

### **Valuable Collaboration:**

#### **Families, Early Childhood Providers, and Early Intervention Specialists**

Many families request that Early Intervention services be delivered in the early education and care programs where their children are receiving care. Working with children in early education and care settings requires the active participation of families, early childhood educators and early intervention specialists. The overall goal is to support children in being fully active participants in all environments with the various important adults in their lives.

#### **1. Preparing for the First Child Care Visit:**

The family and Early Intervention Specialist meet to plan Early Intervention service delivery in childcare:

- During the Individual Family Service Plan (IFSP) meeting or home visit, the family is asked for written permission for the EI provider to visit with their child in the child care setting.
- Family speaks with child care director or lead educator in child's program to discuss how visits can occur in the child care setting.
- Family gives written permission for EI provider to share their IFSP developmental profile, outcomes and strategies with child care staff.
- EI provider speaks with director or lead educator in child's program to schedule a mutually agreed upon time for an initial EI visit.

#### **2. Establishing Expectations:**

Early Childhood Educator, Early Intervention Specialist and family (if possible) meet to discuss collaborative processes:

- EI provider observes and learns child's schedule and routines at child care setting.
- CC and EI staff discuss and agree on how to best support child's development in setting.
- EI and CC staff determine the best time to visit to support the needs of the child and to meet the schedules of both providers.
- EI specialists offer a variety of strategies to address the child's ability to participate in classroom activities, and problem solve with educators to determine which strategies will be most effective and easiest to implement
- CC and EI staff discuss when it might be helpful to include other children in EI planned visits and activities.

#### **3. Developing the Partnership**

Building a professional working relationship means recognizing each person's contribution to the child's developmental success and requires ongoing feedback about how things are going from all perspectives

- Clarify what family, child care and EI staff hope to achieve from this partnership.
- Establish guidelines and processes for open communication among family, EI, childcare and community: a notebook or daily log can be sent back and forth or kept at the childcare, written notes can be shared with childcare staff with parental permission.
- Discuss in advance the best times for phone communication.
- Respect and be flexible of each party's needs to ensure success.

#### **4. Ongoing Work**

Regularly scheduled meetings ensure that everyone involved with the child is working towards outcomes that were established in the IFSP and allow the team to update outcomes, goals and strategies as a team.

- EI and CC providers share information about when changes may be coming due to new assessments or required timelines.
- Include each other in sharing successes and challenges – celebrate and collaborate!

#### **5. Benefits and Joys of Successful Collaboration**

- Families can look to their EI specialists and child care team for information and support to help their children develop and learn.
- EI can work with children in their natural setting where they benefit from being alongside their typically developing peers for positive social relationships and for building age appropriate skills.
- CC staff can share their breadth of knowledge and relationships with the child to add to assessment information and planning for services.
- EI specialists can model and share strategies with the child care staff that can fit into the child's daily routines and create learning opportunities throughout the child's typical day.

Date:

Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Parents: \_\_\_\_\_

EI Service Coordinator/Phone: \_\_\_\_\_

Childcare Contact: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Schedules/Routines:

Communication Method with Teachers, Staff, EI, Family:

Documents Shared:

Written Permission from Family: \_\_\_\_\_ Date: \_\_\_\_\_

Primary Concern/Other Concerns:

Outcomes Addressed at Childcare:

Discussion: