



Collaboration  
and  
Teaming

## Steps to Collaborative Services

Session 2

# SpecialQuest

Multimedia Training Library

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*Supporting Infants and Toddlers with Disabilities  
and Their Families in Inclusive Settings*

Developed by

**The Hilton/Early Head Start Training Program**

California Institute on Human Services | Sonoma State University



SESSION  
2



## Steps to Collaborative Services

### *Facilitator's Planning Worksheet*



**2 hours,  
5 minutes total**

# Steps to Collaborative Services

## Learning Outcomes

- ◆ *Participants will become familiar with the steps to promote collaborative services.*
- ◆ *Participants will identify challenges to collaborative services in their programs and communities.*
- ◆ *Participants will identify strategies to enhance teaming and collaboration in working with infants and toddlers with disabilities and their families.*

<b>Agenda</b>	<b>Length</b>	<b>Facilitator</b>
Introduction and Overview	<b>5 minutes</b>	
Agree on Ground Rules	<b>5–10 minutes</b>	
In Concert	<b>45 minutes</b>	
View DVD: <i>In Concert</i>	<i>25 minutes</i>	
Large-Group Discussion	<i>20 minutes</i>	
Identification of Challenges to Collaboration—Strategies to Enhance Collaboration	<b>50 minutes</b>	
Small-Group Discussion	<i>30 minutes</i>	
Large-Group Share-Back	<i>20 minutes</i>	
Wrap-Up	<b>5 minutes</b>	
Reflections/Continuous Improvement	<b>10 minutes</b>	

**Facilitation Team**

**Presentation**

\_\_\_\_\_  
Name/Family Voice

\_\_\_\_\_  
Date/Time

\_\_\_\_\_  
Name/Early Care and Education Voice

\_\_\_\_\_  
Location

\_\_\_\_\_  
Name/Early Intervention Voice

\_\_\_\_\_  
# of Participants

**Icon Key**



Chart



Note



Handouts



DVD



Key Point

**What you will need:**



**Equipment:**

- LCD/DVD/Monitor



**DVD:**

- In Concert*



**Charting Equipment:**

- Flip chart and markers
- Masking tape or pins



**Handouts (English/Spanish):**

- #1 Learning Outcomes
- #2 Acknowledgements: *In Concert*
- #3 Guided Viewing: *In Concert*
- #4 The Steps to Collaborative Services Worksheet: Challenges/Strategies

## Important Considerations

This session provides an opportunity to discuss relationships among families and service providers from different agencies and programs working together to provide coordinated inclusive services for infants and toddlers with disabilities. Facilitation teams need to represent the perspectives of families as well as service providers from early care and education and early intervention, so that collaborative interactions are modeled. The audience should also reflect this diversity of roles. Use the process of developing ground rules to create a safe environment in which to discuss collaboration in a nonjudgmental way.

This session builds on the Family-Service Provider Collaboration and Leadership Model presented in the *Building Relationships with Families* volume. In that session, we explored the relationship between families and service providers. In this session, we will focus on the relationships among service providers, as well as their relationships with families, looking at how we work together to support families with infants and toddlers with disabilities.

**SESSION** Steps to Collaborative Services

**2**



## Steps to Collaborative Services

### *Facilitator's Script*



2 hours,  
5 minutes total



5 minutes

## Steps to Collaborative Services

### Introduction and Overview

Welcome to our session, "Steps to Collaborative Services." My name is \_\_\_\_\_. I represent the voice of \_\_\_\_\_ (family, early intervention, early care and education). Facilitating with me today are \_\_\_\_\_ (name/voice) and \_\_\_\_\_ (name/voice).



**Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.**

The purpose of our session today is to highlight the issues involved in building collaborative relationships among service providers and families and to identify strategies that can foster their development.

Every relationship is reciprocal in nature. Each person brings something to the interaction and mixes it with what the other person brings. In relationships between families of young children with disabilities and service providers, the service provider brings technical skills and information about young children. The family members bring knowledge about their child, their family (including their culture and values), and their aspirations for their child within the community.

The steps to collaborative services address collaboration among service providers and families. It is critical that providers know others who are serving the family and build relationships so that services to families are coordinated.

To develop meaningful collaboration, each party must respect the other. Today we will look closely at strategies that can foster collaboration among service providers at different stages of their relationship.



**Add participant introductions/openers, as needed.**

**Review Learning Outcomes and Agenda.**

**See Facilitator's Guide.**

## Learning Outcomes



### Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ◆ *Participants will become familiar with the steps to promote collaborative services.*
- ◆ *Participants will identify challenges to collaborative services in their programs and communities.*
- ◆ *Participants will identify strategies to enhance teaming and collaboration in working with infants and toddlers with disabilities and their families.*

## Agenda

Agree on Ground Rules

In Concert

- View DVD: *In Concert*
- Large-Group Discussion

Identification of Challenges to Collaboration—  
Strategies to Enhance Collaboration

- Small-Group Discussion
- Large-Group Share-Back

Wrap-Up

Reflections/Continuous Improvement



*5–10 minutes*



## Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.



45 minutes total



25 minutes

## In Concert

**Handout #2: Acknowledgements: *In Concert***

**Handout #3: Guided Viewing: *In Concert***

## In Concert

The federal laws and regulations that govern early care and education programs clearly require collaboration among service providers and the families they serve. In thinking about the steps to collaborative services, we are going to share a model of collaboration with four steps. The steps to collaborative services apply in relationships among families and service providers, as well as in relationships among service providers. These steps are highlighted in the DVD we will be viewing. The DVD, *In Concert*, developed by the Hilton/Early Head Start Training Program, is 18 minutes long and features programs from around the country that are working with their community partners and families to coordinate services for infants and toddlers with disabilities and their families. Please pull out your guided questions.

As you watch the DVD, take notes on what you see as examples of:

- ♦ *Identifying partners/building relationships*
- ♦ *Gathering information and resources*
- ♦ *Developing collaborative plans*
- ♦ *Implementing collaborative plans*

You will hear from people who represent a variety of roles and perspectives.



Show DVD.



20 minutes

## Large-Group Discussion

Let's discuss what you saw and heard in the DVD about how people developed collaborative relationships and services.



Allow 3–4 minutes per step. Chart examples from the DVD for each question.



*What examples did you see from the DVD that illustrate each of the steps toward collaborative services? Let's start with building relationships.*



Add any of the following key points not mentioned by the group:

- ◆ *Belonging—Jesus (Parent)*
- ◆ *Relationships—Marti (Child Care Administrator)*
- ◆ *Team problem solving—Sebastian (Early Head Start Disabilities Coordinator)*
- ◆ *Building bonds and trust, being a team player, and valuing the expertise of Early Head Start and child care staff—Nancy (Early Intervention)*
- ◆ *Establishing relationships from leadership to teaching staff, working through problems, learning to give and take, building trust, supporting each other, taking risks together—Sue (Early Head Start/ Head Start Administrator)*



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*What strategies did people in the DVD use to gather and share information and resources to better understand what programs and services were available in their community?*

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**Add any of the following key points not mentioned by the group:**

- ◆ *Learning about services, building relationships with the staff, communicating, and voicing her opinions—Eurika (Parent)*
- ◆ *Offering a common message to families from early intervention and Early Head Start—Vennie (Early Head Start Director)*
- ◆ *Providing support to families so that they can follow through all day and empowering families—Kent (Early Intervention Coordinator)*
- ◆ *Supporting early care and education and child care staff to be competent and confident to serve children with disabilities; a shift from “working my magic”—Michelle (Early Intervention)*
- ◆ *Understanding laws, regulations, and policies; and knowing their own child and his/her unique strengths and needs—Felecia (Parent/Trainer)*
- ◆ *Communicating (using a communication book) and learning from the early intervention staff about how to meet the child’s special needs—Sarah (Early Head Start Teacher)*



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*What were some of the ways that they worked together to develop and coordinate their plans for infants and toddlers with disabilities and their families?*

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**Add any of the following key points not mentioned by the group:**

- ◆ *Being assertive (not aggressive) requires support and practice—Felecia (Parent/Trainer)*
- ◆ *Voicing your opinions as a parent—Erika (Parent)*
- ◆ *Implementing the action plans requires really listening to families and securing the community buy-in needed to sustain collaborative services—Colleen (Early Head Start/Head Start Director)*
- ◆ *Everyone on the same page—Olivia (Early Intervention)*
- ◆ *Her vision for her daughter: to be independent—Reina (Parent)*



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*How did they implement their plans together?*

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**Add any of the following key points not mentioned by the group:**

- ◆ *The Individualized Family Service Plan (IFSP) is a family-driven process, individualized to meet the unique needs of each child and family—Felecia (Parent/Trainer)*
- ◆ *As relationships develop, the boundaries between the programs are less rigid, and there is less duplication. The IFSP and the Family Partnership Agreements are blended into the family's plan (not a particular program's plan)—Tammy (Early Head Start) and Becky (Early Intervention)*
- ◆ *Early Head Start is a “natural environment” for families; don't have to do it all on your own; it's better to work together as a group. —Jesus (Parent)*



**For each of the questions that follow, take just two or three examples. Add these ideas to the charts from the discussion of the DVD. It is important to draw information from the participants and provide positive reinforcement for their current collaborative efforts. Encourage participants to be brief. They will have time to discuss these ideas in detail during the small group discussions.**

Now, let's add to the list those ways that **you** have fostered collaboration in your programs or communities. Let's take 2 or 3 examples for each area:

- ◆ *How have you gone about building collaborative relationships in your work?*
- ◆ *How have you gathered and shared resources and information?*
- ◆ *How have you worked collaboratively to develop plans?*
- ◆ *In what ways have you implemented those plans together?*



50 minutes total



30 minutes



## Identification of Challenges to Collaboration— Strategies to Enhance Collaboration

### Small-Group Discussion

In small groups we would like you to identify the challenges to collaboration that you have experienced in your communities, as well as some of the key strategies that you have found most effective.

Please pull out Handout #4: The Steps to Collaborative Services Worksheet: Challenges/Strategies. Take a few minutes to jot down some of the challenges that you have experienced in developing collaboration in your program and community. Also write down some of your most effective strategies for supporting collaborative services.

Break into small groups. Identify some of your challenges in providing collaborative services. Discuss the specific resources and strategies available to address these challenges.

Each group should identify a key challenge and one successful strategy in each of the four areas to share back with the large group.



20 minutes



## Large-Group Share-Back

**Take 5 minutes for each step, and ask each group to share one strategy or idea for that step.**

We would like to hear your ideas. Let's start with building relationships. As others share, you might want to record additional ideas in your notes. Would a representative from each small group briefly share one challenge and one strategy or good idea that your group identified?

**Continue asking for strategies for gathering and sharing information and resources, developing collaborative plans, and implementing collaborative plans.**



5 minutes

## Wrap-Up

In this session we discussed four steps to collaborative services that enable service providers to work together to provide coordinated services:

- ◆ *Identifying partners and building relationships*
- ◆ *Gathering and sharing information and resources*
- ◆ *Developing collaborative plans*
- ◆ *Implementing collaborative plans*

In most communities, a number of programs serve infants and toddlers with disabilities and their families. To collaborate, you need to identify who you are working with and begin to know them and develop

positive relationships. Effective collaborative relationships take time to develop and require ongoing communication. We hope this session has provided you with some new ideas for developing or improving relationships with other programs in your community.

Do you have any questions about today's session?



**Review Learning Outcomes.**

**See Facilitator's Guide.**



*10 minutes*

## Reflections and Continuous Improvement

We would like to give you an opportunity to think about how this session applies to your work situation. Please take a few minutes and list 2 to 3 strategies you can start to use right away.



**Gather Continuous Improvement feedback.**

**See Facilitator's Guide.**

Your suggestions for improvements help us to make our sessions responsive to your needs as learners. We'd like to hear about what worked for you in this session and what could be done to facilitate your learning.



Divide a piece of chart paper into two columns, as shown. Entitle one column “What Worked?” and the other column “Suggestions for Improvement?”

What worked?	Suggestions for Improvement?



Chart participants’ comments without rebuttal or discussion. Facilitators can act on these suggestions, as appropriate, in future training sessions.




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*What worked for you today?*

*What suggestions for improvement do you have?*

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We appreciate your participation today.

## End training session



## Learning Outcomes

- ◆ *Participants will become familiar with the steps to promote collaborative services.*
- ◆ *Participants will identify challenges to collaborative services in their programs and communities.*
- ◆ *Participants will identify strategies to enhance teaming and collaboration in working with infants and toddlers with disabilities and their families.*



### Session 2 Handout #1



## *In Concert*

### Acknowledgements

We would like to acknowledge the following individuals and programs for their incredible contributions to the development of this DVD. *In Concert* was produced by Joan E. Porter and Gary Christian Film and Video, in collaboration with the Hilton/Early Head Start Training Program in 2004. Many families and service providers participated in the videotaping and interviews, while others offered us the support and hospitality that made the project possible. Our sincere appreciation is extended to each of them, their families, and their colleagues:

- ◆ *Alamo Navajo School Board, Children, Families, and Staff, Alamo Navajo Early Childhood Center, Alamo Navajo Reservation, New Mexico*
- ◆ *Colleen Alivado, Director, Alamo Navajo Early Childhood Center, Alamo Navajo Reservation, New Mexico*
- ◆ *Sarah Bass, Early Head Start Teacher, Spokane County Head Start ECEAP/Early Head Start, Spokane, Washington*
- ◆ *Marti Beard, Director, Early Childhood Programs, Cedars Youth Services, Lincoln, Nebraska*
- ◆ *Pamela Betone, Early Head Start Caregiver, Alamo Navajo Early Childhood Center, Alamo Navajo Reservation, New Mexico*
- ◆ *Becky Black, Services Coordinator, Early Development Network, Columbus, Nebraska*
- ◆ *Dan Bly, Administrative Services Manager, Head Start ECEAP/Early Head Start Programs, Community Colleges of Spokane, Spokane, Washington*
- ◆ *Sebastian Camacho, Health and Disabilities Coordinator, Primero Los Niños Early Head Start, Las Cruces, New Mexico*
- ◆ *Eva Carter, Child Care Technical Assistance Provider, National Child Care Information Center, and Trainer/Learning Coach, Hilton/Early Head Start Training Program, Austin, Texas*
- ◆ *Stephanie Castleman-Argue, Parent, Williamsburg, Virginia*
- ◆ *Children, Families, and Staff, Central Nebraska Community Services, Columbus, Nebraska*
- ◆ *Children, Families, and Staff, Early Childhood Programs, Cedars Youth Services, Lincoln, Nebraska*

#### Session 2 Handout #2



- ◆ *Children, Families, and Staff, Early Head Start of Beaver County, New Brighton, Pennsylvania*
- ◆ *Children, Families, and Staff, Lincoln Action Program, Lincoln, Nebraska*
- ◆ *Tammy Classen, Early Childhood Programs Area Manager, Central Nebraska Community Services, Columbus, Nebraska*
- ◆ *Nancy Deutsch, Social Worker, Infant Development Program, San Diego City Schools, San Diego, California*
- ◆ *Jesús Gómez, Parent, Caguas, Puerto Rico*
- ◆ *Eurika Grady, Parent, Sarasota, Florida*
- ◆ *Ann Herbruck, Director, Early Head Start of Beaver County, New Brighton, Pennsylvania*
- ◆ *Sue Hinrichs, Director, Lincoln Action Program, Lincoln, Nebraska*
- ◆ *J. Kent Howell, Early Intervention Coordinator, Casa Alegre Early Intervention Program, Magdalena, New Mexico*
- ◆ *Vennie Jones, Early Head Start Project Coordinator, SHARE Early Head Start, Greenville, South Carolina*
- ◆ *Felecia Jordan DaSilva, Parent and Trainer, Hilton/Early Head Start Training Program, Detroit, Michigan*
- ◆ *Tammy Mann, Director, and Staff, Early Head Start National Resource Center, District of Columbia, Washington, DC*
- ◆ *John Naegele, Early Head Start Director, Puget Sound Educational Service District, Fife, Washington*
- ◆ *Sue Obermiller, Director, Central Nebraska Community Services, Columbus, Nebraska*
- ◆ *Jody Petersen, Preschool/Head Start teacher, Cedars Centennial Mall, Lincoln, Nebraska*
- ◆ *Michelle Smith, Speech Pathologist, Early Development Network, Columbus, Nebraska*
- ◆ *Olivia Vicente, Early Intervention Services Coordinator, Alamo Navajo Early Childhood Center, Alamo Navajo Reservation, New Mexico*
- ◆ *Millie Weers, Disabilities Specialist, Head Start/Early Head Start, Community Colleges of Spokane, Spokane, Washington*

## Session 2 Handout #2



## Guided Viewing: *In Concert*

As you watch the DVD, please jot down examples that you see and hear about each of the following steps to collaborative services.

<i>How did people in the DVD identify partners and build relationships?</i>
<i>What strategies did people in the DVD use to gather and share information and resources?</i>
<i>What were some of the ways that they worked together to develop and coordinate their plans for infants and toddlers with disabilities and their families?</i>
<i>How did they implement their plans together?</i>

### Session 2 Handout #3



# The Steps to Collaborative Services Worksheet: Challenges/Strategies

Steps	Challenges	Strategies
Identify partners and build relationships		
Gather and share information and resources		
Develop coordinated plans		
Implement collaborative plans		

## Session 2 Handout #4



**Session 2 Handout #4**