



## Characteristics of Primary Coach Teaming Practices

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### Abstract

This *CASEmaker* bibliography includes selected references to different conceptual and operational features of teaming practices. The particular approach to teaming practices constituting the focus of this bibliography is the use of *primary coach teaming practices*. A primary coach approach to teaming assigns one member of a multidisciplinary team as the primary coach, where he or she receives coaching from other team members, and in turn uses coaching with parents and other primary caregivers to support and strengthen their parenting confidence and competence in promoting child learning and development.

This *CASEmaker* bibliography includes selected references to different conceptual and operational features of teaming practices. Teaming is defined as the practices used by a group of individuals with complimentary skills and abilities who have shared purposes and objectives, and who use shared practices for both achieving desired outcomes and holding team members accountable for practicing in ways consistent with stated intentions (Katzzenbach & Smith, 1994).

The particular approach to teaming practices constituting the focus of this bibliography is the use of a primary coach approach to teaming. A primary coach approach to teaming assigns one member of a multidisciplinary team as the primary coach, where he or she receives coaching from other team members, and uses coaching with parents and other primary caregivers to support and strengthen their confidence and competence in promoting child learning and development and obtain desired support and resources. A primary coach approach to teaming differs from other approaches to teaming in which one practitioner serves as the primary liaison between the family and other team members (Woodruff & McGonigel, 1988; York, Rainforth, & Giangreco, 1990) by an explicit focus on the type and content of interactions between team members and their roles for promoting parent skills, knowledge, and attributions. The *Prescription for Practice* lists three articles that readers should find especially helpful in order to more to fully appreciate the conceptualization and operationalization of effective teaming practices.

### Teaming Practices

#### Conceptualization

Teaming has been defined in a number of ways providing a foundation for conceptualizing a primary coach approach to teaming. Several useful sources of information about the meaning and definition of teaming can be found in:

- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Katzenbach, J. R., & Smith, D. K. (1994). *The wisdom of teams: Creating the high-performance organization*. New York, NY: Harper Business.
- Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company*. Oxford, England: Oxford University Press.

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Rx Prescription for Practice Rx

Improve your knowledge and understanding of effective teaming practices by reading and mastering the following:

Antoniadis, A., & Videlock, J. L. (1991). In search of teamwork: A transactional approach to team functioning. *Infant-Toddler Intervention. The Transdisciplinary Journal*, 1, 157-167.

Rush, D., & Shelden, M. (1996). On becoming a team: A view from the field. *Seminars in Speech and Language*, 17, 131-141.

Senge, P. M. (1990). Team learning. In *The fifth discipline: The art and practice of the learning organization* (pp. 233-269). New York, NY: Currency Doubleday.

Westby, C. E., & Ford, V. (1993). The role of team culture in assessment and intervention. *Journal of Educational and Psychological Consultation*, 4, 319-341.

Ouchi, W. G. (1981). Learning from Japan. In *Theory Z: How American business can meet the Japanese challenge* (pp. 3-55). Reading, MA: Addison-Wesley.

**Operationalization**

Descriptions of teaming practices (i.e., how teams function) can be found in both the education and business literatures (Antoniadis & Videlock, 1991; Katzenbach & Smith, 1994; Ott, 1989; Rush & Shelden, 1996; Senge, 1990). Understanding team functioning, and particularly team culture, is especially beneficial in terms of delineating specific characteristics of effective teaming practices. Some key characteristics and elements of effective teaming practices can be found in these sources:

Antoniadis, A., & Videlock, J. L. (1991). In search of teamwork: A transactional approach to team functioning. *Infant-Toddler Intervention. The Transdisciplinary Journal*, 1, 157-167.

Bell, S.T. (2004). Setting the stage for effective teams: A meta-analysis of team design variables and team effectiveness. Unpublished doctoral dissertation, Texas A & M University, College Station, TX.

Flowers, N., Mertens, S.B., & Mulhall, P.F. (1999). The impact of teaming: Five research-based outcomes. *Middle School Journal*, 31, (1), 57-60.

Nash, J. K. (1990). Public Law 99-457: Facilitating family participation on the multidisciplinary team. *Journal of Early Intervention*, 14, 318-326.

Ott, J. S. (1989). *The organizational culture perspective*. Pacific Grove, CA: Brooks/Cole.

Rush, D., & Shelden, M. (1996). On becoming a team: A view from the field. *Seminars in Speech and Language*, 17, 131-141.

Senge, P. M. (1990). Team learning. In *The fifth discipline: The art and practice of the learning organization* (pp. 233-269). New York, NY: Currency Doubleday.

**Measurement**

Procedures are beginning to become available for identifying and evaluating the characteristics of effective teaming practices. References including descriptions of procedures for assessing and measuring teaming practices are described in these sources:

Cohen, S. G., & Bailey, D.E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23, 239-291.

Hoegl, M., & Gemuenden, H. G. (2001). Teamwork quality and the success of innovative projects: A theoretical concept and empirical evidence. *Organization Science*, 12, 435-449.

Utley, B. L., & Rapport, M. J. K. (2002). Essential elements of effective teamwork: Shared understanding and differences between special educators and related service providers. *Physical Disabilities: Education and Related Services*, 20(2), 9-47.

Westby, C. E., & Ford, V. (1993). The role of team culture in assessment and intervention. *Journal of Educational and Psychological Consultation*, 4, 319-341.

**Conclusion**

Although *teaming* in early childhood intervention is an accepted and even recommended practice (McWilliam, 2000), currently little or no evidence exists about the outcomes and benefits of different models of teaming. This *CASEmaker* bibliography included selected references for conceptualizing and operationalizing features of teaming practices that are the basis for a line of

research focused on identifying characteristics of effective teaming practices that support and strengthen parent confidence and competence in promoting child learning and development.

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- McWilliam, R. A. (2000). Recommended practices in interdisciplinary models. In S. Sandall, M. E. McLean & B. J. Smith (Eds.), *DEC recommended practices in early intervention/early childhood special education* (pp. 47-54). Longmont, CO: Sopris West.
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- Westby, C. E. (1980). Assessment of cognitive and language abilities through play. *Language, Speech, and Hearing Services in Schools, 11*, 154-168.
- Woodruff, G., & McGonigel, M. (1988). Early intervention team approaches: The transdisciplinary model. In L. J. Johnson, R. J. Gallagher, M. J. LaMontagne, J. B. Jordan, J. J. Gallagher, P. L. Huntinger & M. B. Karnes (Eds.), *Early childhood special education: Birth to three* (pp. 163-181). Reston, VA: Council for Exceptional Children.
- York, J., Rainforth, B., & Giangreco, M. F. (1990). Transdisciplinary teamwork and integrated therapy: Clarifying the misconceptions. *Pediatric Physical Therapy, 2*, 73-79.

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