



Individual Family Staffing Report for Sharing Information and Planning During Team Meeting

Dathan D. Rush, Ed.D.
M'Lisa L. Shelden, Ph.D.

This *CASEtool* includes a description of how to use the *Individual Family Staffing Report* when implementing a primary service provider (PSP) approach to teaming. The staffing report is based on implementation of an approach to teaming using a multidisciplinary, geographically-based team, in which one member is selected as the PSP, receives role assistance from other team members, and provides support to the parents and other care providers using coaching and natural learning environment practices to strengthen parenting competence and confidence. The *Individual Family Staffing Report* in this *CASEtool* is designed to assist team members in preparing for and sharing information during the team meeting in order to develop an action plan for providing support for individual children and their families. This *CASEtool* includes a brief description of the staffing report, and

how the document is used to support sharing information and planning during team meeting. The reader is referred to Shelden and Rush (2007; 2010) for more information about the evidence to support and background related to a PSP approach to teaming.

INTRODUCTION

The purpose of this *CASEtool* is to describe how to use the *Individual Family Staffing Report*. The staffing report is completed by a geographically-based team using a primary service provider (PSP) approach to teaming. A geographically-based team is a group of early intervention practitioners consisting of minimally an early childhood or special educator, occupational therapist, physical therapist, speech-language pathologist, and service coordinator(s) responsible for all referrals to an early intervention program within a predetermined area defined by a specific geographical boundary. When teams use a PSP approach, a common team planning time is required. During this planning time, *all* team members come together on a regular basis versus informal meetings or specific child/family-focused planning meetings that may consist of only the individuals most actively involved with that child and family. Formal team meetings are typically scheduled for a particular day and time. Informal team meetings occur as needed by individual team members and families. The *Individual Family Staffing Report* described in this *CASEtool* is used during the formal team meeting. The reader is referred to Shelden

CASEtools is an electronic publication of the Center for the Advanced Study of Excellence in Early Childhood and Family Support Practices, Family, Infant and Preschool Program, J. Iverson Riddle Developmental Center, Morganton, NC. CASE is an applied research center focusing on the characteristics of evidence-based practices and methods for promoting utilization of practices informed by research.

Copyright © 2012
Center for the Advanced Study of Excellence
in Early Childhood and Family Support Practices

and Rush (2007; 2010) for additional information about a PSP approach to teaming.

This paper includes a brief overview of a PSP approach to teaming practices, a description of the *Individual Family Staffing Report*, and the guidelines for its use. The tool and instructions are included in the appendix.

A PRIMARY SERVICE PROVIDER APPROACH TO TEAMING IN EARLY INTERVENTION

Prior to 2008, the National Early Childhood Technical Assistance Center (NECTAC) formed the *Workgroup on Principles and Practices in Natural Environments* to develop an agreed upon mission, key principles, and practices for supporting infants and toddlers with disabilities and their families. Key principle 6 states, “the family’s priorities, needs, and interests are addressed most appropriately by a primary provider who represents and receives team and community support” (Workgroup on Principles and Practices in Natural Environments, 2007, p. 7). Principle 6 also delineates concepts that support the use of a primary provider such as formalized communication mechanisms, opportunities for joint visits, and shared responsibility for achievement of Individualized Family Service Plan (IFSP) outcomes.

The need for a teaming approach using a PSP is based on the fact that focusing on services and multiple disciplines implementing decontextualized, child-focused, and deficit-based interventions has not proven optimally effective (Campbell & Halbert, 2002; Dunst, Bruder, Trivette, Raab, & McLean, 2001; Dunst, Trivette, Humphries, Raab, & Roper, 2001; McWilliam, 2000). The use of a PSP has been identified as a teaming approach for working with young children and their families (American Occupational Therapy Association, 2009; American Physical Therapy Association, 2010; American Speech-Language-Hearing Association, 2008; Pilkington, 2006; Sandall, Hemmeter, Smith, & McLean, 2005; Vanderhoff, 2004; Workgroup on Principles and Practices in Natural Environments, November, 2007).

In a PSP approach to teaming in early intervention, the PSP acts as the principle program resource and point of contact between other program staff, the family, and other care providers (i.e., the team). The PSP mediates the family’s and other care providers’ skills and knowledge in relation to a range of needed or desired resources (i.e., child learning, child development, parenting supports). A PSP approach to teaming is characterized by the team members’ use of coaching practices to build

the capacity of parents, other primary care providers, and professional colleagues to improve existing abilities, develop new skills, and gain a deeper understanding of how to promote child learning and development within the context of interest-based, everyday learning opportunities (Dunst, Bruder, Trivette, Raab et al., 2001; Rush & Shelden, 2005; Shelden & Rush, 2007; 2010).

When using a PSP approach to teaming, systematic mechanisms for supporting other team members are required. The formal team meeting serves as an ongoing venue for sharing information and obtaining support as well as planning and scheduling next steps to efficiently and effectively support the children and families in the early intervention program and other team members. Team meetings must occur regularly (in most circumstances weekly) and be scheduled at a time when all team members can attend. All team members must be present for the entire team meeting. Unlike traditional team meetings in which participants provide status reports on the children and families they serve, in this type of team meeting members are available to provide role assistance to others serving as primary provider and to receive information, ideas, and strategies from members of other disciplines. Team meetings should be led by a skilled facilitator (Doyle & Straus, 1982; Holpp, 1999; Kayser, 1994; Weaver & Farrell, 1997) whose role is to establish and maintain structure of the meeting, promote full participation of all participants, and ensure that persons staffing have an action plan and have received the information and support they needed. The reader is referred to Rush and Shelden (2008) for the specific guidelines for team meetings when using a PSP approach to teaming.

USING THE INDIVIDUAL FAMILY STAFFING REPORT

The person presenting information during the team meeting is responsible for being prepared and organized in order to maximize efficient use of the team meeting time. Team members present information for the following agenda items: (1) welcome to the program; (2) primary-coaching opportunities; and (3) quarterly updates. Typically transitions and closures are noted, but not discussed unless a specific request is made to do so.

The *Individual Family Staffing Report* (See Appendix) is a tool to assist the team member presenting information in preparing for the team meeting and documenting a plan developed as part of the discussion at the meeting.

Welcome to the program. The purpose of this item on the *Individual Family Staffing Report* is to ensure that all team members have knowledge of new children and families being served by the team. Prior to the meeting, the team member conducting the initial visit should have a clear understanding of the families' reason(s) for seeking program supports and a preliminary notion of the family's priorities. During the meeting, the team member shares the reason for the referral, any information already learned about the family's priorities, and the supports needed from the team. This could be a point at which the team discussion of most likely PSP is initiated and next steps are discussed and documented.

Primary-coaching opportunities. The purpose of primary-coaching opportunities is for the PSP to obtain resources and/or supports (i.e., role assistance) from other team members to ensure that he or she is effectively addressing the family's priorities and child's needs. Prior to the team meeting, the PSP should use the *Individual Family Staffing Report* to identify his or her need for role assistance from other team members during the team meeting and determine how to present the situation to the rest of the team in a concise manner. During the meeting, the PSP should state the need for role assistance in the form of a question or an issue and share his/her and the parents' current knowledge/actions taken regarding the topic or issue. If the topic is related to child learning, the PSP should also share the current child interests and activity settings that serve as the context for intervention as well as current parent priorities. If the subject is about parenting or parent support, then the primary provider should inform the rest of the team what resources he or she and the parents have already accessed or considered. Following this discussion, the PSP is responsible for providing feedback to the other team members regarding whether or not they are giving the support and role assistance needed. The PSP restates or clarifies question(s) or issue(s) as needed and ensures that he or she has a concrete and specific action plan, which might or might not include a joint visit with another team member, before the facilitator moves to the next item on the agenda.

Quarterly updates. The purpose of the quarterly updates is to make sure that all children and families are brought to the attention of the full team on at least a quarterly basis. If a family is brought to the team during the primary-coaching opportunities section of the agenda, this may also serve as the quarterly update. For quarterly updates, prior to the meeting, the PSP should determine what progress has been made or changes in status have occurred with the child and family since the

last update. During the meeting, the PSP should share information related to interactions with the child and family regarding child learning, parenting support, and/or parent support. The PSP should document the current plan for the child and family, and any next steps on the *Individual Family Staffing Report*.

CONCLUSION

Team meetings are a required component of a PSP approach to teaming. Effective team meetings help to ensure that family members have timely access to all team members' expertise, knowledge, and resources needed to ensure families are receiving comprehensive care. The *Individual Family Staffing Report* facilitates a systematic process during which team members can deliberately prepare for how to share information as well as document plans related to the discussion that occurs during team meetings. The planning tool also guides team members in being mindful of the purpose of the team meeting as well as considering information needed to ensure that the team meetings are an efficient use of time for all involved.

REFERENCES

- American Occupational Therapy Association. (2009). AOTA practice advisory on occupation therapy in early intervention. Available at <http://www.aota.org/Consumers/professionals/WhatisOT/CY/Practice-Advisory-OT-EI.aspx>.
- American Speech-Language-Hearing Association. (2008a). *Roles and responsibilities of speech-language pathologists in early intervention: Guidelines* [Technical Report]. Rockville, MD: Author. Available from www.asha.org/policy.
- American Speech-Language-Hearing Association. (2008b). *Roles and responsibilities of speech-language pathologists in early intervention: Technical Report* [Technical Report]. Rockville, MD: Author. Available from www.asha.org/policy.
- Campbell, P. H., & Halbert, J. (2002). Between research and practice: Provider perspectives on early intervention. *Topics in Early Childhood Special Education, 22*, 213-226.
- Daniels, W. R. (1993). *Orchestrating powerful regular meetings: A manager's complete guide*. San Diego, CA: Pfeiffer & Co.
- Doyle, M. & Straus, D. (1982). *How to make meetings work: The new interaction method*. New York: Berkley.

- Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. *Young Exceptional Children*, 4(3), 18-25 (Erratum in Vol. 4(4), 25).
- Dunst, C. J., Trivette, C. M., Humphries, T., Raab, M., & Roper, N. (2001). Contrasting approaches to natural learning environment interventions. *Infants & Young Children*, 14(2), 48-63.
- Holpp, L. (1999). *Managing teams*. New York: McGraw-Hill.
- Kaysner, T.A. (1994). *Building team power: How to unleash the collaborative genius of work teams*. New York: Irwin Professional Publishing.
- McWilliam, R. A. (2000). It's only natural...to have early intervention in the environments where it's needed. *Young Exceptional Children Monograph Series No. 2: Natural Environments and Inclusion*, 17-26.
- Pilkington, K. O. (2006). Side by side: Transdisciplinary early intervention in natural environments (Electronic Version). *OT Practice*, 11(6), 12-17. Available at <http://www.aota.org/Pubs/OTP/1997-2007/Features/2006/f-040306.aspx?css=print>.
- Rush, D. D., & Shelden, M. L. (2005). Evidence-based definition of coaching practices. *CASEinPoint*, 1(6): 1-6.
- Rush, D. D., & Shelden, M. L. (2008). Guidelines for team meetings when using a primary-coach approach to teaming practices. *CASEtool*, 4(2): 1-10.
- Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CA: Sopris West.
- Shelden, M. L., & Rush, D. D., (2007). Characteristics of a primary coach approach to teaming. *CASEinPoint*, 3(1), 1-8. Available at http://www.fippcase.org/caseinpoint/caseinpoint_vol3_no1.pdf.
- Shelden, M. L., & Rush, D. D. (2010). A primary coach approach to teaming and supporting families in early childhood intervention. In R. A. McWilliam (Ed.), *Working with families of young children with special needs*, (pp. 175-202). New York: Guilford Publications.
- Vanderhoff, M. (2004). Maximizing your role in early intervention. *PT: Magazine of Physical Therapy*, 12(12), 48-54.
- Weaver, R. G. & Farrell, J. D. (1997). *Managers as facilitators: A practical guide to getting work done in a changing workplace*. San Francisco: Berrett-Koehler.
- Workgroup on Principles and Practices in Natural Environments. (November, 2007). *Agreed upon practices for providing early intervention services in natural environments*. Available at http://www.nectac.org/~pdfs/topics/families/AgreedUponPractices/FinalDraft2_01_08.pdf.

AUTHORS

Dathan D. Rush, Ed.D. is Associate Director, Family, Infant and Preschool Program, J. Iverson Riddle Developmental Center, Morganton, North Carolina. M'Lisa L. Shelden, Ph.D. is Director, Family, Infant and Preschool Program, J. Iverson Riddle Developmental Center, Morganton, North Carolina.

APPENDIX

INDIVIDUAL FAMILY STAFFING REPORT
INSTRUCTIONS FOR USE

The *Individual Family Staffing Report* is used by a primary service provider (PSP) to (1) prepare for presentation of a family at the regular team meeting, and (2) document the plan developed based on the discussion during the meeting for teams using a PSP approach to teaming. The report is intended to help the PSP prepare for and then share information during the team meeting by providing an outline of the type of information that should be shared with other team members for each type of agenda item. The report also serves as a memory system to document the discussion during team meeting and ultimately the plan for implementation with the family following the meeting. After the meeting, the plan is shared with the family for input and approval prior to implementation.

The *Individual Family Staffing Report* is completed by the service coordinator or PSP during the team meeting depending upon the type of agenda item being presented. Prior to the team meeting, the service coordinator or PSP should prepare what he/she is going to share with other team members using the outline provided for each type of agenda item. Rarely should additional information need to initially be provided by the service coordinator or PSP, however, other team members may ask the presenter questions during the meeting to help deepen their understanding of the situation. Parents should be informed that their family is going to be discussed at the team meeting and may assist the service coordinator or PSP in thinking about what information should be shared at the team meeting based on the outline provided for the agenda item to be presented. The parent may also be present for the portion of the team meeting during which his/her family is going to be discussed.

Each *Individual Family Staffing Report* contains information for one family on the caseload of the service coordinator or PSP and is taken to the team meeting either on the date of the next review or when role assistance is needed by the PSP. At the top of the report, in addition to other demographic information, the PSP enters the date of the last review of the family in team meeting as well as any current or former secondary service providers (SSP).

The *Individual Family Staffing Report* is organized by the 5 different types of discussion items on the regular team meeting agenda for programs using a PSP approach to teaming. A *Welcome to the Program* agenda item is presented by the service coordinator since the PSP has not yet been determined. As part of this agenda item, the service coordinator should be prepared to share (a) the reason for referral; (b) information gathered to date about child interests, activity settings, and

family priorities; (c) steps in the early intervention process (i.e., intake, evaluation, assessment) that have been completed thus far; and (d) what supports might be needed from other team members at this point. Following the discussion with other team members during the meeting, the service coordinator documents the plan for next steps and persons responsible. For example, the plan may include which team members are going to conduct the eligibility evaluation and dates they could be available.

The *Primary Coaching Opportunity* agenda item is presented by the PSP based on a need for role assistance that has been identified by the PSP and/or parent/care providers. The PSP should be prepared to share (a) the question or issue he/she is bringing to the team for support; (b) his/her and the parent's current knowledge or actions taken regarding the issue; (c) if the issue is related to child learning, the current interests and activity settings that serve as the context for intervention; and (d) current parent priorities. Once this information is provided to the team and following questions from other team members for clarification and subsequent information sharing, the PSP documents the response received from the team relative to the question/issue presented and the plan for next steps. If the plan for role assistance involves a joint visit, then the PSP indicates who will be the SSP and the potential date/time of the visit to be offered to the parent. The PSP and SSP then begin to plan the joint visit by documenting the conversation that needs to happen with the parent, the context of the joint visit, who will take the lead during the visit, and when the joint visit will be debriefed. The *Joint Visit Planning Tool* (Rush & Shelden, 2012) may be used to further document this information and discussion between the PSP and SSP.

The information shared by the PSP for the *Quarterly Update* agenda item is dependent upon the type(s) of supports being provided by the PSP. When supports are related to child learning, the PSP shares (a) the child's current interests and activity settings, (b) ways in which the PSP and parents are promoting the child's participation in the activity settings to enhance development, and (c) how the PSP actions/interactions relate to the parent's priorities. If the PSP is working on parenting supports, then the presentation includes (a) topics, questions, or issues currently being discussed (i.e., sleep, behavior, nutrition, etc.); and (b) ways in which these issues are being addressed. When interactions between the parent and PSP are related to other types of supports (i.e., housing, transportation, employment, etc.), the PSP includes information about the (a) topics, questions, or issues currently being addressed; and

(b) informal and formal resources to meet the identified needs. Following questions and feedback from other team members, the PSP documents the plan for next steps on the report in preparation for sharing with the family.

Transitions and *Closures* may or may not be discussed depending on the team. If not presented, the transition plan developed with the family or planned follow-up based on a closure is written in the space provided and reviewed by each team member when he/she

signs the report. If these agenda items are shared aloud during the meeting, then brief information about the transition plan or reason for closure is shared and input from other team members is documented as part of the plan or follow-up activity.

All team members attending the presentation of the family during the meeting should sign the *Individual Family Staffing Report* to document who heard the information shared and potentially contributed to the plan. The report should then be placed in the child's record.

INDIVIDUAL FAMILY STAFFING REPORT

Family Name: _____ Team Meeting Date: _____

Child Name: _____ Last Review in Team Meeting: _____

PSP: _____ SSP(s): _____

Type of Staffing (check one)	Discussion/Outcome
<input type="checkbox"/> Welcome to the Program (Pre-IFSP) Information needed by other team members: <ul style="list-style-type: none"> • Reason for referral • Information gathered about child interests, activity settings, and family priorities • Steps in the EI process that have been completed • Supports needed from other team members 	Plan:
<input type="checkbox"/> Primary Coaching Opportunity Information needed by other team-members: <ul style="list-style-type: none"> • Question/issue you are bringing to the team for support • Your or the parent's current knowledge/actions taken regarding this topic/issue • If child learning, current interests and activity settings that serve as the context for intervention • Current parent priorities 	Role Assistance a. Response to the question/issue discussed during team meeting Plan: AND/OR b. Joint visit with _____ on _____ at _____ Plan for joint visit: <ol style="list-style-type: none"> 1. Conversation to occur with parent: 2. Context for joint visit and why: 3. Person taking lead in joint visit and why: 4. When to debrief joint visit:

<input type="checkbox"/> Quarterly Update Information needed by other team-members: <i>Child Learning</i> <ul style="list-style-type: none"> • Child’s current interests and activity settings • Ways in which you and the parent are promoting the child’s participation • How your actions &/or interactions relate to the parent priorities <i>Parenting Support (e.g., sleep, behavior, nutrition, toileting)</i> <ul style="list-style-type: none"> • Topics, questions, or issues currently being addressed • Ways in which the above are being addressed <i>Parent Support (e.g., housing, transportation, employment, medical)</i> <ul style="list-style-type: none"> • Topics, questions, or issues currently being addressed • Ways in which the above are being addressed • Informal & formal resources to meet identified needs 	Plan:
<input type="checkbox"/> Transition Information needed by other team members: <ul style="list-style-type: none"> • Transition plan 	Transition Plan:
<input type="checkbox"/> Closure Information needed by other team members: <ul style="list-style-type: none"> • Reason for closure 	Follow-up:

Team Members Present (signature & discipline):

_____	_____
_____	_____
_____	_____
_____	_____