

# Teaming with Purpose: Overcoming Challenges with EI Colleagues

— PART I —



Presented by  
Cori Hill, M.Ed.

February 2, 2021 • Talks on Tuesday Webinar



Virginia Department of  
Behavioral Health &  
Developmental Services



Infant & Toddler  
Connections of Virginia



**VCU**  
School of Education  
Partnership for People  
with Disabilities



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**ecta** Early Childhood  
Technical Assistance Center

TEAMING AND COLLABORATION Checklist 3 of 3

### Collaboration to Learn and Grow Checklist

This checklist includes steps and actions team members can take to share and gain expertise in order to provide effective interventions that meet the unique needs of individual children and their families.

A team that uses adult learning methods/teaching strategies to share knowledge and skills has a much better chance of achieving this outcome than any one team member working alone.

The checklist indicators can be used by team members individually or together to determine if they are using a variety of opportunities, both formal and informal, to focus on growing and learning together.


Practitioner: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate which practice characteristics you were able to use as a member of a team:	Seldom or never (0-25%)	Some of the time (25-50%)	As often as I can (50-75%)	Most of the time (75-100%)	Notes
1. Willingly share/receive knowledge, skills, and expertise with/from other team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Offer one another support, guidance, and helpful feedback that are honest, respectful, and supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Provide/participate in authentic learning experiences (e.g., practicing, taking risks, making mistakes, trying out new ideas without judgment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use a variety of methods for presenting new information to one another (e.g., discussions, group problem solving activities, visuals, handouts, case studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Use facilitation, consultation, mentoring, and coaching practices for working with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Participate fully in scheduled team activities by being prepared, arriving on time, and remaining engaged throughout the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Keep an open mind when considering new concepts/ideas and work together to understand (or explain) the "why" and "application" (what's in it for me) behind new learnings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Recognize and allow time needed to master new ideas with practice, reflection, and continued support from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Participate in interagency/community/professional organization opportunities to increase knowledge and awareness of resources to meet family and child needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This checklist is based upon the following DEC Recommended Practices: Teaming and Collaboration 1, 2, 3, 4  
The DEC Recommended Practices are available at <http://dec-sped.org/recommendedpractices>  
Access this checklist and other products at <http://ectacenter.org/decp>  
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[https://ectacenter.org/~pdfs/decp/TC-3\\_Collaboration\\_Learn\\_Grow\\_2018.pdf](https://ectacenter.org/~pdfs/decp/TC-3_Collaboration_Learn_Grow_2018.pdf)

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## Today's Agenda

- Reflect on effective personal and team collaboration and teaming practices
- Consider teaming challenges and problem-solve strategies and resolutions
- Identify teaming and collaboration resources

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# WHY?



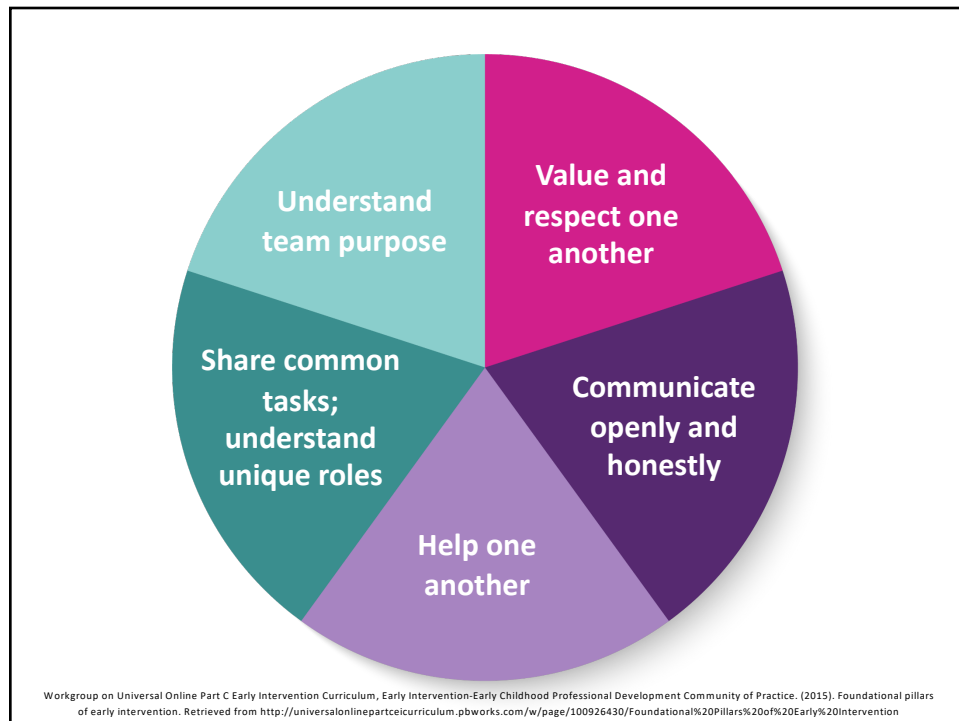
No one person, no matter how talented and experienced, can provide all the supports and services that a child and family may need.

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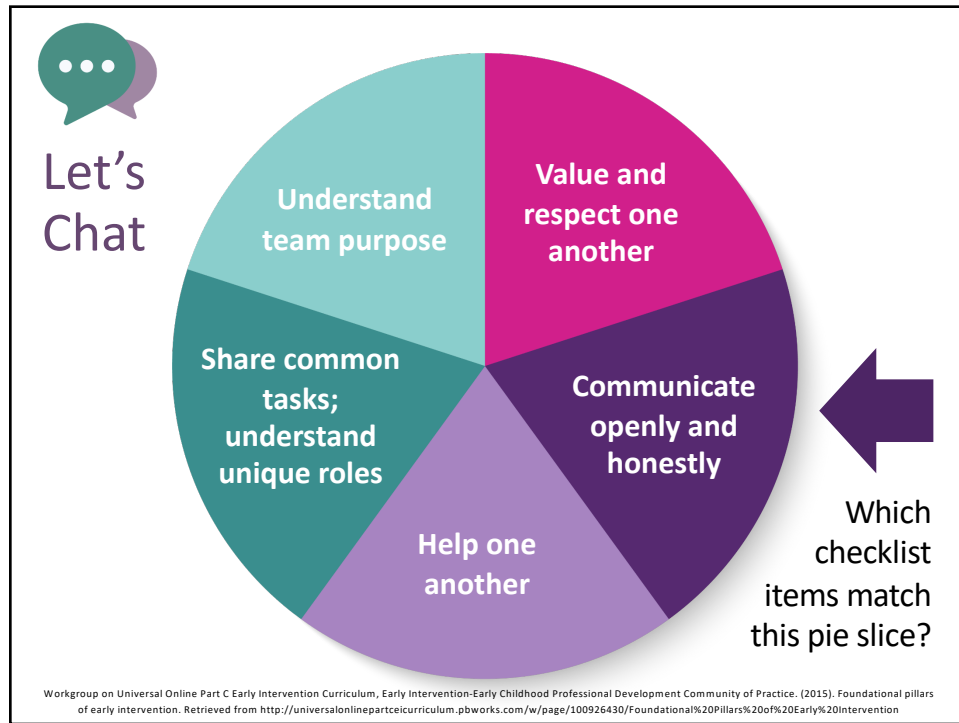
*“The days of one person working within the comfortable bounds of an isolated, well-defined domain is almost ancient history. We are all performing multiple roles, and we must work with each other to create a whole.”*

Begeman, M. (2001). Foreward. In C.M. Avery, *Teamwork is an individual skill* (p. vii). San Francisco, CA: Berrett-Koehler.

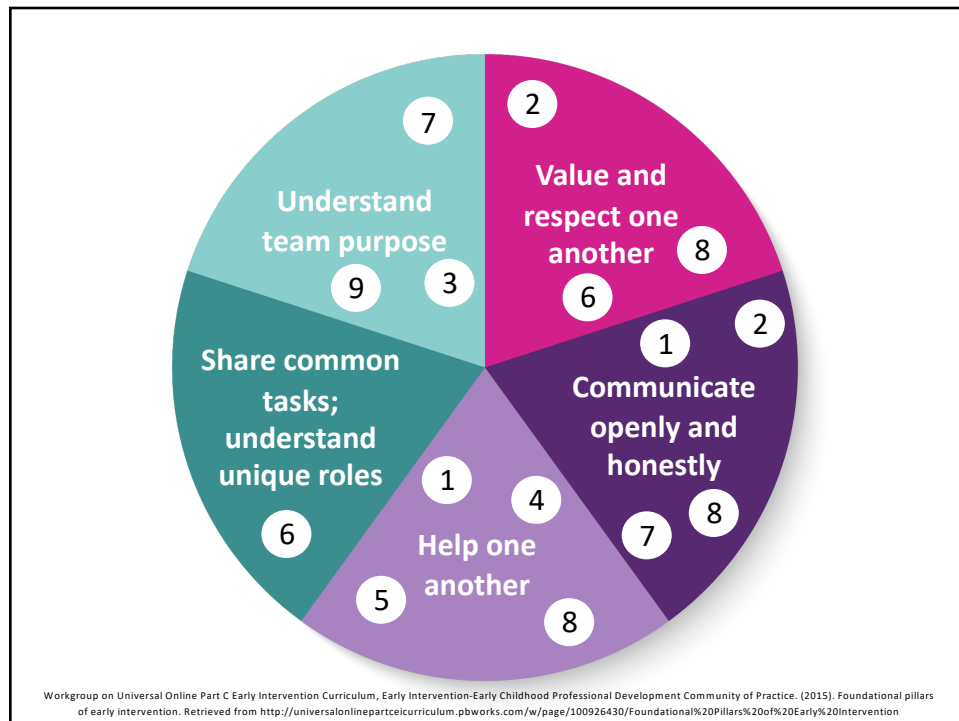
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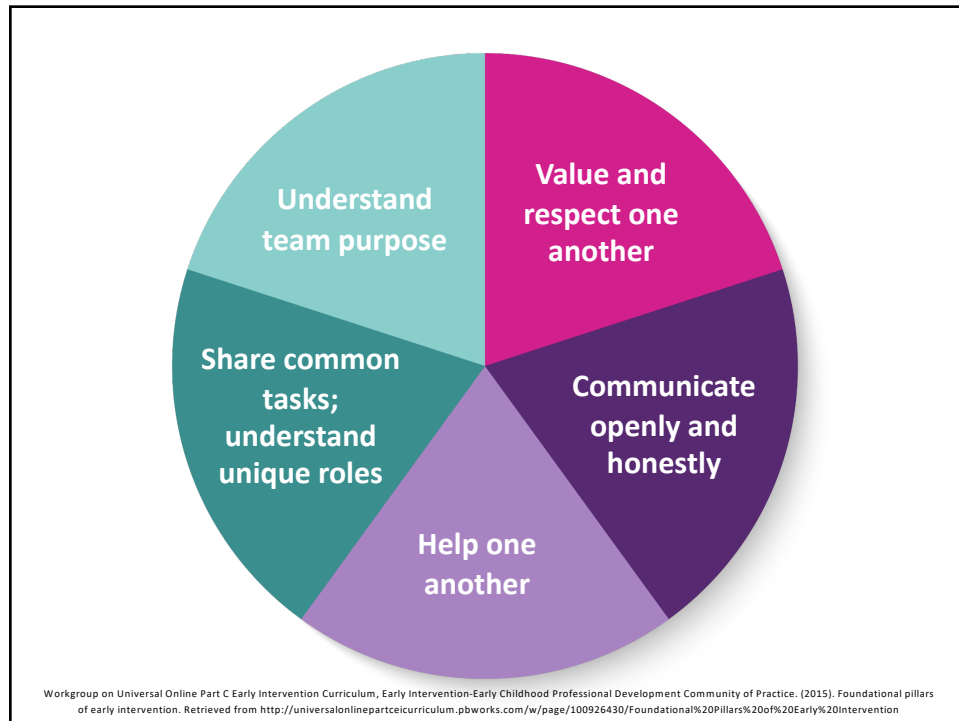
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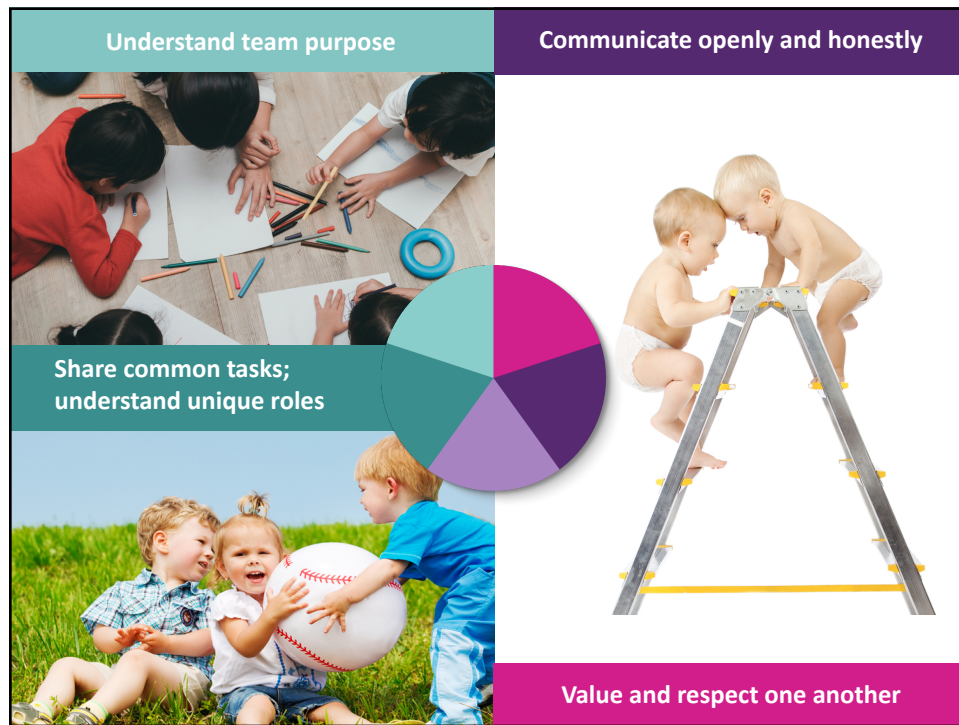
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Understand team purpose


 **Let's Chat**


What does it look like when teams have a shared understanding of their purpose?



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Your agency is moving from paper to electronic health records (EHR). While this will be so helpful when fully in place, the process to get to that point requires lots of attention to details, meetings to consider best process, etc. Shelby, one of your team members has grumbled about this process from the beginning. She repeatedly says that she is too busy to attend so many meetings, she doesn't care about the minutiae, and to just, "tell her when the EHR system is in place and what she needs to do to get her work done."

 **Let's Chat**



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**Share common tasks;  
understand unique roles**


 **Let's Chat**

What does it look like when teams share common tasks and members understand unique roles?




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Ruben is a speech-language pathologist who recently joined your team right out of grad school. He is enthusiastic and eager to learn more about EI but seems to be struggling with the more cross-disciplinary approach of EI. He frequently talks what he learned in school (more discipline-specific focus) and that he feels like there is a conflict with his SLP code of ethics. He struggles with using a coaching approach because he does not believe most families have the skill set that he has since he went to school to provide speech therapy and they did not.


 **Let's Chat**

How do you share information about EI's cross-disciplinary approach?  
What resources do you use?



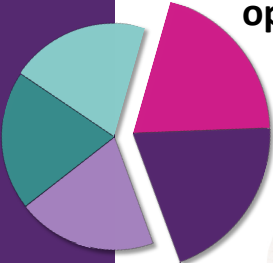

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## Let's Chat

What do you see when members **DO** show respect and good communication?

**Communicate  
openly and honestly**

**Value and respect  
one another**

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Megan and Sidney are members of your EI team. Although they work at the same agency and have been on the same assessment team for about a year, there just seems to always be constant tension surrounding them. It's like they are frequently trying to "outdo" each other. Their lack of respect and dislike for each other can be obvious to everyone, sometimes even family members.



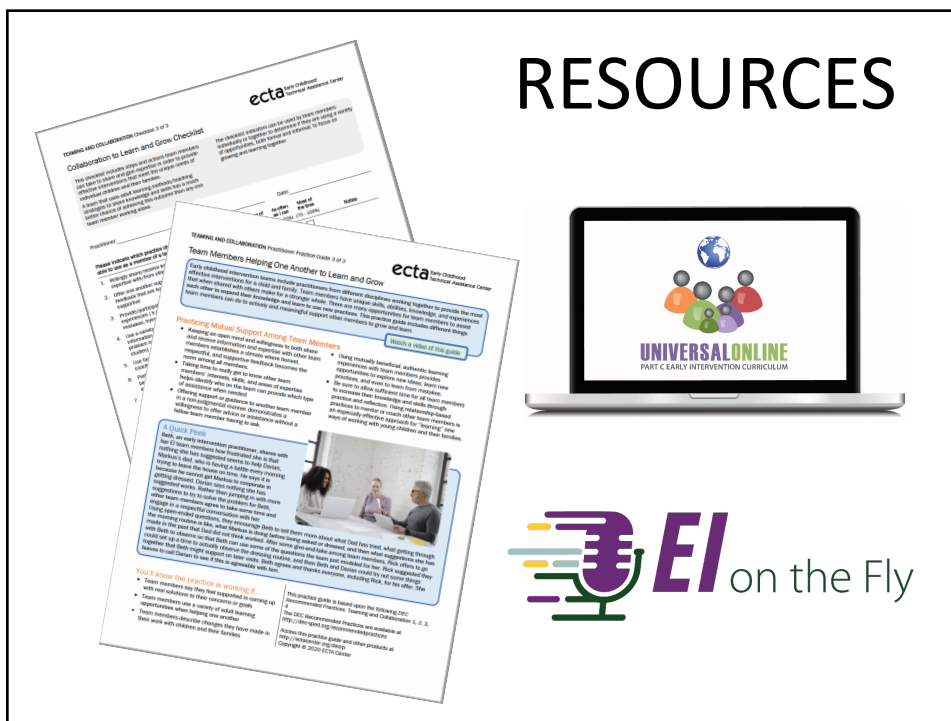
## Let's Chat

What strategies can you offer for this team?



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# RESOURCES



The collage features two overlapping checklists titled 'Team Members Helping One Another to Learn and Grow' from the 'ecta' (Early Childhood Training Collaborative) website. The checklists include sections for 'Practicing Mutual Support Among Team Members' and 'Quick Facts'. To the right is a laptop displaying the 'UNIVERSALONLINE PART C EARLY INTERVENTION CURRICULUM' logo, which consists of a globe with colorful dots representing people. Below the laptop is the 'EI on the Fly' logo, which includes a stylized microphone icon.

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## Survey & Certificate of Completion



**CERTIFICATE OF COMPLETION**  
Integrated Training Collaborative's  
*Talks on Tuesdays Webinar*

**Teaming with Purpose:  
Overcoming Challenges with EI Colleagues  
PART I**

*Corinne A. Hill*  
Virginia Early Intervention  
Professional Development Specialist

February 2, 2021  
DATE  
TRAINING LENGTH: 1 HOUR

*Dana Chace*  
Virginia Early Intervention  
Professional Development Consultant


  

**NOTE:** Make sure to download and save the certificate to your desktop.  
Once you download, save, or print, the date stamp will automatically update.

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# Join us on March 2<sup>nd</sup>!

**Teaming with Purpose:  
Overcoming Challenges with EI Colleagues**  
— PART II —



Presented by  
Lisa Terry,  
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**PRESENTER**  
**Lisa Terry,**  
**MS, M.Ed.,IMH-E®**