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**MARYLAND STATE DEPARTMENT OF EDUCATION**  
**Division of Early Intervention and Special Education Services**  
**IMPLEMENTATION BEST PRACTICES & CONSIDERATIONS**

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**TIPs for Collaborating to Provide Special Education Services in Childcare and Community-Based Programs Across Varied Service Delivery Models**

***Promoting Interprofessional Collaboration***

| Personnel Tips and Considerations  | Infrastructure Tips and Considerations   |
|--|--|
| <ul style="list-style-type: none"> <li>● Offer joint training with childcare and community-based program staff:               <ul style="list-style-type: none"> <li>○ To understand program requirements across sectors.</li> <li>○ On interdisciplinary teaming and coaching practices.</li> <li>○ Describing the range of possible service delivery models (in-person, hybrid and distance learning).</li> <li>○ On a variety of early childhood evidence-based practices.</li> </ul> </li> <li>● Develop and share a repository of resources to support program requirements.</li> </ul> | <ul style="list-style-type: none"> <li>● Create joint policies/procedures, Memoranda of Understanding (MOUs) that intentionally address community collaborations.</li> <li>● Offer flexible schedules for teachers/providers to accommodate childcare or community-based setting staff for collaborative planning time.</li> <li>● Offer opportunities for parents and personnel to share ideas for service delivery improvements.</li> <li>● Assist community programs to develop and implement policies and procedures that comply with federal and state legal requirements regarding services to children with disabilities and their families.</li> <li>● Use the Community, Local Program, and Early Care and Education Environments Indicators and Elements of High-Quality Inclusion as the basis for data-informed decision-making.</li> <li>● Include families in decision-making.</li> <li>● Identify liaisons with childcare program staff to streamline communication.</li> <li>● Share fiscal and material resources with childcare programs to benefit all children.</li> </ul> |

**TIPs for Collaborating to Provide Special Education Services in Childcare and Community-Based Programs Across Varied Service Delivery Models**

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**Maryland Example:** Harford County Public Schools (HCPS) developed written Guidelines for Community Special Education Services (IEP) in a Non-HCPS Facility for consistent collaborative efforts.

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***Building Staff Capacity to Co-Develop, Co-Implement, Co-Evaluate IEP Services***

| <b>Personnel Tips and Considerations</b>  | <b>Infrastructure Tips and Considerations</b>   |
|---|---|
| <ul style="list-style-type: none"><li>● Coordinate with childcare and community programs to offer joint training with special education staff and record trainings for future access. <b>(See Personnel Standards trainings)</b></li><li>● Utilize the Early Care and Education Environments Indicators and Elements as a fidelity tool.</li><li>● Develop a cross-disciplinary coaching model for colleagues and families.</li><li>● Use a team-based approach to understand individual children's challenging behavior, adapt the environment, and plan individualized instruction to teach or strengthen the child's social emotional skills.</li><li>● Meet formally and as a whole to plan lessons and curricular activities, make adaptations, determine effective instructional strategies and review data.</li><li>● Actively seek input from families in decision-making and to gather evidence of generalization to other environments.</li></ul> | <ul style="list-style-type: none"><li>● Ensure program and specialized services personnel collaborate to embed early childhood services in natural environments and daily routines.</li><li>● Implement policies and procedures that support the high-fidelity use of evidence-based practices with children with disabilities and their families.</li><li>● Consider a variety of methods to engage staff, including flexible schedules, additional compensation for extra training, hiring contractual staff, or engaging private providers.</li><li>● Establish teaming structures that include cross-disciplinary coaching opportunities.</li></ul> |

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**Maryland Example:** Montgomery County meets regularly with local Child Youth Services to plan across 55 childcare centers to provide specially designed instruction and related services .

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### ***Addressing Individual Needs of Children with Disabilities***

| <b>Personnel Tips and Considerations</b>   | <b>Infrastructure Tips and Considerations</b>  |
|--|--|
| <ul style="list-style-type: none"><li>● Assessment to inform instruction and program change:<ul style="list-style-type: none"><li>○ Utilize the Early Learning Assessment.</li><li>○ Use authentic assessment based on typical routines and family/caregiver information</li><li>○ Seek input from the family and other team members.</li></ul></li><li>● Integrate individual adaptive, augmentative communication systems into all routines and ensure that communication (AAC) systems are readily available to individual children at all times.</li><li>● Meet formally to plan lessons and curricular activities, make modifications to individualized goals, determine effective instructional strategies, and review data.</li><li>● Communicate regularly to informally exchange ideas, share observations, and discuss new strategies.</li></ul> | <ul style="list-style-type: none"><li>● Allow for flexible scheduling to meet the individual needs of families to receive coaching and engage in services.</li><li>● Implement policies and procedures for data collection to guide program evaluation and improvement.</li><li>● Develop and implement policies and procedures to ensure personnel have access to specialized supports and resources to address individualized child and family strengths and needs.</li><li>● Develop written protocols/practices that clearly outline “next steps” when teams need to access additional expertise and supports.</li><li>● Provide materials and technology/devices to families and childcare providers.</li><li>● Coordinate with program liaisons responsible for disability services, such as the Head Start Disability Coordinator.</li><li>● Offer various methods for family engagement.</li></ul> |

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**Maryland Example:** In Prince George’s County, the Head Start Disability Coordinator is collaborating with LSS itinerant teachers and with the Parent Resource Center (10 sites) to give social emotional support for children in these centers.

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## RESOURCES

### Increasing/Improving Collaboration

- [Indicators & Elements of High Quality Inclusion](#) – [Community](#) and [Local Program](#) sets
- [Recommendations for Re-Opening Face-to-Face Sessions for Inclusionary Preschools and Early Care Centers](#)
- [DEC Recommended Practices Monograph Series No. 6: Teaming and Collaboration](#)
- [DEC Recommended Practices: Teaming and Collaboration Practice Improvement Tools](#)
- Webinar Series on Interprofessional Practices
  - [Setting the Context for Interprofessional Practices in Early Intervention](#)
  - [Overview and Rationale for Using a Primary Service Provider Approach to Teaming](#)
  - [Primary Service Providers Frequently Asked Questions](#)
  - [Systems Change for Primary Service Providers](#)

### Building Staff Capacity to Co-Develop, Co-Implement, Co-Evaluate IEP Services

- Indicators & Elements of High Quality Inclusion – [Early Care and Education Environments](#) set
- [DEC Recommended Practices: Teaming and Collaboration Practice Improvement Tools](#)
- [Reaffirming Key Early Childhood Practices During a Pandemic](#)
- [Bringing Inclusion to Life in a Virtual World](#)
- [Coaching in a Virtual World](#)
- [Promoting Staff Well-Being](#)

### Addressing Individual Needs of Children with Disabilities

- [Remote Service Delivery and Distance Learning](#)
- [Remote Screening, Evaluation, and Assessment for Children Birth to Five](#)
- [Equitably Serving Children with Disabilities and their Families during Coronavirus](#)
- [Connecting with Families](#)
- [Providing Distance Family Support](#)

### [US Department of Education Communications and Q&A Documents](#)

- CARES Act Funding [PowerPoint](#) from Dr. Karen Salmon

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