CROSS-AGENCY TEAMING:
COLLABORATION WITH COMMUNITY
PARTNERS TO SUPPORT
INFANTS/TODDLERS WITH SPECIAL NEEDS
October 4, 2019
DEC Annual Conference, Dallas, Texas
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Iowa Department of Education

Overview
1. Development of the community collaboration tools informed by DEC Recommended Practices
2. Practice using the tools
3. Results from Iowa’s Experience

Team Work

Introductions
Share:
- Name, position, agency, state
- Level of partnership with Early Intervention and/or Early Head Start
EARLY INTERVENTION
&
EARLY HEAD START

Collaboration Background
- Legislation requires collaboration
- Group brought together to strengthen collaboration; reduce service duplication
- Created common vision/mission
- Used process mapping process to outline roles of each agency throughout IFSP process
- Need for Guidance for broader use

REGULATORY LANGUAGE ABOUT EARLY INTERVENTION AND EARLY HEAD START
Head Start Performance Standards and Iowa Administrative Code
1302.63 Coordination and collaboration with the local agency responsible for implementing IDEA.

- Identify children enrolled
- Participate in child find efforts
- Develop interagency agreements
- Improve service delivery (referral and evaluation; service coordination; provide service in LRE; transition
- Participate in the development of the IFSP (relevant information; participate in meetings)

IDEA Part C Federal Regs.

- IDEA Part C Federal Regulations require that the early intervention system coordinates with Early Head Start (among others) in general (§303.210(a)), and specifically for:
  - child find (§303.302(c)(1)(ii)(E)),
  - content of an Individualized Family Service Plan (§303.344(h)(1)(ii)), and
  - transition out of early intervention (§303.118(a)(3)).
Teaming & Collaboration RPs

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.

TC2. Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.

TC3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.

TC4. Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs.

SHARED VISION AND MISSION STATEMENT
Shared Vision/Mission Statements

**Examples**

**Vision:** Enhance positive developmental outcomes to allow the child to excel in life.

**Mission:** Collaboratively maximize our strengths and abilities through supportive services to meet the needs of children, families & communities.

**Vision:** Families will be competent with enhancing their child’s learning.

**Mission:** Providers will collaborate to provide support and resources to families in order to gain improved outcomes.

**DEFINITIONS**

1. **Vision statement** = what the world looks like if both programs do their job well.
2. **Mission statement** = what we do together to create the world we described in the vision.

PROCESS MAPPING ACTIVITY

Developing a common process to address the needs of infants and toddlers with disabilities

Joint Process for Serving Infants and Toddlers with Disabilities

- Screening, Referral, Enrollment
- IFSP Development and Monitoring
- Service Delivery
- Transition
Action Steps to Complete Process

1. **Universal Screening**
   - No role (same screening, but only if necessary after initial referral)

2. [ ]

3. [ ]

4. [ ]

5. [ ]

6. **Screen all children**

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**SCREENING, REFERRAL, and ENROLLMENT [EXAMPLE]**

**COLLABORATION GUIDANCE SELF-ASSESSMENT**

Outcome of the process mapping activity

**Collaboration Guidance**

Available on the Iowa Family Support Network website:
- www.iafamilysupportnetwork.org
- Hover over “Early ACCESS”, then “For Referral Sources”
- Click on “What to Expect”
- Scroll down

The Guidance and Self-Assessment are linked at the bottom of the page.
**Complete Self-Assessment**

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**Reflections**

**How will you use this in your work?**
IOWA RESULTS

Provider Results

- Several areas are meeting together monthly
- More data sharing and family visit coordination
- Agreements updated and more relevant/utilized
- EHS staff invited to IFSP meetings more often
- More EHS-enrolled children being referred to early intervention

Family Results

- Families like the increased coordination:
  - facilitate follow-through on the child outcomes in between visits because the entire team was fully aware of activities that support the child’s development,
  - the families and the team were hearing the same information,
  - families did not have to hear the same information or answer the same questions multiple times, and
  - joint visits meant fewer appointments for families.
Contact Information

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