

DIVING INTO DEC RECOMMENDED PRACTICES



TEAMING AND COLLABORATION

TC1: PRACTITIONERS
REPRESENTING MULTIPLE
DISCIPLINES AND FAMILIES
WORK TOGETHER AS A TEAM TO
PLAN AND IMPLEMENT
SUPPORTS AND SERVICES TO
MEET THE UNIQUE NEEDS OF
EACH CHILD AND FAMILY.



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

TEAM MEMBERS ENGAGING
IN QUALITY
COMMUNICATION

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

RESOURCES

DEC RECOMMENDED
PRACTICES

BARTON LAB RESOURCES
FOR PRACTITIONERS

ECTA PRACTICE
IMPROVEMENT TOOLS

