



**Early Intervention Colorado**  
for Infants, Toddlers & Families

An Academy for Developmental Intervention Assistants

# EARLY INTERVENTION TEAMWORK

## Slides

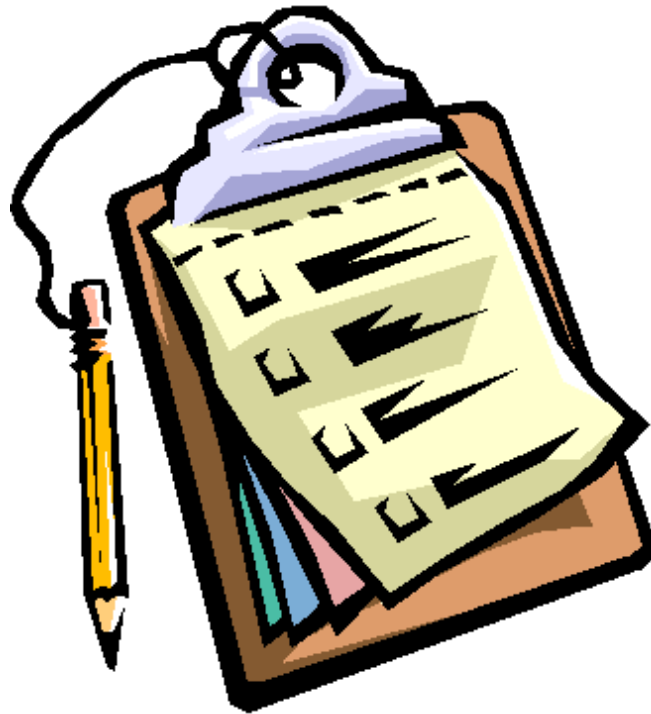
*This document contains slides/transparencies that are used with the Early Intervention Teamwork Instructor's Guide and Handout. The instructor may project the slides using a LCD projector or print slides and convert them into transparencies to project them using a traditional overhead projector*



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# LOGISTICS & NORMS





## Module A: Building the Team Relationship

1. Recognize effective and disruptive characteristics of 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 Assistants and the Supervisor**

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 positive and professional relationship with the supervisor.



## Module C: A Team Approach to Early Intervention with Families

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.



# Activity: Getting to Know You!!

- Using Handout H2
- Fill out this form
- Break into groups of 4
- Give your handout to someone in the group
- Have that person introduce you to the group saying  
“This is \_\_\_\_\_, and he/she says that his/her favorite memory of early childhood is \_\_\_\_\_ (and read from the handout form).



# Reflection on “Getting to Know You”

- 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?



# Module A: Building the Team Relationship

## Goals:

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.





# Individualized Family Service Plan (IFSP)

IFSP has many team members





## So... Who Are the IFSP Team Members?

- Parents
- Service Coordinators
- Transdisciplinary team members
- Additional people important to the family



*Note: parents and service coordinators are the only constants on the team, other members vary depending on which landmark of the IFSP process is the focus*



## Possible Transdisciplinary Members on the IFSP Team

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
- Interpreters
- **And DI Assistants**



# Additional people important to the family on IFSP Team

## 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.



## Activity: Team Communication

- Which types of teamwork you have experienced?
- List effective elements of effective teamwork forms of communication
- List elements of ineffective teamwork



# Ineffective Team Communication

## 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 comrade
- Fear dominant authority figures in the team
- Feel a lack of opportunity for everyone to be heard
- Feel they are not valued



# Effective Team Communication

## 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
- Know what teamwork is all about



# Purpose of the Team

- To provide support to staff and families through the development of IFSP
- To enable parents to be involved in educational planning
- To provide well-coordinated and integrated services based on the IFSP to families and infants

## Remember!

- Team works together to ensure adequate supports are available to children and families.
- The team 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 the team work depends on team members' understanding of their own work style preferences and the preferences of other team members.
- The success of the team relies heavily on the ability of its members.



# Checklist of What Makes a Good Team Member?

- 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



# ***The First Commandments of Effective Teams***

*Members of effective teams...*

- *Listen with RESPECT!*
- *Try to understand the other's perceptions before imposing your own!!*



# ***Activity: Brainstorming Effective Team Characteristics***

- ***Atmosphere***
- ***Energy***
- ***Objectives***
- ***Structures and Procedures***
- ***Output***



# *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 and Outcomes***

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



# ***Structures 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



# Activity: Work -Style Inventory

- You will work in pairs.
- Each pair will use two handouts –Supervisor Work-Style (H11) and DI Assistant Work-Style (H12)
- One of you is the “supervisor” (fill handout H11) and other is the “DI Assistant” ( fill the handout H12)
- After you’ve completed the sheets, wait for further directions

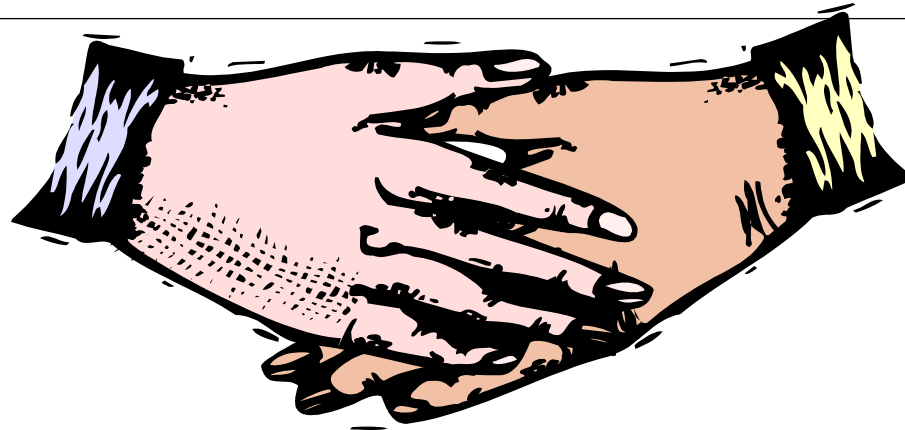


# Activity: How YOU Act in Conflict!

- Using How You Act in Conflict handout read and score yourself
- Obtain your score
- Read Conflict Strategies: What Are You Like? and decide the animal group you belong to
- Go to your animal group and discuss the strengths & weaknesses of how you manage conflict
- Read the following scenario and develop a plan for how you handle this conflict



# Collaboration



Co•labor =  
“to work together”



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

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.



# DI Assistant: Definition

## 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 standards in the Early Intervention Colorado State Plan.

[http://www.eicolorado.org/Files/2009StatePlan\\_withAppendices.pdf](http://www.eicolorado.org/Files/2009StatePlan_withAppendices.pdf)

*( Source: Project CO-TOP\*EIS Coalition coordinated by Early Intervention Colorado and The PAR<sup>2</sup>A Center)*



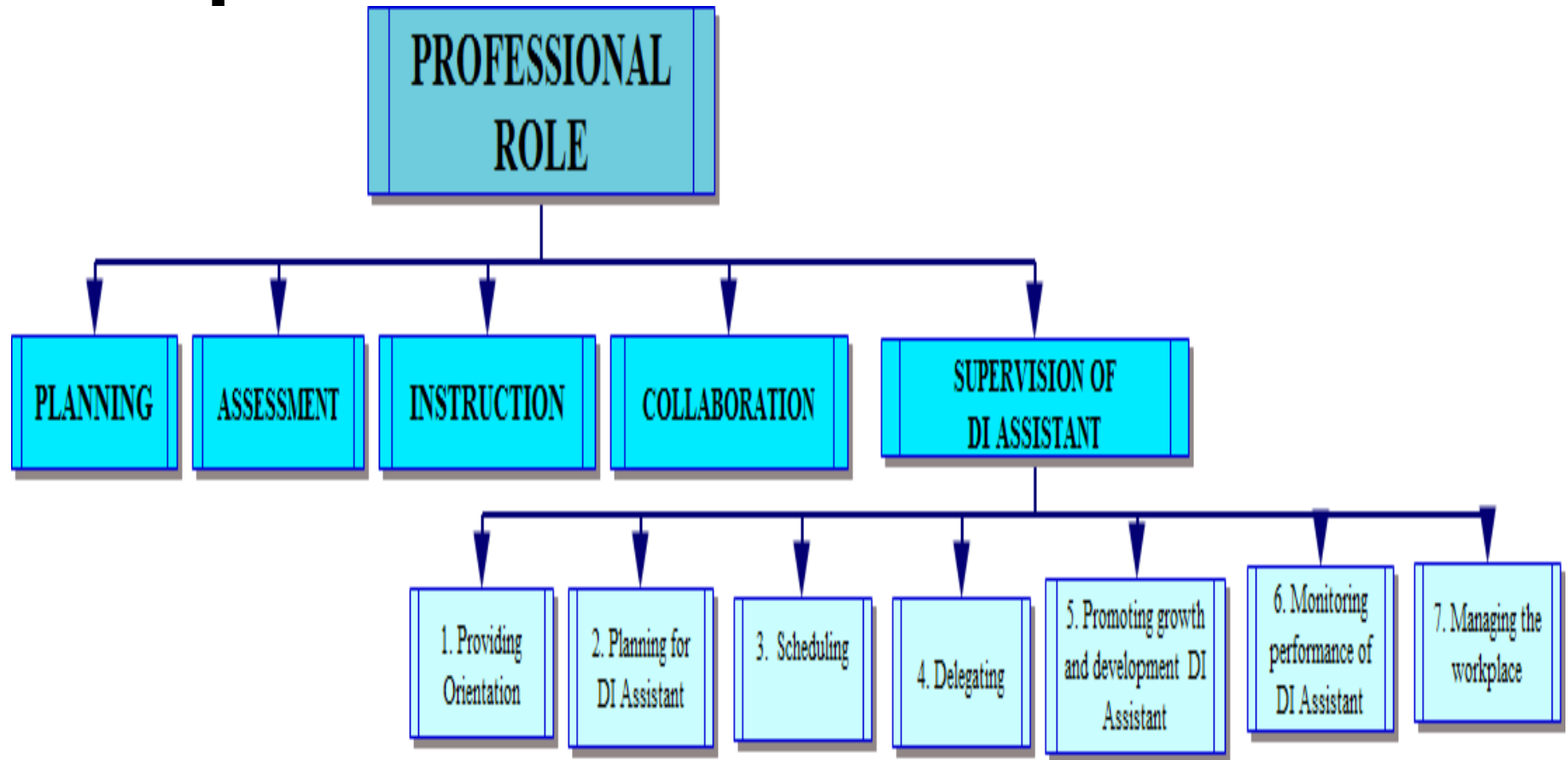
## DI Assistant Work Environments

**The DI Assistant may carry out his/her responsibilities:**

1. Within a home-based program – could be without immediate proximity to the supervisor but working on task planned, delegated and monitored by the supervisor
2. Within a community-based program - working in an immediate proximity to the supervisor who provides direction and supervision



# Roles and Responsibilities of the Supervisors of the DI Assistants







# **DI Assistant Roles & Responsibilities**

**Roles may be organized under the following major categories:**

- 1. Assist in Delivery of Early Intervention Services**
- 2. Assist in Data Collection/ Reporting**
- 3. Activity Preparation /Follow-up**
- 4. Ethical Practice**
- 5. Team Participation /Membership**
- 6. Clerical Work**
- 7. Other**



# DI Assistant Roles & Responsibilities

## 1. Assist in Delivery of Early Intervention Services:

- 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



# DI Assistant Roles & Responsibilities

## 2. Assist in Data Collection/ Reporting:

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 for Results Matter and ongoing IFSP reviews



# DI Assistant Roles & Responsibilities

## 3. Activity Preparation /Follow-up:

- 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 interventionists.
- Distribute supplies/materials to families as directed



# DI Assistant Roles & Responsibilities

## 4. Ethical Practice / Professional Practice

- 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's 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



## DI Assistant Roles & Responsibilities

### 5. Team Participation /Membership

- 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



## DI Assistant Roles & Responsibilities

### 5. Team Participation /Membership

- 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



# DI Assistant Roles & Responsibilities

## 6. Clerical Work

- 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





# Clarifying the Role of the DI Assistant

## DI Assistant MUST not:

- Be used in place of a licensed/certified early interventionist.
- 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 childcare centers.
- Be given the sole responsibility to work with a family and infants/toddlers because of linguistic similarity (or linguistic differences between the early interventionist and the family).
- Refer families to community and other resources without the knowledge and direction of the supervisor.



# Who's Role Is It?

- In groups, read the tasks on Who's Role Is It? Handout(H20)
- As a group, discuss and place a checkmark in the column you decide the responsibility for the each task belongs.
- You may mark both columns if you believe that the job is the responsibility of both and circle the party that you feel holds primary responsibility for carrying out the task



# Activity: Job Scenario

- In groups of two or four, use **Job Scenarios** handouts (H22)
- Review and discuss the situations in the handout
- Circle “appropriate” or “inappropriate” and explain why you chose that answer.
- Discuss your responses for each scenario with the large group.



# Confidentiality

- As part of the early intervention team, DI Assistants may have access to private information about families and infants/toddlers.
- There are requirements of confidentiality under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA)
- Families expect, and are guaranteed by the state and federal law, that the information will be kept confidential and made available only to personnel authorized to view or discuss it



Health Insurance Portability and Accountability Act

## (HIPAA)

- 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)

## Federal law

- protects the privacy of child/student education records.
- 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.



# Confidential Information

- 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.



# Confidentiality: Caution for DI Assistant

- Any requests to the DI Assistant, regarding children or families should be referred to the supervisor.
- A general ethical principle 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





# DI Assistants: Representative of Community

## DI Assistants:

- Are more likely to live within the same community as the families they serve compared to their supervisors
- Often share the cultural and linguistic similarities with the community; therefore, they can be an effective, knowledgeable, and much needed link between early intervention program and community.
- Will have community contact outside the early intervention program environment. 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.
- May run in to situations where people outside of the program (neighbors and other community members) intentionally or unintentionally seek confidential information about a families and infants/toddlers they work with.
- Must understand and take seriously their role as highly ethical and confidential team members.



# Professional and Ethical Work Behaviors

DI Assistant should:

- 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, 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.



# Professional and Ethical Work Behaviors

( continued )

DI Assistant should:

- 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.



# Activity: Ethical and Professional Considerations

- Use **Ethical Considerations: Discussion Scenarios** handout (H25)
- Review and discuss the scenario assigned to your group.
  - why the scenarios could potentially lead to ethical problems.
- Return to large group share their scenario discussion with the class.



# Your Relationship with Your Supervisor

How can you build a positive professional relationship with your supervisor?

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



## Your Relationship with Your Supervisor

- 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
  - Advocate for yourself and seek the guidance/direction that you legally and ethically supposed to receive from your supervisor
- Know work-style – our own as well as that of your supervisor
  - Use Work Style Inventories and Comparison Sheets
- Don't forget the ethical and professional behaviors that govern your role



# Personal Reflection

- Think of a time when you or your family needed some kind of assistance or support from some source outside the family
- Briefly jot down answers to the following questions on the **Personal Reflections** handout
  - 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?



# Module C: A Team Approach to Early Intervention With Families

## Goals:

1. Develop 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 understanding of the importance of their role in team-based relationships with families to create brighter futures for children.





## Activity: Putting Your Cards on the Table

In groups of four, follow the instructions in your envelope carefully and work as a “team”, without talking, to complete the readable quote having to do with family-centered practice guidelines or principles.



# Guiding Principles for Family-Centered Services

(use 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.



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

- *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 3 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?*



# Key messages from the Cards Activity

- 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.



# Characteristics of Family-Centered Practices

“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)



# Family-Centered Practices

- “ 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”

Division of Early Childhood Education (DEC)  
Recommended Practices



# Intended Outcomes

## Family-Centered Practices:

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



# Family-Centered Practices

Families and professionals share responsibility and work collaboratively

1. Family members and professionals jointly develop appropriate family-identified outcomes work together and share information routinely and collaboratively to achieve family-identified outcomes
2. Professionals fully and appropriately provide relevant information so parents can make informed choices and decisions





# Family-Centered Practices

Families and professionals share responsibility and work collaboratively

3. Providers use helping styles that promote shared family/professional responsibility in achieving family-identified outcomes
4. Relationships building is accomplished in ways that are responsive to cultural, language and other family characteristics.
5. Family/ professional relationship building is accomplished in ways that are responsive to cultural, language and other family characteristics.



## Family-Centered Practices strengthen family functioning

6. Practices, supports, and resources provide families with participatory experiences and opportunities promoting choice and decision making
7. Practices, supports, and resources support family support family participation in obtaining desired resources and supports to strengthen parenting competence and confidence
8. Intra-family, informal, community and formal supports and resources ( e.g. respite care) are used to achieve desired outcomes.



# Family-Centered Practices strengthen family functioning

9. Supports and resources provide families with information, competency enhancing experiences and participatory opportunities to strengthen family functioning and promote parenting knowledge and skills
10. Supports and resources are mobilized in ways that do not disrupt family and community life



## 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
12. Match each family member's identified priorities
13. Are responsive to the cultural, ethnic, racial, language, and socioeconomic characteristics and preferences of families
14. Incorporate family beliefs and values into decisions, intervention plans, resources and supports



## 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
16. Builds existing parenting competence and confidence
17. Promote family's and team member's acquisition of new knowledge and skills to strengthen competence and competence



## Activity: “What it might look like!”

- Choose two indicators of family-centered practice
- brainstorm “what it might look like” for specific families you might be working within early intervention program.
- Expand upon examples provided in handout (H29).



# Activity: “What if”

- Form groups.
- Choose a team leader to facilitate discussion.
- Choose a recorder/reporter.
- Read your scenarios
- Discuss how you would handle this situation. by using principles of family-centered practice.
- Report to the large group.



# Family Presentation

## Listening to Family Stories

What did you learn? What questions do you have?





## Special Quest Video Clip Aracelly & Elizabeth

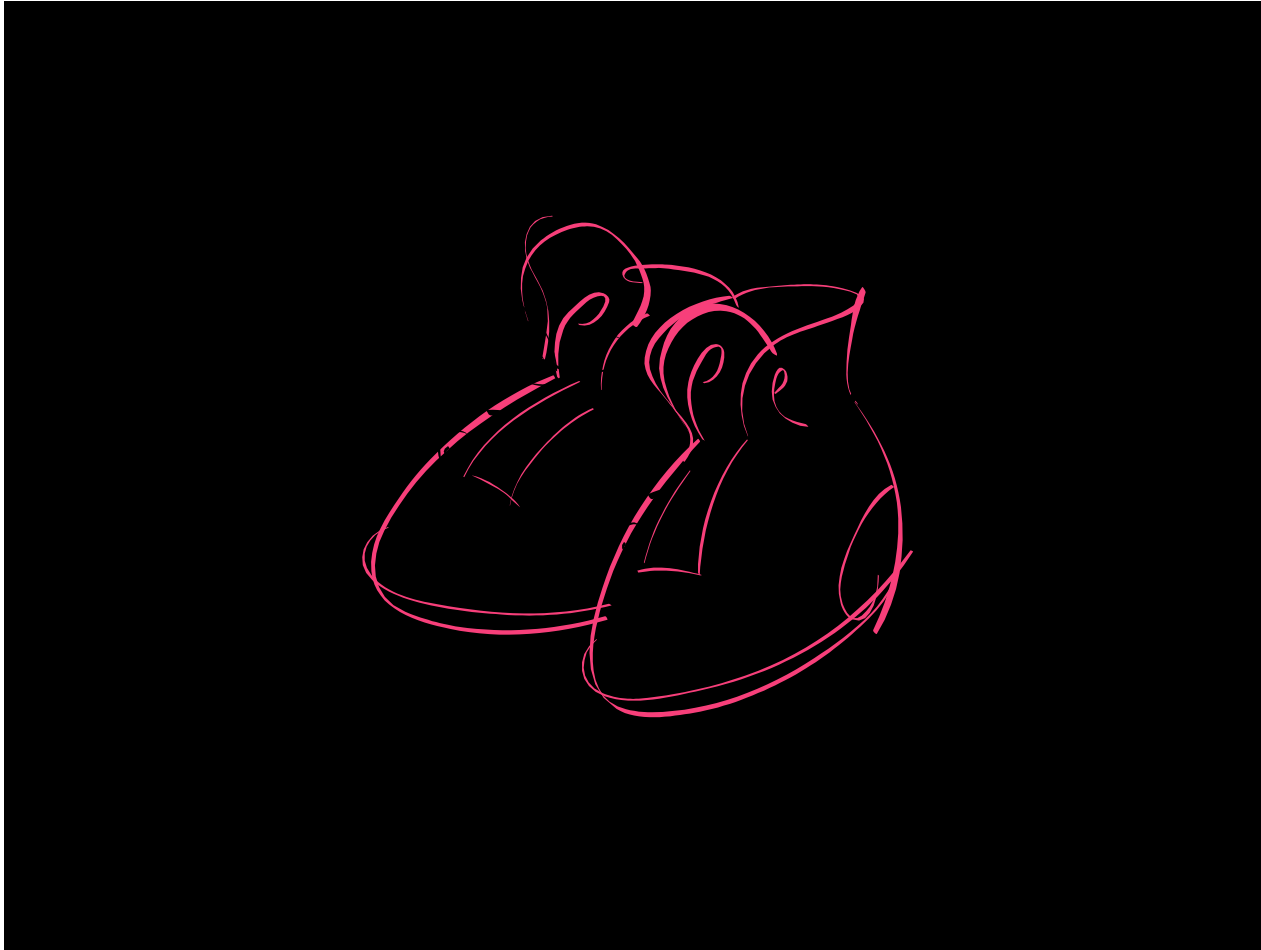
# Journal Entry

### Reflections:

- *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?*



# Aracelly and Elizabeth video





# Activity: Creating Bright Future (Collaboration and Teaming)





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



# DI Assistant Role in Supporting Families

I agree that:

- In order to create a brighter future for their child, family members need my understanding and support in my roles as 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 will ....Work Together!