

EI/ECSE Standard 3
Component 3.1
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 3, Component 3.1:





After participating in this professional learning opportunity, participants will be able to:




- Describe the background and roles of professional disciplines in Part C and Part B (619) of IDEA.
- Identify types of team models used in EI/ECSE, and application of each during the delivery of EI/ECSE.
- Describe collaboration and communication skills to facilitate a team process with families and professionals from multiple disciplines with varying skill levels and experience.
- Describe how teams in EI/ECSE can use technology.
- Describe strategies to use to facilitate interagency collaboration with community partners and agencies.





Outline of Session Activities





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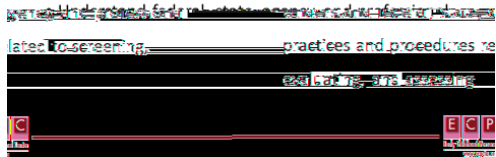


Speaker Notes with Slides






Slide 1	<p style="text-align: center;">Standard 3: Collaboration and Teaming</p> <p style="text-align: center;">Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) 3.1</p> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
Slide 2	<p style="text-align: center;">Standard 3</p> <ul style="list-style-type: none">• Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults. <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
Slide 3	<p style="text-align: center;">Component: 3.1</p> <ul style="list-style-type: none">• Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies. <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
Slide 4	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none">• Describe the background and roles of professional disciplines in Part C and Part B (619) of IDEA.• Identify types of team models used in EI/ECSE, and application of each during the delivery of EI/ECSE. <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	

<p>Slide 5</p>	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Describe collaboration and communication skills to facilitate a team process with families and professionals from multiple disciplines with varying skill levels and experience. • Describe how teams in EI/ECSE can use technology. • Describe strategies to use to facilitate interagency collaboration with community partners and agencies. <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	
<p>Slide 6</p>	<p style="text-align: center;">Individuals with Disabilities Education Act (IDEA)</p> <p>Federal law that governs special education services</p> <ul style="list-style-type: none"> • Part C and Part B/619 of IDEA describe the provision of services for children with disabilities <ul style="list-style-type: none"> ◦ Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. ◦ Children and youth ages 3 through 21 receive special education and related services under IDEA Part B. <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p><u>About IDEA - Individuals with Disabilities Education Act</u> https://sites.ed.gov/idea/about-idea/Sec. 303.511 Methods to ensure the provision of, and financial responsibility for, Part C services https://sites.ed.gov/idea/regs/c/f/303.511</p> <p>IDEA Part B, Section 619: <u>what is the purpose and philosophy of idea part b section 619 0.pdf</u> <u>(osepideasthatwork.org)</u></p> <p>In the law, Congress states: Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.</p>
<p>Slide 7</p>	<p style="text-align: center;">Early Intervention– Members of a Team</p> <ul style="list-style-type: none"> • Family (central) • Service Coordinators (Part C) • Early Childhood Special Educators/EI developmental therapists • Early Childhood Educators • Occupational Therapists • Physical Therapists • Speech Language Pathologists • Other allied health professionals <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Note: Others could also include a service / profession unique to the needs of the child and family that is not included in allied health professionals.</p>

<p>Slide 8</p>	<p>Early Intervention – Members of a Team</p> <ul style="list-style-type: none"> Family members <ul style="list-style-type: none"> Families are the experts of their children and primary decision-makers <p>With information about the rights they have and provision of services, and unique culture are always effective service provision</p> <ul style="list-style-type: none"> Must be provided with information regarding access Family priorities, needs, and unique culture are always the primary focus of 	
<p>Slide 9</p>	<p>Early Intervention – Members of a Team</p> <ul style="list-style-type: none"> Service Coordinators (Part C) <ul style="list-style-type: none"> Schedule intake, screening, and evaluations/assessments Help families negotiate and engage with an array of services Inform families of their rights and responsibilities Coordinate access to needed resources Facilitate communication among team members and family Develop transition plan with the family at age three and other transition phases (e.g., hospital to home) 	<p>Facilitator may choose to explore resources for Part C Service Coordinators at the ITCA site, linked on the slide: https://www.ideainfanttoddler.org/coordinator-resources.php</p>
<p>Slide 10</p>	<p>IDEA – Members of a Team</p> <ul style="list-style-type: none"> Early Childhood Special Educators (ECSE) <ul style="list-style-type: none"> Refers to EI and ECSE educators who hold a state license/certificate to deliver early intervention services to young children with delays/disabilities <ul style="list-style-type: none"> State requirements differ, sometimes called “child development specialists” or “developmental therapists.” Not always prepared the same way - training ideally guided by EI/ECSE Personnel Preparation Standards Work in Part C or in Part B/619, Kindergarten, Grades 1,2,3 Range of roles and responsibilities across a wide variety of settings and services 	<p>Facilitator may choose to click on link on slide to explore the EI/ECSE standards and components https://www.dec-sped.org/copy-of-pps-home</p>
<p>Slide 11</p>	<p>IDEA – Members of a Team</p> <ul style="list-style-type: none"> Early Childhood Educators <ul style="list-style-type: none"> Knowledge of children birth to 8-years old Work in early childhood education settings, and/or home-based settings (e.g., Early Head Start, family child care providers) Develop, plan and implement curriculum for children of all abilities, and design early childhood education environments 	<p>Facilitators may choose to explore resources for and about early childhood educators at the NAEYC site: https://www.naeyc.org/</p>

<p>Slide 12</p>	<p style="text-align: center;">IDEA – Members of a Team</p> <ul style="list-style-type: none"> • Occupational Therapists (OT) <ul style="list-style-type: none"> • Address motor, cognitive, sensory processing, communication, and play skills • Trained to support dyadic relationships as foundational to development <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Facilitators may choose to have the group explore the AOTA website for OT practice resources for children in early intervention – early childhood</p> <p>https://www.aota.org/Practice/Children-Youth/Early-Intervention.aspx</p>
<p>Slide 13</p>	<p style="text-align: center;">IDEA – Members of a Team</p> <ul style="list-style-type: none"> • Physical Therapists (PT) <ul style="list-style-type: none"> • Help families with child’s motor development and ability to participate in age-appropriate and meaningful activities • Use knowledge and skills related to motor and self-care skills, assistive technology, and medical/healthcare science <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>https://www.apta.org/</p>
<p>Slide 14</p>	<p style="text-align: center;">IDEA – Members of a Team</p> <ul style="list-style-type: none"> • Speech-Language Pathologists (SLP) <ul style="list-style-type: none"> • Address cognitive, communication, physical and sensory, social-emotional, and adaptive skills • Provide services to families and their children to support the parent-child communication, speech, language, cognition, literacy, and/or feeding and swallowing <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Facilitators may choose to have the group explore resources about and for SLPs in the link on the slide:</p> <p>https://www.asha.org/practice-portal/professional-issues/early-intervention/</p>
<p>Slide 15</p>	<p style="text-align: center;">Related Allied Health Professions</p> <ul style="list-style-type: none"> • Audiology: Early Hearing Detection and Intervention Action Center (EDHI) • Nutrition: Feeding Matters • Vision Impairment: Family Connect <p>Both audiology and vision impairment are sub-specialties under Association for Speech-Language-Hearing Association (ASHA) and Orientation and Mobility (OM):</p> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Facilitator can create breakout groups to explore the resources at each link and report out on possible usefulness for EI/ECSE practices with families.</p> <p>EDHI: https://www.cdc.gov/ncbddd/hearingloss/ehdi-programs.html</p> <p>https://www.feedingmatters.org/</p> <p>AFB: https://www.afb.org/blindness-and-low-vision</p> <p>ASN: https://nutrition.org/</p>

		<p>Family Connect: https://familyconnect.org/education/expanded-core-curriculum/orientation-and-mobility/</p>
<p>Slide 16</p>	<p>EI/ECSE Professional Team Members</p> <ul style="list-style-type: none"> • Demonstrate knowledge of typical developmental norms from birth to age 5 • Engage in prevention and early identification 	<p>Within your scope of practice, here are additional roles and responsibilities of all team members</p>
<p>Slide 17</p>	<p>IDEA – Members of a Team</p> <ul style="list-style-type: none"> • Guide the development of an intervention plan • Make referrals (as needed and qualified) • Develop a plan for implementing services and supports • Gather and report treatment outcomes 	<p>Within your scope of practice, here are additional roles and responsibilities of all team members</p>
<p>Slide 18</p>	<p>IDEA – Members of a Team</p> <ul style="list-style-type: none"> • Revise plans and determine discharge criteria • Collaborate with families, caregivers, and other professionals • Support family interactions and relationships • Coordinate services and implement based on the 	<p>Within your scope of practice, here are additional roles and responsibilities of all team members</p>

<p>Slide 19</p>	<p style="text-align: center;">IDEA – Members of a Team</p> <ul style="list-style-type: none"> • Participate in transition planning to ensure timely access to services • Advocate at the local, state, and national levels • Raise awareness about the importance of EI • Remain up-to-date with current research and evidence-based practices <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Within your scope of practice, here are additional roles and responsibilities of all team members</p>
<p>Slide 20</p>	<p style="text-align: center;">Team Models in EI</p>  <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	
<p>Slide 21</p>	<p style="text-align: center;">Multidisciplinary Teaming</p> <ul style="list-style-type: none"> • Multidisciplinary <ul style="list-style-type: none"> • Provide services in the area that are clearly defined and agreed upon between disciplines • Does not take into account the range of skills each person brings to the table <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	
<p>Slide 22</p>	<p style="text-align: center;">Interdisciplinary Teaming</p> <ul style="list-style-type: none"> • Interdisciplinary <ul style="list-style-type: none"> • The role of the team is defined by the child and family • Requires mutual trust and respect of professional competency; knowledge in their field and awareness of the limitations <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	

Slide 23

Transdisciplinary Teaming

- Transdisciplinary
 - Crossing of discipline borders
 - Incorporation of skills developed in other fields into one's practice
 - Makes use of a Primary Service Provider as the central point of contact and implementation with families



Slide 24

	Multidisciplinary	Interdisciplinary	Transdisciplinary
Assessment	Separate	Separate	Team members and family engage in comprehensive assessment together
Family participation	Meet w/individual disciplines	Meet with team or team rep	Full and active members of team
Service plan development	Separate plans by discipline	Share separate plans with one another	Team and family develop together based on family priorities, needs
Service plan responsibility	Responsible for their section	Responsible for sharing information as well as implementation of their section	Team responsible for how primary service provider implements every section of the plan
Service plan implementation	Implement discipline-specific section of the plan individually	Team members implement their section of the plan individually and incorporate other sections where possible	A primary service provider (can change over time) is assigned to implement plan with family; need for disciplines to share their knowledge with others to ensure full implementation
Lines of communication	Informal lines	Periodic case-specific meetings	Regular team meetings where continuous transfer of information occurs between all members of the team

Adapted from: Measwell, G. & Hanson, C. (1987)



This table shows how each model, listed on the top line, performs assessment, includes families, develops, takes responsibility for, and implements the service plan, indicated by the title on the far right column in blue. On the bottom row, you can see how each service model uses communication to provide the service.

Facilitator explains each service delivery model, and making sure to explain that, in the transdisciplinary model, specific disciplines share specific information with the primary service provider with the family related to their section so that the primary can integrate those strategies with the family and in early childhood education settings. The primary provider can change based on the ongoing needs of the child and family as supported by authentic assessment.

This visual is available as a document that can be accessed on the materials tab for this component and printed out.





Slide 25




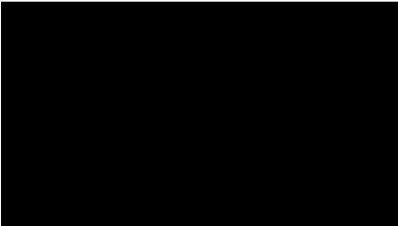

Activity





- Which team model best describes your program/state?
- Is there overlap across categories? How so?
- In your opinion, is there room for enhancement of how services are delivered in your community?
- What barriers currently exist to full implementation of the transdisciplinary model?

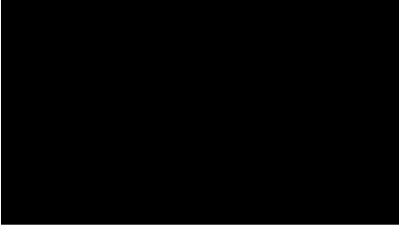











Give partners or groups 10 minutes to discuss these questions – provide a copy of the service delivery model handout (reviewed on previous slide) Support discussion around the reality that many programs use some of each approach – and there is most likely work to be done to make sure that service delivery is maximally collaborative and family-

		centered – as the transdisciplinary model has been demonstrated to do well.
Slide 26	<p style="text-align: center;">Collaboration</p> <p>"Collaboration presumes that no individual team member has complete knowledge of either the challenges or solutions the team hopes to address. Successful resolution is then only achieved through contributions of all members of the team." (DEC)</p> 	Refers to interactive relationships who work together to achieve mutually agreed upon outcomes/goals
Slide 27	<p style="text-align: center;">Teaming and Collaboration</p> <ul style="list-style-type: none"> Practices that promote and sustain collaborative adult partnerships, relationships, and ongoing interactions to ensure that programs and services achieve desired child and family outcomes and goals (DEC, 2014) 	
Slide 28	<p style="text-align: center;">Developing Effective Teams</p> <ul style="list-style-type: none"> Begin with families – What are their concerns and priorities? Who needs to be present? Who takes the lead? <ul style="list-style-type: none"> In collaboration with families, deciding on primary provider Protecting the central role of the family Presenting information clearly and simply at each step What roles will each person assume? 	
Slide 29	<p style="text-align: center;">Family-Centered Collaboration and Teaming: Role-Sharing</p> <ul style="list-style-type: none"> Aligning goals and expectations with those of the family in ways that each practitioner can address and share Young children develop skills globally and need all domains to be simultaneously supported – all skills interconnected When goals and strategies do not align, the effectiveness of an intervention is compromised, and families are overwhelmed 	




<p>Slide 30</p>	<p>Communication Strategies for Effective and Family-Centered Collaboration</p> <ul style="list-style-type: none"> • Clarify preferred mode of communication of team members • Obtain consents from family to share contact information as needed • Establish a schedule of communication between members, especially family • Schedule team meetings at places (or virtual modalities) and times that work for everyone • Use language that everyone can understand 	
<p>Slide 31</p>	<p>Communication Strategies, Continued</p> <ul style="list-style-type: none"> • Use interpreters when language barriers exist • Use open-ended questions and listen – slow down the pace! • Remain conscious of body language • Be intentional: awareness of personal cultural assumptions • Discuss/formalize use of communication logs, data forms, video samples, etc. for coordinated progress monitoring 	
<p>Slide 32</p>	<p>Activity: Collaborating Between Disciplines to Support Program Planning</p> <p>Watch Janelle's Story on the next slide before discussing the following questions;</p> <ul style="list-style-type: none"> • Identify the ways this primary service provider shared information with other members of the team • How did the primary service provider include the ideas and preferences of the family? • How did Janelle and her family benefit from this way of delivering services? 	<p>During the discussion – make sure the need for obtaining written consent for video recording is clarified, and how the sharing of video is handled in their state/agency/program.</p> <p>https://youtu.be/Z2vizJo8Hxc</p>
<p>Slide 33</p>	<p>Activity: Collaborating Between Disciplines to Support Program Planning</p>  	<p>https://www.youtube.com/watch?v=Z2vizJo8Hxc</p> <p>During the discussion – make sure the need for obtaining written consent for video recording is clarified, and how the sharing of video is handled in their state/agency/program.</p>

<p>Slide 34</p>	<p>Using Technology To Enhance Teaming and Collaboration</p> <ul style="list-style-type: none"> • Use of video can promote coordination of multiple disciplines to: <ul style="list-style-type: none"> • Collaboratively review child and adult performance, make recommendations, track progress • Collaboratively provide reflective and constructive feedback to families • Support a comprehensive way to make decisions about program goals across disciplines with the family as primary decision-makers 	
<p>Slide 35</p>	<p>Video Conferencing</p> <p>U.S Department of Health and Human Services and the U.S. Department of Education’s Office of Special Education and Rehabilitation announced that compliance with HIPAA, IDEA, Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act are NOT barriers to using video conferencing</p> 	
<p>Slide 36</p>	<p>Video Conferencing</p> <ul style="list-style-type: none"> • Can be used: <ul style="list-style-type: none"> • Home visits and co-visits • Professional development, technical assistance, and coaching • EI teams • Reflective supervision • Family support 	<ul style="list-style-type: none"> • Home visitors can use video conferencing. This might not replace in-vivo visits, but supplement to enable co-visits or consultation/coaching sessions • Coaches, TA specialists, PD specialists, and consultants to deliver professional development, technical assistance, and coaching
<p>Slide 37</p>	<p>Activity: Using Technology to Support Families in Early Intervention</p> <p>Refer to the ‘Use of Technology with Evidence Based EI’ video on the next slide, before discussing the following questions;</p> <ul style="list-style-type: none"> • How can the use of technology increase families’ access to early intervention services? • How can technology support meaningful collaboration across disciplines? • What barriers may exist for families when services depend on video meetings? 	

<p>Slide 38</p>	<p style="text-align: center;">Activity Video Using Technology to Support Families in Early Intervention</p>  <p style="text-align: center;"> Early Childhood Perinatal Center www.ecpc.org</p>	<p>https://youtu.be/NBcZEY8COtM</p> <p>Ohio Developmental Disabilities Council Video Series: Use of Technology with Evidence Based Early Intervention https://ddc.ohio.gov/video-ei-series</p> <p>Facilitator supports discussion around video conferencing technology to not only increase access to EI, but to increase access to services like SLP or PT that are not always available in rural or inner-city communities.</p>
<p>Slide 39</p>	<p style="text-align: center;">Interagency Collaboration</p> <ul style="list-style-type: none"> • Working together to develop and connect... comprehensive systems of care and services for individuals with disabilities • Federal and state levels encourage a collaborative... comprehensive approach <p style="text-align: center;"> </p>	
<p>Slide 40</p>	<p style="text-align: center;">Interagency Collaboration Cont.</p> <ul style="list-style-type: none"> • Under Part C – states are required to develop “statewide, comprehensive, coordinated, multidisciplinary interagency systems” of services (20U.S.C., 143 (b)(1) (NECTAC 2005)) <p style="text-align: center;"> Early Childhood Perinatal Center www.ecpc.org</p>	
<p>Slide 41</p>	<p style="text-align: center;">Interagency Collaboration: A Process</p> <ul style="list-style-type: none"> • Interagency collaboration is a process where representatives of a variety of agencies come together to identify and work toward a common goal • Blends funding sources, training, personal, and program philosophy to optimize service delivery <p style="text-align: center;"> Early Childhood Perinatal Center www.ecpc.org</p>	<ul style="list-style-type: none"> • Groups may agree to disagree – focus on the targeted group outcome as the primary group process • Groups share leadership roles, generate change, and superb coordination and high-quality system of care

<p>Slide 42</p>	<p>Elements of Interagency Collaboration</p> <ul style="list-style-type: none"> • Overlap in service-delivery systems • Identification of common goals and challenges • Commitment of collective staff time • Increased knowledge about interdisciplinary roles and agency philosophies • Joint problem solving • Shared responsibility for systems change • Group process and group action planning • Evaluation and feedback 	
<p>Slide 43</p>	<p>State Interagency Coordinating Councils</p> <p> https://ectacenter.org/topics/intercoord/intercoord </p> 	<p>If desired, Facilitator can ask groups to explore the resources at ECTA so that they can come back and report out on the function of a state ICC:</p> <p>https://ectacenter.org/topics/intercoord/intercoord.asp</p>
<p>Slide 44</p>	<p>Interagency Collaborations: Head Start</p> <ul style="list-style-type: none"> • An example: Head Start programs require that collaboration with community partners occurs by creating a continuum of family-centered services, including early intervention 	
<p>Slide 45</p>	<p>Activity</p> <ul style="list-style-type: none"> • Session 4: Building Effective Teams ECLKC (hhs.gov) • What did you hear about how two separate agencies collaborated to serve young children with disabilities and their families? • What kind of agreements were established? • What were the elements used to keep this collaboration active and successful? • What other agencies might you want to develop interagency agreements with, ideally? 	<p>https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest-multimedia-training-library/session-4-building-effective-teams</p>

<p>Slide 46</p>	<p>Activity Video: Building Effective Teams</p>  <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest-multimedia-training-library/session-4-building-effective-teams</p>
<p>Slide 47</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • King, G., Strachan, D. et al., (2009). The Application of a Transdisciplinary Model for Early Intervention Services, <i>Infants & Young Children</i>. 22(3)3, p 211-223 • McGonigel & M., Woodruff, G., (1986). Early Intervention Team Approaches: The Transdisciplinary Model. Council for Exceptional Children, Reston, VA. • Raver, S.A. & Childress, D.C. (2014). Family-Centered Early Interventions, Brookes. <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>https://journals.lww.com/iycjournal/Fulltext/2009/07000/The_Application_of_a_Transdisciplinary_Model_for.6.aspx</p> <p>https://eric.ed.gov/?q=teams&ff1=pubERIC+Publications&id=ED302971</p> <p>EI Team Approaches PDF version = https://files.eric.ed.gov/fulltext/ED302971.pdf</p> <p>https://brookespublishing.com/wp-content/uploads/2021/07/Family-Centered-EI_Excerpt.pdf</p>
<p>Slide 48</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Just Being Kids (2001). JFK Partners, University of Colorado School of Medicine and the Colorado Department of Education: https://youtu.be/Z2vizJo8Hxc • Early Childhood Technical Assistance Center: Interagency Coordinating Councils: https://ectacenter.org/topics/intercoord/intercoord.asp • Handbook on Developing and Evaluating Interagency Collaboration in Early Childhood Special Education Program. (2007) California Department of Education. Interagency Collaboration - Services and Resources (CA Dept. of Education) (seedsofpartnership.org) <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>http://www.cde.state.co.us/resultsmatter/RMVideoSeries_JustBeingKids.htm#top</p> <p>https://www.youtube.com/watch?v=Z2vizJo8Hxc</p> <p>https://ectacenter.org/topics/intercoord/intercoord.asp</p> <p>https://www.seedsofpartnership.org/pdf/interagencyCollaboration.pdf</p>

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<p>Slide 50</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Ohio Developmental Disabilities Council Video Series: Use of Technology with Evidence Based Early Intervention. https://ddc.ohio.gov/video-ei-series • Law 108-446, Individuals with Disabilities Education improvement Act of 2004, 118 STAT. 2647-2808 (can be accessed at https://sites.ed.gov/idea/) • Video Conferencing 101, ECTA Center. Video Conferencing 101.pdf (ectacenter.org) <hr/> <p style="text-align: center;"> Early Childhood Learning and Knowledge Center www.eclkc.org</p>	<p>https://ddc.ohio.gov/video-ei-series</p> <p>https://sites.ed.gov/idea/</p> <p>https://ectacenter.org/~pdfs/topics/disaster/Video Conferencing 101.pdf</p>
<p>Slide 51</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • American Physical Therapy Association APTA • https://www.asha.org/ • Early Intervention (asha.org) • https://www.ideainfanttoddler.org/coordinator-resources.php • https://www.naeyc.org/ <hr/> <p style="text-align: center;"> Early Childhood Learning and Knowledge Center www.eclkc.org</p>	<p>https://www.apta.org/</p> <p>https://www.asha.org/</p> <p>https://www.asha.org/public/speech/Early-Intervention/</p> <p>https://www.ideainfanttoddler.org/coordinator-resources.php</p> <p>https://www.naeyc.org/</p>