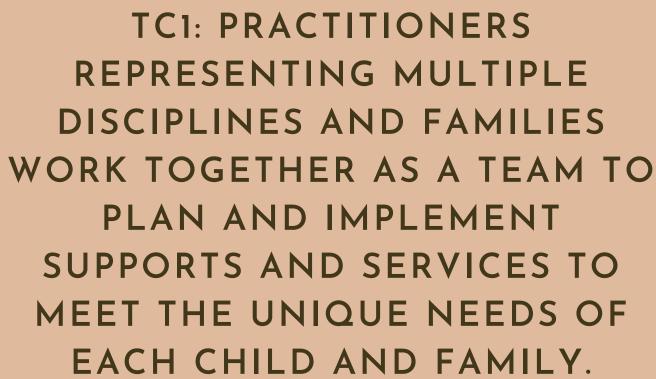
DIVING INTO DEC RECOMMENDED PRACTICES

TEAMING AND COLLABORATION





BREAKING IT DOWN

THE QUALITY OF THE RELATIONSHIPS
AND INTERACTIONS AMONG PARENTS
AND PRACTITIONERS AFFECTS THE
SUCCESS OF PROGRAMS AND SERVICES
FOR YOUNG CHILDREN WITH OR AT RISK
FOR DEVELOPMENTAL DELAYS AND
DISABILITIES. THE TEAMING AND
COLLABORATION PRACTICES
ENCOURAGE INTERACTING AND SHARING
KNOWLEDGE IN WAYS THAT ARE
RESPECTFUL, SUPPORTIVE, AND
CULTURALLY SENSITIVE.

EXAMPLE

A PHYSICAL THERAPIST AND
SPECIAL INSTRUCTOR MEET TO
TALK WITH THE FAMILY ABOUT
THE CHILD'S CURRENT ABILITIES
AND PROGRESS AND MODIFY
CURRENT STRATEGIES TO ALIGN
WITH THE CHILD'S CURRENT LEVEL
OF PERFORMANCE.



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PUTTING IT INTO PRACTICE

HELP FAMILIES BE FULL TEAM MEMBERS:

- ACKNOWLEDGE THE IMPORTANCE OF FAMILY MEMBER INPUT
- USE JARGON-FREE LANGUAGE WITH ALL FAMILY MEMBERS
- IDENTIFY ONE TEAM MEMBER WHO CAN BE A FAMILY ADVOCATE FOR ENCOURAGING FAMILY INPUT
- INCLUDE A FOCUS ON FAMILY CONCERNS AND PRIORITIES AT EACH TEAM MEETING
- SHARE INFORMATION WITH FAMILIES SO THEY CAN MAKE INFORMED DECISIONS



WHAT MODE OF COMMUNICATION IS BEST?

IDENTIFY THE PURPOSE OF COMMUNICATION

USE LANGUAGE THAT IS APPROPRIATE FOR THE SITUATION AND PERSON

USE ACTIVE AND REFLECTIVE LISTENING SKILLS



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RESOURCES

DEC RECOMMENDED PRACTICES

BARTON LAB RESOURCES
FOR PRACTITIONERS

ECTA PRACTICE

IMPROVEMENT TOOLS



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