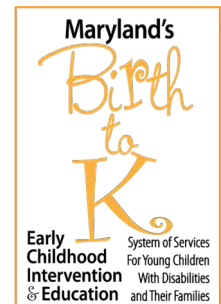




# Primary Service Provider Approach to Teaming in Early Childhood Programs

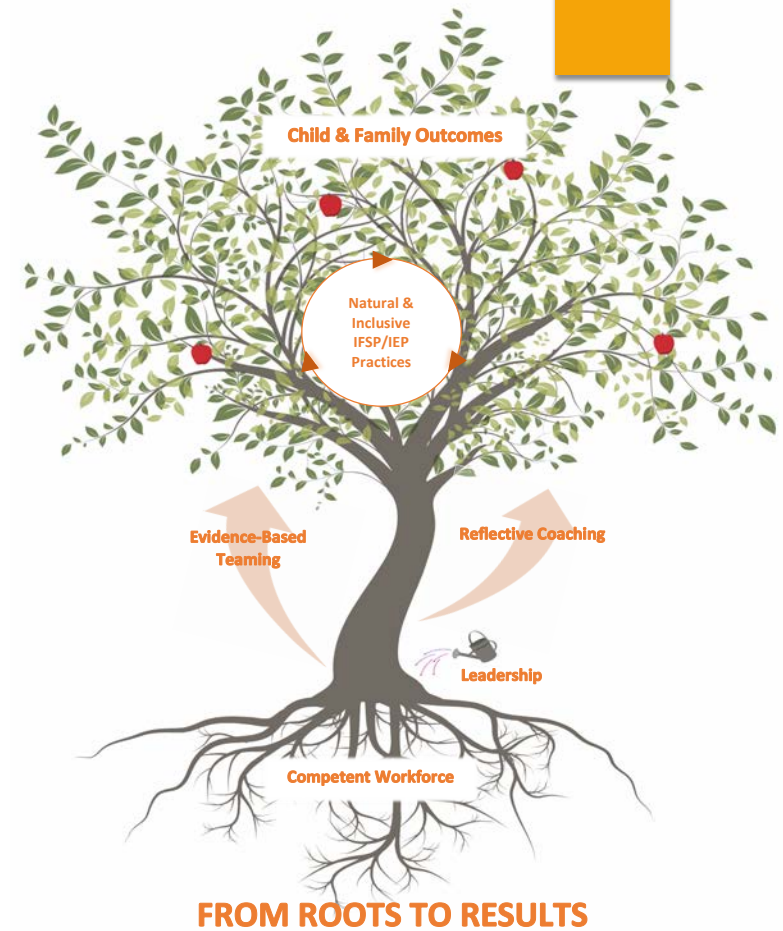
## AN OVERVIEW

STATE INTERAGENCY COORDINATING COUNCIL (SICC)  
SEPTEMBER 12, 2019

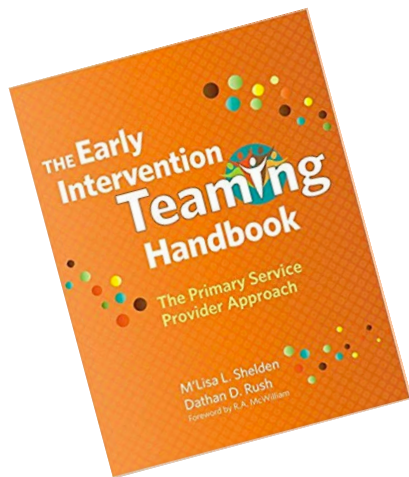


# FROM ROOTS TO RESULTS

- ▶ Maryland's vision for a comprehensive Birth-Kindergarten System of Services



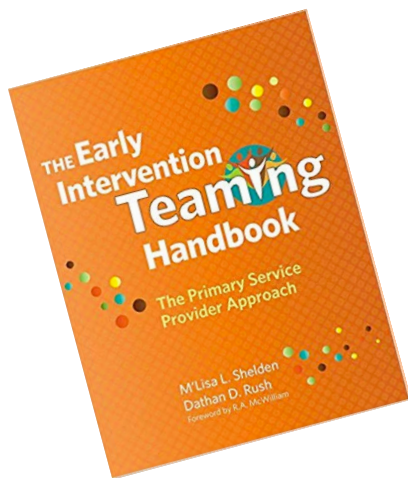
# Primary Service Provider Operational Definition:



- ▶ A geographically-based team of multiple disciplines where one member is selected as the primary coach, receives coaching support from other team members, and uses coaching with parents and other primary care providers to support and strengthen parenting competence and confidence in promoting child learning and development.

Rush, D.D. & Shelden, M.L. (2013). *The Early Intervention Teaming Handbook: The Primary Service Provider Approach*. Baltimore, MD: Paul H. Brookes Publishing Co.

# Differentiated from other approaches to teaming by:



- ▶ One practitioner serves as the liaison between the family and other team members
- ▶ Explicit focus on type (i.e. coaching) and content (i.e. natural learning environment practices) of interactions between team members and their roles promoting parenting skills, knowledge, and attributions.

Rush, D.D. & Shelden, M.L. (2013). *The Early Intervention Teaming Handbook: The Primary Service Provider Approach*. Baltimore, MD: Paul H. Brookes Publishing Co.

- “Focusing on services and multiple disciplines implementing decontextualized, child-focused, and deficit-based interventions has not proven optimally effective.”
- “Involvement of multiple practitioners in a family’s life on a regular basis has been found to negatively impact family functioning.”
- “Families reported less parental stress and better developmental outcomes for children with a primary provider.”

M’Lisa Shelden, PT, Ph.D.  
mshelden@sheldenandrush.org



Dathan Rush, Ed.D., CCC-SLP  
drush@sheldenandrush.org



# Research- based

# Geographically -Based Team

Responsible for all referrals to early intervention program within a predetermined area defined by zip code or other geographical boundary



Consisting minimally of:

- Early childhood special educator
- Occupational therapist
- Physical therapist
- Speech-language pathologist
- Service coordinator(s)



A team of four full time practitioners can serve approximately 100-125 families when drive time is not more than 30-45 minutes for a one-way trip (with additional dedicated service coordinators)




All team members have basic knowledge of child development across all domains to promote child learning and participation within everyday life activities

# 5

## Necessary Implementation Conditions

---



1. All practitioners on the team must be available to serve as the primary coach.





2. All team members attend regular team meetings (at least every other week) for the purpose of colleague-to-colleague coaching and support



3. The primary coach is selected from among other team members according to:

- ◆ Desired outcomes of the family,
- ◆ The relationship between the primary coach and the family and other care providers, and
- ◆ The knowledge and availability of the coach and family.



## 4. Joint visits are essential

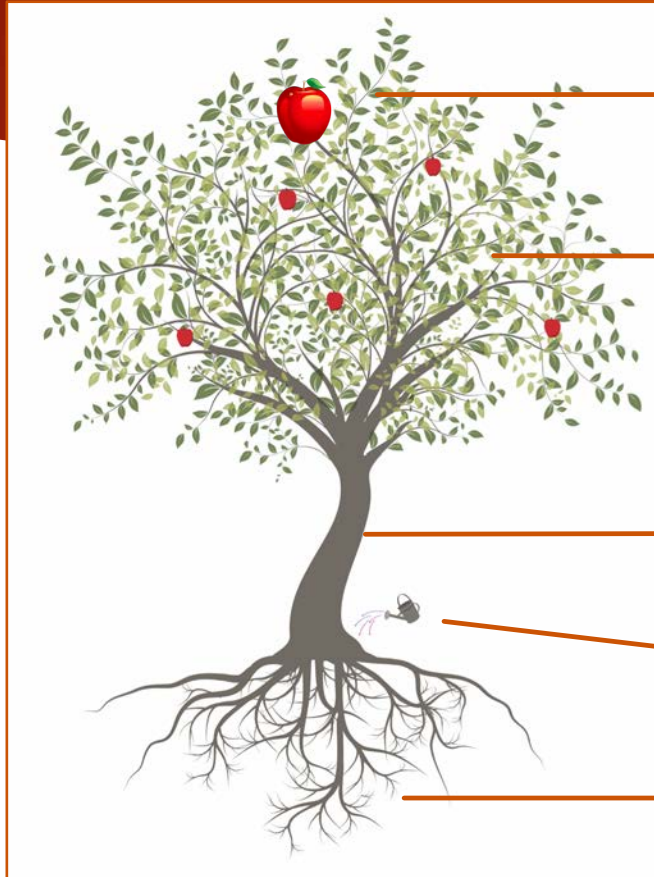
- ◆ A visit in which another team member accompanies the primary coach for the purpose of supporting him or her, the child's care providers and the child in a timely and effective manner.
- ◆ Must occur with the primary coach at the same place and time.



5. The primary coach for a family should rarely change in order to establish and maintain an ongoing working relationship between the primary coach and the care provider(s).



# Maryland's Work



Results: All children are active, successful participants in their homes, schools, & communities (as measured by the early childhood outcomes).

Natural & Inclusive Learning Practices in the IFSP/IEP Process: Natural Learning Environment Practices are key component (content of interactions) throughout IFSP/IEP:

- Development
- Implementation
- Evaluation

Teaming & Coaching Practices: Evidence-based teaming approach with coaching as the key characteristic (type of interactions)

Leadership: Checklists, books, & access to Shelden & Rush provide tools and resources

Roots: Key Principles #1, #6, DEC RPs in Teaming & Collaboration

# PSP: What it IS and What it is NOT

## PSP Teaming is NOT:

- ▶ Another fad
- ▶ A family having only one provider
- ▶ Working out of scope of practice
- ▶ Used because the team doesn't have a particular discipline available.

## PSP Teaming IS:

- ▶ Recommended practice in early intervention. Supported by research.
- ▶ Every child & family has a full team that is geographically based and represents all disciplines. Full team gives support to the PSP and family through regular team meetings and joint visits.
- ▶ All members have basic knowledge of child development across disciplines to promote learning and participation in everyday activities. When specialized expertise is needed, joint visits are scheduled.
- ▶ The EI program should have multiple staff with diverse knowledge and experiences from which to choose to support the families. All members of an experienced team should be able to function as the PSP.

## Questions & Resources

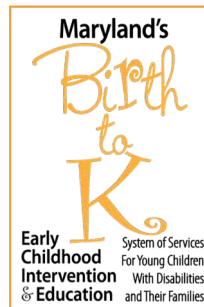
- ▶ What do you still wonder about?
- ▶ Where can you get more information to further understand and to share with teams and systems?



---



# Thank you!



Janette Guerra, M.ED. ECSE

Maryland State Department of Education, Division of Early Intervention and Special Education Services