



# Facilitating Team Meetings

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# Outcomes for the Session

1. Celebrate the Service Coordinator's role on the EI team
2. Define development of the IFSP as a family-guided and team-based process
3. Learn ways to facilitate team meetings with the ultimate goals of team collaboration and learning
4. Identify ways to support providers and, in turn, get what you need as the SC
5. Apply problem-solving methods to issues commonly confronted in early intervention

# Service Coordinators

- Define the purpose and set the tone of the IFSP team meeting
- Guide the IFSP Planning and Implementation process
- Create a spirit of understanding and collaboration
- Facilitate productivity and creative interaction among team members
- Support action and change as needed

Adapted from Cripe & Mayhall, 1993, Swan & Morgan, 1993, & Magrab, 1981

# The SC is a critical part of the team!

Just as our body is made of different parts, the IFSP team is comprised of individuals that contribute to its overall functioning.

***How do you contribute to the team?***

**Hands:** the “doer”

**Feet:** the leader

**Ears:** the listener

**Eyes:** the visionary

**Mouth:** the communicator

**Brain:** the problem-solver

**Heart:** the feeler

# The IFSP is a team process

- We need all of the “parts” to make the team work effectively.
- Based on your knowledge of the family, identify how the parent or caregiver contributes to the team.
- Identify team members that contribute missing parts.
- Ultimately, the IFSP process benefits when all the parts work *together!*

# IFSP: The family's roadmap

Where is the family going?



## Functional Outcomes

- Family selected
- Context based

Hanft, 2004: Based on Rosenkoetter & Squires, 2000

# IFSP: The family's roadmap

How will we get there?



## Strategies:

- Providers help families adapt their interactions, actions, routines, and environment
- Utilize family and community resources

Hanft, 2004: Based on National Research Council, 2000

# IFSP: The family's roadmap

How will we know that we have arrived?

## Measurable criteria

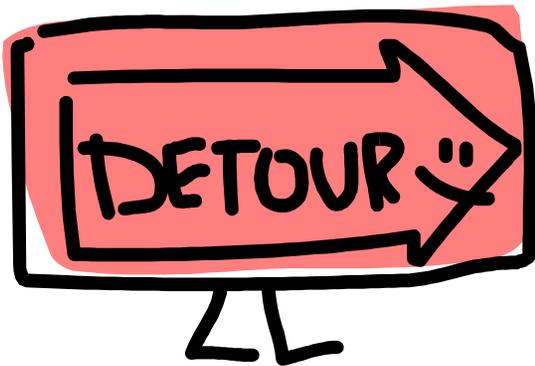
- Based on family's indicators
- Can be seen or heard by the family



Hanft, 2004

# IFSP: The family's roadmap

It's okay to take a detour!



The needs of children and families change over time

Be flexible...gather the team back together or even change the team

The IFSP is a continuous and individualized process

# The IFSP Process

## Traditional approach

- Ability to accurately administer, interpret, and document assessment/evaluation procedures
- Ability to communicate assessment/intervention recommendations to family
- Team is driven by professionals

## Family-guided approach

- Ability to involve family in the assessment process and accurately document their observations
- Ability to communicate effectively with family to determine outcomes and supports
- Team is driven by the family

Cripe, 1993

# Effective team meetings

- Comfortable and safe environment
- Respect for values and priorities
- Effective communication
- A diverse history and experiences
- Contributions and participation
- Collaboration and problem Solving
- Applicability to life and functionality
- Competing commitments reduced

# Connect!



## Establish a Strong Human Connection

- Connections create confidence and trust
- Connections help you identify routines and activities that increase relevance and satisfaction
- Connections enhance ability to assure cultural, economic, & religious sensitivity
- Connections help you know preferred learning styles
- Increases likelihood of sharing information and problem solving

# Create a safe environment!

- Safety engenders confidence by lowering fears of failure, embarrassment
- It encourages risk taking  
e.g. “upping the ante” within a safety net
- Provide specific and honest feedback to encourage confidence & trust
- Disagreement doesn’t equal conflict...be hard on the issues and soft on people



## Set the stage for a good team meeting

- Through your initial contacts, gain knowledge of the family and their priorities, routines, and interests
- Select team members based on your knowledge of the family and child
- Define the purpose of the meeting
- Give ample notice (date / time / purpose)
- Ensure that team members are on the same page
- Hold the meeting at the family's home whenever possible

## During the meeting...

- Be aware of the seating arrangement
- Present an open body position
- Assign team meeting roles
- Review the purpose of the meeting
- Stay on task and monitor the time
- Plan the next meeting / next steps

# Meeting Talk

- Continue to build your relationship with the family by displaying a responsive interaction style
- Focus on the positives, while acknowledging feelings and frustrations
- Ask team members for their opinions, ideas, and feedback, but avoid “discipline by discipline” discussions
- Answer questions honestly
- Listen and expand caregiver’s ideas

# More Meeting Talk

- Focus discussion on the child and family's interactions during everyday routines & activities
- Monitor the discussion to make sure there is a good match between the family's identified outcomes, their routines, and the strategies being suggested
- Facilitate the problem solving process as needed
- Summarize / compile a list of key points for later reference by the caregiver

# Teamwork Activity

## *Decision making:*

Each team has to estimate the number of beans the jar contains. Each team is assigned a different method for decision-making. Instructions for each method are provided

## After the meeting...

- Check in, clarify, monitor progress
- Follow up on “next steps”
- Engage in problem-solving with the team, including the family
- Look for the caution signs...it may be time for a detour!
- Coordinate with the team....  
**Communicate! Communicate! Communicate!**

# How do you like to team?

- Team meeting formats
- Leadership styles

# Team preferences often relate to adult learning styles

- Active Experimenters
  - Give it to me!
  - Just do it; try, practice
  - Trial and error
- Observers
  - Show me!
  - Watch and reflect
  - Videos of others
- Conceptualizers
  - Tell me about it!
  - Think, analyze, question
  - Handouts, brochures
- Experiencers
  - Share with me!
  - Feel, listen, project
  - Simulations or structured interviews

# Qualities of effective team members

- Ability to communicate openly and respectfully
- Understanding of diverse teaching and learning styles
- Skilled in interpersonal facilitation and problem solving
- Restraint from judgment
- Respect for confidentiality
- Responsive to cultural differences
- Model of enthusiasm
- Willingness to take risks and try new strategies
- Interest in self evaluation and self reflection

Kaiser & Hancock, 2003; Buysee & Wesley, 2005

# Teamwork Activity

Visualize a great team meeting!

Brainstorm the elements of the meeting that made it effective and meaningful.

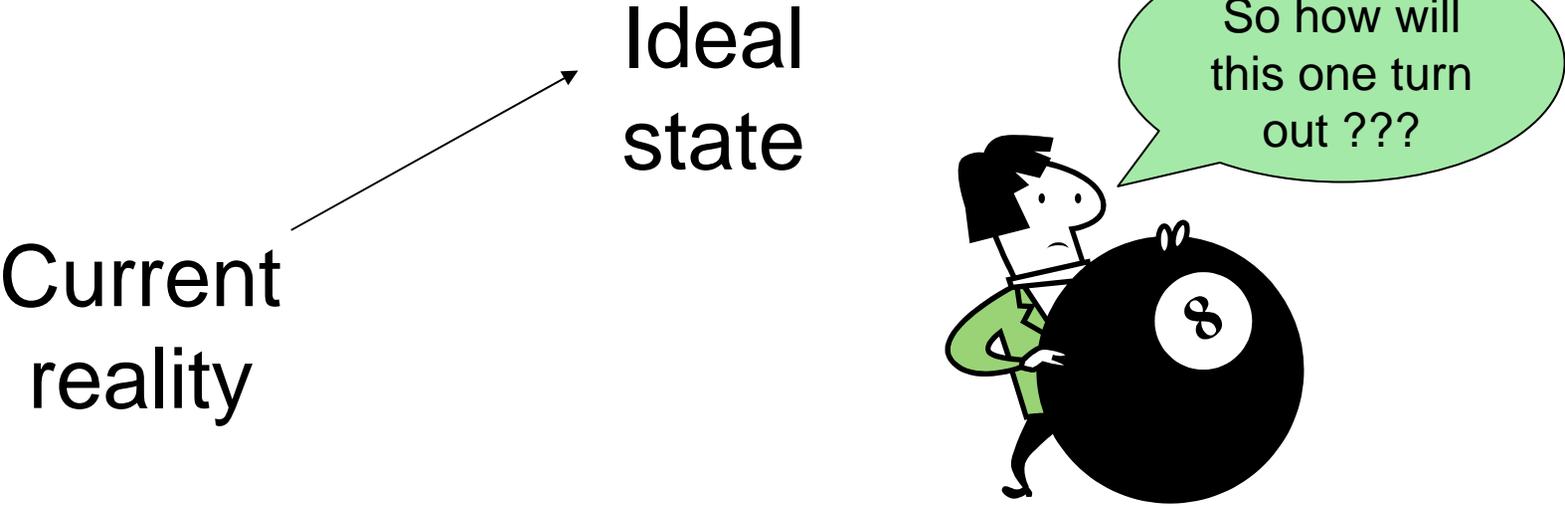
Now, develop a “code of conduct” for team meetings.

## SC & Provider: A reciprocal relationship

- Keep one another informed
- Send out invitations to your family meetings & invite yourself to join in for sessions with providers
- Share your written materials
- Talk about best communication times and preferred modes of communication
- Establish a relationship!
- Support one another!

# Problem-Solving as a Communication and Instructional Strategy with Team Members

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## 4 Step Problem-Solving Process

Step 1: Define the problem with information

Step 2: Generate ideas

Step 3: Evaluate ideas and choose solutions

Step 4: Develop and implement the plan

# Problem-Solving

## Step 1: Define the problem with information

- What is the problem?
- Who is affected? How?
- What do they believe about the problem?
- What could happen if the problem is ignored?
- What could happen if it is addressed?
- What are the facts? What is believed? What is valued?
- When, where, how, and who should join in the problem-solving process?

# Problem-Solving

## Step 2: Generate ideas

- What has been tried? What worked? What didn't? Any ideas why?
- What evidence based practices, strategies or guidelines have worked before?
- What other ideas or hunches should be considered?
- Suppose we couldn't do it the way we always have, what would we do?
- What would other methods/models suggest?
- How does it match the culture, values, and resources of the family?
- What could technology offer? Additional resources of people, time, money?
- Is the idea congruent with the natural environment theoretical principles?

# Problem-Solving

## Step 3: Evaluate ideas, choose solutions

- What key factors must be considered?
- What ideas “jump” to the top of the list?
- How can ideas be combined to improve quality?
- Are there any that can be eliminated as not feasible or contraindicated by the research?
- What has been ignored that should be reviewed?
- Have any new ideas come up for consideration?
- What looks like the best solution?
- What might go wrong? What is the back-up plan?

# Problem-Solving

## Step 4: Develop and implement the plan

- What should be tried first?
- What is an alternate plan?
- Are resources (people and objects) available?
- Who will do what? When? How?
- What are the most important steps to prevent problems?
- Who will monitor actions?
- How will we know if it works?

# Developing the Plan: What, When, Where, Who

- Address questions... now and later
- Share the responsibilities (but not everyone has to be equal)
- Be sure that caregivers are confident and comfortable with their roles
- Get it in writing (but remember not all adult learners will use it...you will)
- Establish a plan for communication
- Be realistic with timelines
- Put “first things first”

# Teamwork Activity

## *Case Discussions:*

Apply the four step problem solving process to the issues or conflicts provided

Trust: assured reliance on the character, ability, strength, or truth of someone or something



- Trust is built by focusing directly on it
- Taking risks is necessary to build trust
- Getting supported for taking risks builds trust
- Allowing yourself to be vulnerable increases other's trust in you
- Letting go of negative incidents in the past is critical to trust building
- Caring about each other is necessary to establish trust