction.....	1	2	3	4	5
23. I need a quiet place to work without distractions.....	1	2	3	4	5
24. I prefer that no one else touches my things.....	1	2	3	4	5
25. I prefer to work from a written plan.....	1	2	3	4	5

Work Style Score Comparison Sheet

Directions: *Transfer scores from worksheets 1 and 2 to this form. Examine areas of agreement and disagreement. Your combined profile is unique: there are no “correct” scores or combinations. Decide whether your combinations are okay or not. Have a conversation in which you strive to determine how you will proceed to work together in light of your areas of agreement and disagreement. Write out your decisions on each item that poses an area of difficulty for you.*

Disagree	Agree	<u>Item Content</u>	Disagree	Agree
1 2 3 4 5	1. Closeness of supervision.....	1 2 3 4 5	
1 2 3 4 5	2. Flexibility of work schedule	1 2 3 4 5	
1 2 3 4 5	3. Preciseness of expectations.....	1 2 3 4 5	
1 2 3 4 5	4. Decisions on which materials to use	1 2 3 4 5	
1 2 3 4 5	5. Written work schedule	1 2 3 4 5	
1 2 3 4 5	6. Time to think ahead on the next task.....	1 2 3 4 5	
1 2 3 4 5	7. Decisions on instructional methods.....	1 2 3 4 5	
1 2 3 4 5	8. Trying new activities independently.....	1 2 3 4 5	
1 2 3 4 5	9. Specifying how to do each task	1 2 3 4 5	
1 2 3 4 5	10. Doing several things at one time	1 2 3 4 5	
1 2 3 4 5	11. Taking on challenges	1 2 3 4 5	
1 2 3 4 5	12. Taking care of details.....	1 2 3 4 5	
1 2 3 4 5	13. Punctuality	1 2 3 4 5	
1 2 3 4 5	14. Giving /getting feedback on supervision.....	1 2 3 4 5	
1 2 3 4 5	15. Dealing with problems out in the open	1 2 3 4 5	
1 2 3 4 5	16. Giving / getting frequent feedback.....	1 2 3 4 5	
1 2 3 4 5	17. Discussing activities that do not go well.....	1 2 3 4 5	
1 2 3 4 5	18. Working with other adults	1 2 3 4 5	
1 2 3 4 5	19. Thinking things through for myself.....	1 2 3 4 5	
1 2 3 4 5	20. I am a morning person	1 2 3 4 5	
1 2 3 4 5	21. Speak slowly and softly	1 2 3 4 5	
1 2 3 4 5	22. Working alone – little interaction	1 2 3 4 5	
1 2 3 4 5	23. Quiet place to work / no distractions.....	1 2 3 4 5	
1 2 3 4 5	24. Touching others’ things.....	1 2 3 4 5	
1 2 3 4 5	25. Working from a written plan.....	1 2 3 4 5	

How You Act in Conflicts

The proverbs listed below can be thought of as descriptions of some of the different strategies for resolving conflicts. Proverbs state traditional wisdom and these proverbs reflect traditional wisdom for resolving conflicts. Read each of the proverbs carefully. Using the following scale, indicate how typical each proverb is of your actions in a conflict.

Score:

5=very typical of the way I act in a conflict

4=frequently typical of the way I act in a conflict

3=sometimes typical of the way I act in a conflict

2=seldom typical of the way I act in a conflict

1=never typical of the way I act in a conflict

- ___ 1. It is easier to refrain than to retreat from a quarrel.
- ___ 2. If you cannot make a person think as you do, make them do as you think.
- ___ 3. Soft words win hearts.
- ___ 4. You scratch my back, I'll scratch yours.
- ___ 5. Come now and let us reason together.
- ___ 6. When two quarrel, the person who keeps silent first is the most praiseworthy.
- ___ 7. Might overcomes right.
- ___ 8. Smooth words make smooth ways.
- ___ 9. Better half a loaf than no bread at all.
- ___ 10. Truth lies in knowledge, not in majority opinion.
- ___ 11. He who fights and runs away, lives to fight another day.
- ___ 12. He hath conquered well that hath made his enemies flee.
- ___ 13. Kill your enemies with kindness.
- ___ 14. A fair exchange brings no quarrel.
- ___ 15. No person has the final answer but every person has a piece to contribute.
- ___ 16. Stay away from people who disagree with you.
- ___ 17. Fields are won by those who believe in winning.
- ___ 18. Kind words are worth much and cost little.
- ___ 19. Tit for tat is fair play.
- ___ 20. Only the person who is willing to give up his or her monopoly on truth can ever profit from the truths that others hold.
- ___ 21. Avoid quarrelsome people as they will make your life miserable.
- ___ 22. A person who will flee will make others flee.

- ___ 23. Soft words ensure harmony.
- ___ 24. One gift for another makes good friends.
- ___ 25. Bring your conflicts out into the open and face them directly; only then will the best solution be discovered.
- ___ 26. The best way of handling conflicts is to avoid them.
- ___ 27. Put your foot down where you mean to stand.
- ___ 28. Gentleness will triumph over anger.
- ___ 29. Getting part of what you want is better than not getting anything at all.
- ___ 30. Frankness, honesty, and trust will move mountains.
- ___ 31. There is nothing so important you have to fight for it.
- ___ 32. There are two kinds of people in the world, the winners and the losers.
- ___ 33. When one hits you with a stone, hit him or her with a piece of cotton.
- ___ 34. When both give in halfway, a fair settlement is achieved.
- ___ 35. By digging and digging, the truth is discovered.

Scoring:

Withdrawing	Forcing	Smoothing	Compromising	Confronting
___ 1.	___ 2.	___ 3.	___ 4.	___ 5.
___ 6.	___ 7.	___ 8.	___ 9.	___ 10.
___ 11.	___ 12.	___ 13.	___ 14.	___ 15.
___ 16.	___ 17.	___ 18.	___ 19.	___ 20.
___ 21.	___ 22.	___ 23.	___ 24.	___ 25.
___ 26.	___ 27.	___ 28.	___ 29.	___ 30.
___ 31.	___ 32.	___ 33.	___ 34.	___ 35.
___ total	___ total	___ total	___ total	___ total

The higher the score for each conflict strategy, the more frequency you tend to use that strategy.
 The lower the total score for each conflict strategy, the less frequently you tend to use that strategy.

Conflict Strategies: What Are You Like?

Different people use different strategies for managing conflicts. These strategies are usually learned in childhood and they seem to function automatically. Typically, we are not aware of how we act in conflict situations, we just do whatever comes natural. But, we do have a personal strategy and because it was learned, we can always change it by learning new and more effective ways of managing conflicts.

When you become engaged in conflict, there are two major concerns you should take into account:

- 1. Achieving Your Personal Goals:** You are in conflict because you have a goal that conflicts with another person's goal. Your goal may be highly important to you, or it may be of little importance.
- 2. Keeping a Good Relationship With the Other Person:** You may need to be able to interact effectively with the other person in the future. The relationship may be very important to you, or it may be of little importance.

How important your personal goals and the relationship are to you affect how you act in conflict. Given these two concerns, it is possible to identify five styles of managing conflicts.

1. The Turtle (withdrawing)

Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from issues over which conflict is taking place and from the persons they are in conflict with. Turtles believe it is hopeless to try to resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

2. The Shark (forcing)

Sharks try to overpower opponents by forcing them to accept their solutions to the conflict. Their goals are highly important to them, and relationships are of minor importance. They seek to achieve goals at all costs. They are not concerned with the needs of others. They do not care if other like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They will try to win by attacking, overpowering, overwhelming, and intimidating others.

Conflict Strategies: What Are You Like? (continued)

3. The Teddy Bear (smoothing)

To Teddy Bears, the relationship is of great importance while their own goals are of little importance. Teddy Bears want to be accepted and liked by others. They think that conflict should be avoided in favor of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if the conflict continues, someone will get hurt and the relationship will be ruined. They give up their goals to preserve the friendship. Teddy Bears say, “I’ll give up my goals and let you have what you want, in order for you to like me.” Teddy Bears try to smooth over conflict out of a fear of harming the relationship.

4. The Fox (compromising)

Foxes are moderately concerned with their own goals and their relationship with others. Foxes seek a compromise, they give up part of their goals and persuade the other person in the conflict to give up part of his goals. They seek a conflict solution in which both sides gain something in the middle ground between the two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.

5. The Owl (confronting)

Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person. Owls see conflicts as a means to improve relationships by reducing tension between two persons. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, Owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person’s goals. They are not satisfied until the tension and negative feelings have been fully resolved.



Module B Handouts



DI Assistant Definition and Roles

A DI Assistant is

What does the DI Assistant do?

DI Assistant Work Environments include:

Roles and Responsibilities of the Supervisors of the DI Assistants

Overall program planning	Oversee Individualized Family Service Plan (IFSP) outcomes, address legal, ethical and professional standards and guidelines and prescribe instruction and family-centered services in natural environments.
Instruction	<ul style="list-style-type: none"> • Provide instruction and developmental services, based on the IFSP, to families and children directly and through the DI Assistant. • Monitor the implementation of strategies and supports for families and caregivers. • Embed appropriate learning experiences in Everyday Routines, Activities, Places and Relationships (ERAP+R) as developed by the IFSP transdisciplinary team. <p>Note: Overall program implementation is the responsibility of the supervisor even if the language of the family is different.</p>
Assessment	<ul style="list-style-type: none"> • Collect, coordinate, interpret and report data with regards to ongoing assessment for Results Matter and other assessments used for ongoing IFSP reviews. • Use assessment data to adjust instruction that leads to child and family outcomes progress.
Collaboration	<ul style="list-style-type: none"> • Consult with other professional personnel in the IFSP teams, meeting coordinating, and communication with all team members. • Facilitate and ensure DI Assistant's participation in IFSP team meetings as required by the individual child and family needs.
DI Assistant Supervision (which includes the seven functions listed in the next column)	<ol style="list-style-type: none"> 1. Provide Orientation to the newly hired DI Assistant regarding their role (including boundaries of their role), job description, agency policies (e.g. confidentiality, procedural safeguards, health, safety and universal precautions, ethical practice, child abuse). 2. Provide intervention plans to the DI Assistant that include: <ul style="list-style-type: none"> – the purpose of the intervention plan, – long term and short term family and infant/toddler outcomes, – specific family and infant/toddler needs and strengths, materials and resources, – sequence of actions, – use of cues or prompts, – permissible individualized instructional strategies, and – data structure for documenting infant/toddler progress according to the IFSP. <p><i>Remember it is NOT the DI Assistant's ethical responsibility to plan or design intervention outcomes – DI Assistants only carry them out based on the directions provided by the supervisors.</i></p> 3. Create schedules for the DI Assistant. 4. Delegate tasks to DI Assistant with clearly defined goals, outcomes, deadlines, and levels of authority for the task. 5. Promote DI Assistant Growth and Development - training and coaching of the DI Assistant to perform the tasks assigned to them. 6. Monitor performance of the DI Assistant – conduct regularly scheduled observations of the DI Assistant and provide ongoing feedback. 7. Managing the Workplace – conduct regular meetings with the DI Assistant, problem solve and manage and resolve conflicts.

(Note to the instructor: These roles have been identified by the Curriculum Review Panel (CRP) and the state-wide Coalition of the CO-TOP* EIS project. The CRP consisted of the national and state level early childhood education experts and the coalition consists of a wide representation of expertise from the rural and urban early intervention agencies)

Roles and Responsibilities of the DI Assistant

Assist in Delivery of Early Intervention Services	<ul style="list-style-type: none"> • Implement activities to facilitate IFSP outcomes as directed by the supervisor • Video tape sessions • Carry out adapted instruction according to the adaptation list provided or specific directions based on the IFSP • Facilitate parents' active participation in intervention strategies as directed by the supervisor • Translate supervisor made materials / text materials into another language • Use another language (e.g. sign, Spanish), to discuss and elaborate on concepts that have been presented in English • Monitor infant/toddler's performance as directed • Re-teach/reinforce intervention strategies introduced by supervisor to infant/toddlers and their parents
Assist in Data Collection/ Reporting	<ul style="list-style-type: none"> • Observe and record infant/toddler's progress in areas identified on the IFSP as needing improvement (e.g. infant/toddler's behaviors, health needs, food/liquid intake, use of communication skills, adaptive equipment or devices, social interactions/initiative, peer interaction/socialization behavior) as directed by the supervisor for ongoing assessment and ongoing IFSP reviews
Activity Preparation / Follow-up	<ul style="list-style-type: none"> • Find/arrange materials/equipment to be used in the intervention sessions as per the direction of the supervisor • Adapt materials/equipment as specified by the supervisor for a particular infant/toddler • Construct intervention materials as directed • Construct adapted intervention materials according to IFSP or other adaptation directions provided by supervisor and other early intervention provider • Distribute supplies/materials to families as directed
Ethical Practice/ Professional Practice	<ul style="list-style-type: none"> • Maintain confidentiality of all information regarding infant/toddler's and their families • Respect the dignity of every child and their families at all times • Report suspected child abuse according to the law, and CCB policies, and procedures • Maintain relationship and communication with families within their professional scope of responsibility • Provide accurate and timely information about the infant/toddler to those who have the right to know [e.g. CCB team members, supervisor, etc] • Carry out all assigned duties responsibly, in a timely manner • Protect the welfare and safety of infant/toddlers at all times • Maintain composure/emotional control while working with infant/toddlers and families • Demonstrate punctuality, good attendance, and report absences as directed • Maintain professional behavior and appearance • Protect privacy and dignity of CCB staff members, team members, co-workers etc. • Accept assigned tasks • Request direction, instruction, or guidance for new or unfamiliar tasks
Team Participation / Membership	<ul style="list-style-type: none"> • Meet with transdisciplinary team as scheduled/directed • Participate in team meetings by contributing information, ideas, and assistance and by listening carefully to the ideas of others • Engage in appropriate problem-solving steps to resolve problems • Engage in mature conflict management steps processes • Use appropriate communication actions in adult-adult interactions • Respect the dignity of other adults • Participate in learning activities as specified in growth and development plan • Participate in CCB wide growth and development activities as specified • Attend IFSP meetings as required by the individual child and family needs • Attend annual review meetings • May assist the service coordinator with family access to culturally relevant services • Participate in intervention planning sessions with supervisor • Contribute unique skills and talents if appropriate when requested by the supervisor
Clerical Work	<ul style="list-style-type: none"> • Help with paperwork to facilitate annual reviews • Inventory materials and fill out routine forms as directed as well as help in the maintenance of files for IFSPs, assessment reports, other program reports as appropriate

(Note to the instructor: These roles have been identified by the Curriculum Review Panel (CRP) and the state-wide Coalition of the CO-TOP* EIS project. The CRP consisted of the national and state level early childhood education experts and the coalition consists of a wide representation of expertise from the rural and urban early intervention agencies).

Who's Role Is It?

#	Task	Supervisor	DI Assistant
1	Assessing a child using developmental assessments		
2	Observations of parent child interactions		
3	Creating materials to share with families		
4	Making copies of materials to share with families		
5	Teaching pre-literacy skills		
6	Developing instructional plans		
7	Changing diapers		
8	Providing input to instructional plans		
9	Supervising children in community settings		
10	Developing a mini-lesson for a small group of toddlers		
11	Attend IFSP meetings.		
12	Recording data		
13	Writing a behavioral plan for a child.		
14	Planning with other professionals		
15	Reporting a case of abuse to the appropriate authority		
16	Discussing a child and/or child's behavior problems		
17	Delegating a task to another DI Assistant		
18	Connecting families with community resources		
19	Making referrals to specialized services		
20	Reinforcement of skills already demonstrated to families		

Job Scenarios

Scenario 1: A 34-month old child is really getting on the nerves of Ms. Smith, the child's toddler class teacher. He won't sit in circle time and he keeps yelling. She asks her DI Assistant who is assigned to assist the child in group activities if she will teach the class for the rest of the week because she needs a well-deserved break.

Appropriate
Inappropriate

Why:

Scenario 2: Ms. Jones is the DI Assistant who works in the home-based Early Intervention program. The family has asked some questions that Ms. Jones is not sure how to answer, but she does the best she can because she wants to help the family and not bother her supervisor. She also wants to show her supervisor that she can handle things on her own.

Appropriate
Inappropriate

Why:

Scenario 3: The Early Intervention provider has asked her DI Assistant to meet with the community-based child care program because she will be working there with infants and toddlers who are receiving early intervention services in that natural environment.

Appropriate
Inappropriate

Why:

Scenario 4: The Early Intervention provider has asked her DI Assistant to meet with the child's family to develop the IFSP and plan for services because the DI Assistant is bilingual and speaks the primary language of the family. The meeting is in two days.

Appropriate
Inappropriate

Why:

Confidentiality

- As part of the early intervention team providing services to families and infants/toddlers, DI Assistants may have access to private information about them.
- The families expect, and are guaranteed by the state and federal law, that their information will be kept confidential and made available only to personnel authorized to view or discuss it.
- Two Acts that address privacy and confidentiality are: Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). These two acts were first referred to in Academy II: Fundamentals of the IFSP Process.
- Health Insurance Portability and Accountability Act (**HIPAA**) protects the privacy of individually identifiable health information. HIPAA Security Rule:
 - Sets national standards for the security of electronic protected health information; and the confidentiality provisions of the Patient Safety Rule, and
 - Protects identifiable information that is used to analyze patient safety events and improve patient safety. This law is part of the U.S. Department of Health and Human Services and the Office of Civil Rights (OCR) enforces the HIPAA Privacy Rule.
- Family Educational Rights and Privacy Act (**FERPA**) is a Federal law that protects the privacy of child/student education records. The law applies to all schools or educational agencies that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records.
- Early intervention program officials, including the early intervention provider and the DI Assistant, who have a legitimate instructional interest as defined by the early intervention program policies, may access early intervention records. There are many types of family/child records that are confidential and are usually included in the confidential file.
 - Personally identifiable information must be kept confidential. Personally identifiable information includes but is not limited to:
 - ✓ The name or address of child, parent or other family member
 - ✓ A personal identifier, such as a social security number of child, parent or family member
 - ✓ A description of personal characteristics or other information that would make it possible to identify the child, parent or other family member with reasonable certainty
 - Results of formal and informal assessments,
 - Records of children's behavior in the early intervention setting,
 - Performance level and progress,
 - Family relationships and other personal matters.
- This information, along with other records and files, is usually contained in the children's permanent records. The information is gathered from the family, observed in various settings, or obtained from other early intervention personnel. The children and their family expect, and are guaranteed by law, that the information will be kept confidential, and made available only to personnel authorized to view or discuss it.
- Parents must be permitted to inspect any and all information related to their children without delay. Parents may have a representative, such as an attorney, inspect the records. Early Intervention programs must get parent permission/ consent to share confidential information from the child/family's record with individuals or agencies/organizations in accordance with HIPAA and FERPA.
- Early Intervention Colorado has HIPAA and FERPA as part of their **Procedural Safeguards** policy and highlight the following salient points:
 - Confidentiality of Information regarding Personally Identifiable Information Early Intervention Colorado under HIPAA and FERPA, is responsible to ensure the confidentiality of this information is maintained consistent with state and federal regulations.
 - Parental consent is obtained before personally identifiable information concerning a child, the child's parent or another family member is disclosed to anyone other than officials of participating agencies or if the information is used for any purpose other than meeting requirements for the provision of early intervention services. If the parent(s) does not give consent for the sharing of confidential information, the information is not forwarded.
 - If a CCB is not meeting confidentiality requirements, it is cited for noncompliance and a Plan of Correction is submitted to Early Intervention Colorado within 60 days. If a satisfactory plan is not developed, funds are withheld until the CCB designs an approved corrective plan

CAUTION FOR DI ASSISTANT

- Any requests to the DI Assistant, regarding information about children or families should be referred to the supervisor.
- A general ethical principle held by most professional organizations is that confidentiality can be broken when there is clear and immediate danger to an individual or society.
- As a DI Assistant, you should not have to be put in a position to make these types of decisions, and if a situation of this type arises, inform your supervisor immediately.
- It is perfectly legitimate for you to ask your supervisor or service coordinator for policies on specific requirements for confidentiality in your early intervention program.

Rehearsed Responses to Requests for Confidential Information

Possible Request	Possible Responses
“I heard you’re working with... Is that family as demanding as everyone says?”	<p>“I’m a DI Assistant with the Community Centered Board (CCB), I can’t talk about children and families that way.”</p> <p style="text-align: center;">or</p> <p>“DI Assistant aren’t allowed to discuss children and their families with others, sorry.”</p>
“Who’s the funny looking kid that flaps his hands all the time?”	<p>“A child’s information is confidential to everyone but his parents and DI Assistant.”</p> <p style="text-align: center;">or</p> <p>“Sorry, I can’t talk about children outside of the CCB.”</p>
“What’s the scoop on Gail, I heard her husband...?”	“Gail’s my colleague as well as my friend, I can’t discuss her private life.”
“What’s wrong with Suzanna?”	“A Child’s information is protected by law. I’d be breaking the law if I spoke about any child I provide services for outside of the CCB.”
“I heard Jason is doing better with that new physical therapist.”	“Jason’s progress is confidential. It is unprofessional for me to discuss it.”
“Is Tanya receiving early intervention services?”	“Services that children receive are a confidential matter. We’re not allowed to speak about children’s services outside of the CCB.”

Professional and Ethical Practices for Developmental Intervention Assistant

DI Assistants must:

- Recognize that the supervisor has the ultimate responsibility for instruction and management of the learning environment.
- Engage only in activities that are delegated to them by the supervisor
- Follow directions of the supervisor
- Refer concerns about the children, parents, or other team members to the supervisor.
- Communicate child's progress or concerns with parents or others only as directed to do so by the supervisor.
- Maintain a high level of competence and integrity.
- Respect the dignity, privacy, human and legal rights of all children, their families, and staff members
- Refrain from engaging in discriminatory practices based on children/families disability, race, sex, language, cultural background, and religion.
- Maintain strict confidentiality about all information connected to children and their families.
- Discussing confidential matters with only appropriate personnel.
- Be a dependable and cooperative team member.
- Separate personal issues from one's responsibilities as a DI Assistant
- Engage in activities to increase one's own knowledge and skills.
- Engage in self-assessment.
- Accept and use constructive feedback.

Ethical Considerations: Discussion Scenarios

Scenario # 1:

Mrs. Brown, a DI Assistant, had an extremely rough visit with a family. The following day, she is eating lunch in with another DI Assistant at the CCB and starts to vent about the student's behavior problems of the child and the way the family is handling them.

Scenario # 2:

Mr. Davis, a DI Assistant at a child care center, is organizing infant /toddler files for the early childhood special educator he is assigned to work for this year. Suddenly, he is called away to help with a behavior problem. He leaves in a hurry leaving two files on the top of the filing cabinet which is unlocked.

Scenario #3:

Ms. Harp, a DI Assistant, is working with a parent regarding a language development strategy that her supervisor had taught her as well as the family. The supervisor has asked her reinforce the strategy with the family during a recent visit. Ms. Harp does not fully understand the concept she is supposed to be working on with the parent but feels she can figure it out as she goes along.

Your Relationship with Your Supervisor

Reflect what you have learned so far in this Academy.

To build a relationship with your supervisor, you must:

- Know characteristics of effective and ineffective communication.
- Be an effective team member.
- Know roles – your own as well as those of your supervisor.
 - Perform only those tasks that legally and ethically fall within the scope of your role.
 - REMEMBER – you always work under the direction of your supervisor.
 - Advocate for yourself and seek the guidance/direction that you are legally and ethically supposed to receive from your supervisor.
- Know work-styles – your own as well as that of your supervisor.
 - Discuss with your supervisor how the two of you can support each other despite your different work-style preferences.

(Use, the **Work Style Inventories and Comparison Sheet (WS1, WS, WS3, pages 67-68)** provided to you by your instructor, with your supervisor).
- Don't forget the ethical and professional behaviors that govern your role

Supervisor Work Style

Directions: Circle the number that indicates your level of agreement / disagreement with each statement.

		Disagree		Agree
1. I supervise DI Assistants closely.....	1	2	3	4 5
2. I like a flexible work schedule.	1	2	3	4 5
3. I let DI Assistants know exactly what is expected.....	1	2	3	4 5
4. I provide and model the use of all the materials that will be used.....	1	2	3	4 5
5. I provide a written work schedule.....	1	2	3	4 5
6. I expect the DI Assistant to think ahead to the next task.....	1	2	3	4 5
7. I determine the intervention strategies that will be used.....	1	2	3	4 5
8. I encourage the DI Assistant to try new activities independently.....	1	2	3	4 5
9. I give explicit directions for each task.....	1	2	3	4 5
10. I always do several things at one time.....	1	2	3	4 5
11. I like working with DI Assistants that willingly take on new challenges.....	1	2	3	4 5
12. I like taking care of details.....	1	2	3	4 5
13. I require the DI Assistant to be very punctual.....	1	2	3	4 5
14. I like to get frequent feedback on how I can improve as a supervisor/coach.....	1	2	3	4 5
15. I like to bring problems out in the open.....	1	2	3	4 5
16. I like to give frequent performance feedback to the DI Assistant.....	1	2	3	4 5
17. I like to discuss activities that do not go well.....	1	2	3	4 5
18. I like working with other adults.....	1	2	3	4 5
19. I encourage DI Assistants to think for themselves.....	1	2	3	4 5
20. I am a morning person.....	1	2	3	4 5
21. I speak slowly and softly.....	1	2	3	4 5
22. I work best alone with little immediate interaction.....	1	2	3	4 5
23. I need a quiet place to work without distractions.....	1	2	3	4 5
24. I prefer that no one else touches my things.....	1	2	3	4 5
25. I prefer to work from a written plan.....	1	2	3	4 5

DI Assistant Work Style

Directions: Circle the number that indicates your level of agreement / disagreement with each statement.

	Disagree					Agree
1. I like to be supervised closely.	1	2	3	4	5	
2. I like a flexible work schedule.....	1	2	3	4	5	
3. I like to know exactly what is expected.	1	2	3	4	5	
4. I like to be provided the materials to use	1	2	3	4	5	
5. I like having a written work schedule	1	2	3	4	5	
6. I need time to think ahead on the next task.	1	2	3	4	5	
7. I like to take directions on the instructional methods I use	1	2	3	4	5	
8. I like to try new activities independently.	1	2	3	4	5	
9. I like to be told how to do each task	1	2	3	4	5	
10. I like to do several things at one time.	1	2	3	4	5	
11. I like to take on challenges and new situations.	1	2	3	4	5	
12. I like taking care of details.	1	2	3	4	5	
13. I like to be very punctual	1	2	3	4	5	
14. I like to give frequent feedback on how I prefer to be supervised	1	2	3	4	5	
15. I like to bring problems out in the open	1	2	3	4	5	
16. I like to get frequent feedback on my performance	1	2	3	4	5	
17. I like to discuss when activities do not go well	1	2	3	4	5	
18. I like working with other adults	1	2	3	4	5	
19. I like to think things through for myself	1	2	3	4	5	
20. I am a morning person	1	2	3	4	5	
21. I like to speak slowly and softly	1	2	3	4	5	
22. I like to work alone with little immediate interaction	1	2	3	4	5	
23. I need a quiet place to work without distractions	1	2	3	4	5	
24. I prefer that no one else touches my things	1	2	3	4	5	
25. I prefer to work from a written plan	1	2	3	4	5	

Work Style Score Comparison Sheet

Directions: *Transfer scores from worksheets 1 and 2 to this form. Examine areas of agreement and disagreement. Your combined profile is unique: there are no “correct” scores or combinations. Decide whether your combinations are okay or not. Have a conversation in which you strive to determine how you will proceed to work together in light of your areas of agreement and disagreement. Write out your decisions on each item that poses an area of difficulty for you.*

Disagree	Agree	<u>Item Content</u>	Disagree	Agree
1 2 3 4 5		1. Closeness of supervision	1 2 3 4 5	
1 2 3 4 5		2. Flexibility of work schedule	1 2 3 4 5	
1 2 3 4 5		3. Preciseness of expectations	1 2 3 4 5	
1 2 3 4 5		4. Decisions on which materials to use	1 2 3 4 5	
1 2 3 4 5		5. Written work schedule	1 2 3 4 5	
1 2 3 4 5		6. Time to think ahead on the next task	1 2 3 4 5	
1 2 3 4 5		7. Decisions on instructional methods	1 2 3 4 5	
1 2 3 4 5		8. Trying new activities independently	1 2 3 4 5	
1 2 3 4 5		9. Specifying how to do each task	1 2 3 4 5	
1 2 3 4 5		10. Doing several things at one time	1 2 3 4 5	
1 2 3 4 5		11. Taking on challenges	1 2 3 4 5	
1 2 3 4 5		12. Taking care of details	1 2 3 4 5	
1 2 3 4 5		13. Punctuality	1 2 3 4 5	
1 2 3 4 5		14. Giving /getting feedback on supervision	1 2 3 4 5	
1 2 3 4 5		15. Dealing with problems out in the open	1 2 3 4 5	
1 2 3 4 5		16. Giving / getting frequent feedback	1 2 3 4 5	
1 2 3 4 5		17. Discussing activities that do not go well	1 2 3 4 5	
1 2 3 4 5		18. Working with other adults	1 2 3 4 5	
1 2 3 4 5		19. Thinking things through for myself	1 2 3 4 5	
1 2 3 4 5		20. I am a morning person	1 2 3 4 5	
1 2 3 4 5		21. Speak slowly and softly	1 2 3 4 5	
1 2 3 4 5		22. Working alone – little interaction	1 2 3 4 5	
1 2 3 4 5		23. Quiet place to work / no distractions	1 2 3 4 5	
1 2 3 4 5		24. Touching others’ things	1 2 3 4 5	
1 2 3 4 5		25. Working from a written plan	1 2 3 4 5	



Module C Handouts



Personal Reflections

- think of a time when you or your family needed some kind of assistance or support from some source outside the family. (examples: a time of illness, an aging family members, a change in career, relocation, a significant loss, a decision about choosing career or school)
- Briefly jot down answers to the following questions.
 - What were some of the feelings you /your family experienced during this time?

 - What, or who, was helpful during this time (and why)?

 - What, or who, wasn't helpful during this time (and why)?

 - Did you/your family know what you wanted to have happen?

 - How did you/your family decide what you needed?

 - Who did you/your family reach out to (friends, family, neighbors, professional people or services)?

 - How did you know about these resources?

Card on the table... What did you learn? Activity

- *What struck you about the dynamics of your group?*
- *What words describe how you interacted?*
- *How did you go about the task?*
- *What was challenging?*
- *How did you make it work?*
- *How did it feel as a “parent” to have so many cards to manage and share?*
- *Did you feel supported by your team members?*
- *What was it like to have three cards that did not fit (although one person kept trying to insert them into the statement) at did you do with those cards? What does this mean?*

DEC Recommended Family-Centered Practices Definition

“a philosophy or way of thinking that leads to a set of practice in which families or parent are considered central and the most important decision maker in a child’s life and that service systems and personnel must support, respects, encourage and enhance the strengths and competence of the family.”

DEC family-centered practices have the following four intended outcomes

- Families and Professionals share responsibility and work collaboratively
- Practices strengthen family functioning
- Practices are flexible and individualized
- Practices are strengths- and assets- based

DEC Recommended Family-Centered Practices: 17 Indicators with examples of “what it can look like” in actual practice.

Intended outcome: Families and professionals share responsibility and work collaboratively

1. Family members and professionals jointly develop appropriate family-identified outcomes (e.g. IFSP, Person Centered Planning, and Next Steps, Sharing of concerns, priorities and resources).
2. Family members and professionals Work together and share information routinely and collaboratively to achieve family-identified outcomes (e.g. communication journals, phone calls, video-tape, activity settings).
3. Professionals fully and appropriately provide relevant information so parents can make informed choices and decisions (e.g. rights, preferred language, discuss options, provide opportunities for questions, and foster parent to parent networking).
4. Providers use helping styles that promote shared family/professional responsibility in achieving family-identified outcomes (e.g. appropriate resources and materials, embed naturalistic instruction in preferred activity settings, provide information about parent education opportunities, single service provider using a transdisciplinary approach).
5. Family/ professional relationship building is accomplished in ways that are responsive to cultural, language and other family characteristics. (e.g. “ethnographic” interviewing , effective use of cultural mediators, interpreters and translators, use or attempt to learn some words in preferred language, inclusive participation of all families, honoring of each family’s decision-making style).

Intended outcome: Family-Centered Practices strengthen family functioning

6. Practices, supports, and resources provide families with participatory experiences and opportunities promoting choice and decision making (e.g. home visits to increase confidence in ERAP+R i.e. Everyday Routines, Activities, and Places + Relationships share information to access to community resources and other parents).

7. Practices, supports, and resources support family participation in obtaining desired resources and supports to strengthen parenting competence and confidence (e.g. variety of choices provided for participation, share helpful resources, etc).
8. Intra-family, informal, community and formal supports and resources (e.g. respite care) are used to achieve desired outcomes. (E.g. access to informal and formal networks, transportation, religious groups, and /or other resources to access community).
9. Supports and resources provide families with information, competency enhancing experiences and participatory opportunities to strengthen family functioning and promote parenting knowledge and skills (e.g. interpretations and access to research findings, cooperative workshops, parent organizations, ways to answer their specific questions etc).
10. Supports and resources are mobilized in ways that do not disrupt family and community life (e.g. choices are available for service delivery models, child care and food provided for meetings, time considerations for program schedules).

Intended outcome: Family-Centered Practices are individualized and flexible

11. Resources and supports are provided in ways that are flexible, individualized, and tailored to child and family preferences and styles and promote well-being (e.g. genuine options for scheduling, access to materials in languages and formats)
12. Resources and supports match each family member's identified priorities (e.g. mothers may be different than fathers).
13. Resources and supports are responsive to the cultural, ethnic, racial, language, and socioeconomic characteristics and preferences of families (e.g. learn about beliefs and values, respect holidays, settings include materials such as dolls, books, pictures, food reflect the lives of children and families served).
14. Resources and supports incorporate family beliefs and values into decisions, intervention plans, resources and supports (e.g. dietary restrictions, discussion of family priorities, support parents' investigation of and evaluation /use of alternative treatments).

Intended Outcome: Family-Centered Practices are strengths- and assets- based

15. Family and child strengths and assets are used as a basis for engaging families in participatory experiences supporting parenting confidence and competence (e.g. a grandfather, who is a former librarian, is asked if he wants to read during story time, child's interests are used to plan activities and parental input is sought on a regular basis).
16. Practices supports and resources build upon existing parenting competence and confidence (e.g. the father is primary cook so is involved in food preparations discussion for child, ideas for activity settings build upon what family is already doing).
17. Practices supports and resources promote the family's and team members acquisition of new knowledge and skills to strengthen competence and competence (e.g. parent education and support groups, bulletin boards or other forum to share new ideas).

Scenarios CO-TOP*EIS Module C

What if



Scenario #1



“The Interrupters”

You have been enjoying working with an infant and her parents for several weeks at a time convenient for all. You have been implementing specific IFSP goals during daily routines and have been tracking progress as well as noting positive changes in the comfort level of the parents and the shifts they have made in verbal and vocal interactions with their child. Unfortunately, the scheduled appointment time has to be changed. Changes in the father’s schedule prohibit him from participating and the appointment is now scheduled in the afternoon when the infant’s older siblings are arriving home from school. They interrupt all attempts of the mother to engage in the session by demanding her attention and constantly seeking yours. You perceive the mother’s growing frustration as she tries to juggle their needs with those of her own to remain engaged in the session. How do you handle this situation?

Scenario #2



“Is this father angry?”

You have met this child and family only once at a previous meeting and have been assigned to complete weekly home visits to implement IFSP goals with direction from the Early Childhood Special Educator (ECSE) and physical therapist (PT) on your team. You hope that you can spend some time talking with the father, to get to know him better and find out more about how you can support him, now that his child is scooting. You are planning to observe the child’s mobility during play for the PT as this child reportedly has just begun scooting. You arrive at the home at the scheduled appointment time for an hour appointment and are met at the door by the father of the toddler scheduled for the appointment. He appears angry and frustrated and upset stating that he expected you an hour and a half earlier and that he now has to leave with his son for another appointment and in fact, is running late. He informs you he will complain to the service coordinator because you were late and ask that he be assigned to some other DI Assistant. He is obviously frustrated, appears tired, and is struggling to get his son’s coat on. How do you react? What do you do?

Scenarios CO-TOP*EIS Module C (continued)

Scenario #3



“Mother in law...mother in law”

You are working with a child identified with social communicative challenges that is suspected of possible autism or Pervasive Developmental Disorder (PDD). You are playing a game with him and his mother trying to engage the child in a joint attention activity rolling a ball. The child’s grandmother, who is visiting, enters the room and makes several attempts to engage you in conversation, asking such questions as “Why doesn’t he look at the ball? Why doesn’t he look at you? I wish he would look at me when I talk or try to play with him. Why doesn’t he?” The child’s mother, obviously frustrated, asks her to stop interrupting and says she would talk to her later. However, the grandmother persists in asking questions and tries to again engage you in conversation saying her daughter and law could play the game while she talks you. You observe the mother’s growing frustration. How do you handle this situation?

DI Assistant Role in Supporting Families Creating Bright Futures



What is the DI Assistant role when working with infants, toddlers and their families?

I agree that:

In order to create a brighter future for their child, family members need your understanding and support in your roles as an EI Assistant.

As providers of EI, all need to discover the possibilities of each and every child.

I am not alone!

I need to look to family members for information and expertise about their child.

I will go to team members for resources and support and information to fulfill my responsibilities.

I will help to implement the individualized program for each child that the team designs

I willWork Together!

Cards Activity

Putting Your Cards on the Table Activity: Materials and Directions for the Instructor

The following instructions are used for creating the materials for each activity group. These should be photocopied and cut so they can be included in individual envelopes along with corresponding word cards to each participant.

Courtesy: The Spectrum Project University of Colorado at Boulder Activity Materials 2.1

Word Cards for Guiding Principle #1:

Families are key decision makers for their children (cut along the lines and stick with a single word a 3 x 5 index card)

FAMILIES	ARE	CHILDREN
THE	KEY	
DECISION	MAKERS	
FOR	THEIR	

Word Cards for Guiding Principle #2:

Families' knowledge of and dreams for their children are believed and valued.

FAMILIES'	KNOWLEDGE	AND
OF	THEIR	ARE
DREAMS	FOR	AND
BELIEVED	VALUED	

Word Cards for Guiding Principle #3:

Service providers have reciprocal relationships with one another, with children, and with families that are candid and respectful

SERVICE	PROVIDERS	AND
HAVE	RECIPROCAL	WITH
FAMILIES	RELATIONSHIPS	THAT
ONE	ANOTHER	WITH
ARE	CANDID	
AND	RESPECTFUL	

Word Cards for Guiding Principle #4:

Families and service providers have the opportunity to consider and discuss the same information and diverse perspectives from which they form opinions, determine priorities, and plan services.

FAMILIES	AND	TO
SERVICE	PROVIDERS	THE
HAVE	OPPORTUNITY	AND
DISCUSS	CONSIDER	THE
SAME	INFORMATION	FORM
OPINIONS	PERSPECTIVES	AND
DIVERSE	DETERMINE	FROM
WHICH	PRIORITIES,	THEY
AND	SERVICES	PLAN

Word Cards for Guiding Principle #5:

The individual, ethnic, racial, and socioeconomic diversity of families is acknowledged and honored.

DIVERSITY	INDIVIDUAL,	THE
ETHNIC,	RACIAL	OF
FAMILIES	SOCIOECONOMIC	AND
IS	ACKNOWLEDGED	AND
HONORED		

Additional word cards for each team

YOUR	PERSONAL	BIASES
YOUR	PERSONAL	BIASES
YOUR	PERSONAL	BIASES
YOUR	PERSONAL	BIASES
YOUR	PERSONAL	BIASES

Group Number 1

This group will assemble the principle. **“Families are the key decision makers for their children.”** (Do not tell the group their quotation. Their task is to figure it out.)

The following participants will receive special clues in an envelope in which they will also receive word cards included in their clues.



I.a Participant/the Parent Participant:

You have been provided a special clue that is helpful in assembling this quotation.
Your clue: the following words appear in this order

FAMILIES ARE THE KEY _____ FOR _____.

You will need to try to fill in the blanks as you work with other members of your team.

As the parent on this team, you have more information than the rest, although the others are not necessarily aware of this. As you examine the words that each of your team members has to contribute, you will see that members of your team have three additional words that are not a part of this quotation. These words are “PERSONAL,” “BIASES,” and “YOUR.” ONLY YOU KNOW THAT THESE WORDS ARE NOT NEEDED. Do your best to set these words aside as you work with your teammates. Do not remove these words, however. These words must remain somewhere on the table.

Your task is to contribute to the arrangement of the quotation using the additional knowledge that you have, but without telling them that you’ve been given this additional information. Make sure you do not show your instructions to anyone on your team.



I.b Participant 2:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

THEIR CHILDREN

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



I.c Participant 3:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

DECISION MAKERS

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



I.d Participant 4:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is:

Where you place the phrase, YOUR PERSONAL BIASES on the table is critical to understanding this quotation. Others may not appreciate this.

Group Number 2

This group will assemble the principle. **“FAMILIES’ KNOWLEDGE OF AND DREAMS FOR THEIR CHILDREN ARE BELIEVED AND VALUED.”**

(Do not tell the group their quotation. Their task is to figure it out.)

The following participants will receive special clues in an envelope in which they will also receive word cards included in their clues.



2.a Participant /the Parent Participant:

You have been provided a special clue that is helpful in assembling this quotation. Your clue: The following words appear in this order

FAMILIES’ _____ AND DREAMS _____ ARE _____

You will need to try to fill in the blanks as you work with other members of your team.

As the parent on this team, you have more information that the rest, although the others are not necessarily aware of this. As you examine the words that each of your team members has to contribute, you will see that members of your team have three additional words that are not a part of this quotation. These words are “PERSONAL,” “BIASES,” and “YOUR.” ONLY YOU KNOW THAT THESE WORDS ARE NOT NEEDED. Do your best to set these words aside as you work with your teammates. Do not remove these words, however. These words must remain somewhere on the table.

Your task is to contribute to the arrangement of the quotation using the additional knowledge that you have, but without telling them that you’ve been given this additional information. Make sure you do not show your instructions to anyone on your team.



2.b Participant 2: You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

BELIEVED AND VALUED

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



2c Participant 3:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

KNOWLEDGE OF

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



2d Participant 4:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

FOR THEIR CHILDREN

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



2e Participant 5: You have been provided a special clue that is helpful in assembling this quotation. Your clue is:

Where you place the phrase, YOUR PERSONAL BIASES on the table is critical to understanding this quotation. Others may not appreciate this.

Group Number 3

This group will assemble the principle. **“SERVICE PROVIDERS HAVE RECIPROCAL RELATIONSHIPS WITH ONE ANOTHER AND WITH FAMILIES THAT ARE CANDID AND RESPECTFUL.”** (Do not tell the group their quotation. Their task is to figure it out.)

The following participants will receive special clues in an envelope in which they will also receive word cards included in their clues.



3a Participant/the Parent Participant:

You have been provided a special clue that is helpful in assembling this quotation. Your clue: The following words appear in this order

SERVICE PROVIDERS _____

_____ AND WITH FAMILIES THAT ARE _____

You will need to try to fill in the blanks as you work with other members of your team.

As the parent on this team, you have more information than the rest, although the others are not necessarily aware of this. As you examine the words that each of your team members has to contribute, you will see that members of your team have three additional words that are not a part of this quotation. These words are “PERSONAL,” “BIASES,” and “YOUR.” **ONLY YOU KNOW THAT THESE WORDS ARE NOT NEEDED.** Do your best to set these words aside as you work with your teammates. Do not remove these words, however. These words must remain somewhere on the table.

Your task is to contribute to the arrangement of the quotation using the additional knowledge that you have, but without telling them that you’ve been given this additional information. Make sure you do not show your instructions to anyone on your team.

3b Participant 2: You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

HAVE RECIPROCAL RELATIONSHIPS

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



3c Participant 3: You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

WITH ONE ANOTHER

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



3d Participant 4: You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order:

CANDID AND RESPECTFUL

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



3e Participant 5: You have been provided a special clue that is helpful in assembling this quotation. Your clue is:

Where you place the phrase, **YOUR PERSONAL BIASES** on the table is critical to understanding this quotation. Others may not appreciate this



Group Number 4

This group will assemble the principle. “FAMILIES AND SERVICE PROVIDERS HAVE THE OPPORTUNITY TO CONSIDER AND DISCUSS THE SAME INFORMATION AND DIVERSE PERSPECTIVES FROM WHICH THEY FORM OPINIONS, DETERMINE PRIORITIES, AND PLAN SERVICES.” (Do not tell the group their quotation. Their task is to figure it out.)

The following participants will receive special clues in an envelope in which they will also receive word cards included in their clues.



4a Participant/the Parent Participant:

You have been provided a special clue that is helpful in assembling this quotation. Your clue: The following words appear in this order

FAMILIES AND SERVICE PROVIDERS _____ TO

_____ THE SAME _____

_____ FROM WHICH THEY FORM OPINIONS, DETERMINE

PRIORITIES, AND PLAN SERVICES.

You will need to try to fill in the blanks as you work with other members of your team.

As the parent on this team, you have more information that the rest, although the others are not necessarily aware of this. As you examine the words that each of your team members has to contribute, you will see that members of your team have three additional words that are not a part of this quotation. These words are “PERSONAL,” “BIASES,” and “YOUR.” ONLY YOU KNOW THAT THESE WORDS ARE NOT NEEDED. Do your best to set these words aside as you work with your teammates. Do not remove these words, however. These words must remain somewhere on the table.

Your task is to contribute to the arrangement of the quotation using the additional knowledge that you have, but without telling them that you’ve been given this additional information. Make sure you do not show your instructions to anyone on your team.

4b Participant 2:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

HAVE THE OPPORTUNITY

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



4c Participant 3:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

CONSIDER AND DISCUSS

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



4d Participant 4:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

INFORMATION AND DIVERSE PERSPECTIVES

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



4e Participant 5:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is:

Where you place the phrase, YOUR PERSONAL BIASES on the table is critical to understanding this quotation. Others may not appreciate this.

Group Number 5

This group will assemble the principle. “THE INDIVIDUAL, ETHNIC, RACIAL AND SOCIO-ECONOMIC DIVERSITY OF FAMILIES IS ACKNOWLEDGED AND HONORED.” (Do not tell the group their quotation. Their task is to figure it out.)

The following participants will receive special clues in an envelope in which they will also receive word cards included in their clues.



5a Participant/the Parent Participant:

You have been provided a special clue that is helpful in assembling this quotation.
Your clue: The following words appear in this order

THE INDIVIDUAL, ETHNIC, _____

_____ IS _____

You will need to try to fill in the blanks as you work with other members of your team.

As the parent on this team, you have more information that the rest, although the others are not necessarily aware of this. As you examine the words that each of your team members has to contribute, you will see that members of your team have three additional words that are not a part of this quotation. These words are “PERSONAL,” “BIASES,” and “YOUR.” ONLY YOU KNOW THAT THESE WORDS ARE NOT NEEDED. Do your best to set these words aside as you work with your teammates. Do not remove these words, however. These words must remain somewhere on the table.

Your task is to contribute to the arrangement of the quotation using the additional knowledge that you have, but without telling them that you’ve been given this additional information. Make sure you do not show your instructions to anyone on your team.

5b Participant 2:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

RACIAL AND SOCIOECONOMIC

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



5c Participant 3:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

DIVERSITY OF FAMILIES

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



5d Participant 4:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is: the following words appear in this order

ACKNOWLEDGED AND HONORED

These words are an important part of the quotation. Make sure you do not share this instruction with other team members.



5e Participant 5:

You have been provided a special clue that is helpful in assembling this quotation. Your clue is:

Where you place the phrase, **YOUR PERSONAL BIASES** on the table is critical to understanding this quotation. Others may not appreciate this.



Early Intervention Teamwork Academy for Developmental Intervention Assistant Resource List



Early Intervention Teamwork Academy for Developmental Intervention Assistant

Reference and Resource List

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Sandall, S., Hemmeter, L., Smith, B.J. & McLean, M.E. (2005). *DEC Recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris West.

Video Sources

Videos (Aracelly and Elizabeth video and Creating Bright Futures: Collaboration and Teaming video) courtesy of Special Quest. Used with permission and available at (www.specialquest.org/)

