Presentation Agenda

• Introduction of Panelists
• Why Interdisciplinary Collaboration?
• Who are the Collaborators?
• What Knowledge, Skills and Dispositions are Critical?
• What are Some Challenges to Collaboration?
• What Strategies Promote Effective Collaboration
• Comments and Questions from Participants
Panelists

- **Jodee Crace**, Parent, Developmental Specialist and Adjunct Professor, Indianapolis, IN
- **Nicole Hutchinson**, Teacher of the Deaf/EI-ECE, The River School, Washington, DC
- **Susan Lenihan**, Professional Preparation (ToD, EI, SLP), Fontbonne University, St. Louis, MO
- **Paula Pittman**, SKI-HI Director, Utah Schools for the Deaf, Logan, UT
- **Rachel St. John**, Pediatrician, Program Director, UT Southwestern Medical Center, Dallas
- **Angela Shoup**, Audiologist, Associate Professor, UT Southwestern Medical Center, Dallas, TX
- **Arlene Stredler Brown**, CCC-SLP, ToD, University of Colorado, Boulder, CO
- **Amy Szarkowski**, Psychologist, Boston Children’s Hospital, and Adjunct Professor, Boston, MA
- **Marilyn Sass-Lehrer**, Co-Director, ITF Program Gallaudet University, Washington, DC
What is Interdisciplinary Collaboration?

- **Interactive relationships** between adults such as family members and professionals **who work together to achieve mutually agreed upon outcomes/goals** (DEC, 2014).

- **Collaboration requires a team** of representatives from multiple disciplines and the family who join forces or **combine efforts** in response to the service setting, unique needs, and **desired outcomes of the child and family**. (DEC, 2014)
Best Practices & Interdisciplinary Collaboration

Recommended practices highlight the importance of **relationships, communication, and collective wisdom for problem-solving** when working with young children and their families.

Today’s practitioners are expected to use a **team-based approach that integrates the expertise of team members across disciplines and services** to achieve child and family outcomes (Bruder & Dunst, 2005).

Why Interdisciplinary Collaboration?

- **Best Practice**
  - DEC Recommended Practices 2014
  - JCIH, 2007; 2013

- **Evidence Supports Benefits**

- **It’s the Law!**
  - IDEA Part C
IDEA and Interdisciplinary Collaboration

- coordination
- collaboration
- interagency
- cooperation
- multidisciplinary
- partnership
- team
Who Constitutes the Interdisciplinary Team?
What Knowledge, Skills and Dispositions are Critical to Interdisciplinary Collaboration?
What are Some Challenges You Have Faced?
What Strategies Promote Effective Collaboration?
Steps in Problem Solving

- Analyze the Problem-Solving Context
- Identify the Problem
- Generate Solutions
- Evaluate the Potential Solutions
- Implement the Solutions(s)
- Evaluate the Outcomes

Open Discussion

What have been your experiences with interdisciplinary collaboration?

What are some strategies you have found to be effective?

What questions do you have for the panelists?
Appendix 1H Collaboration and Interdisciplinary Models and Practices

1. Recognize roles and responsibilities of families and other individuals with expertise in deafness
2. Support consultation across disciplines and collaborate with families
3. Recognize the roles and the importance of service coordination and medical homes
4. Promote collaboration with community programs and resources to support families and children
5. Recognize intra/interpersonal variables that influence the development of collaborative relationships with parents and professionals
6. Apply principles and strategies to support family members and professionals
7. Implement collaborative strategies for communicating, decision making, and resolving conflict
8. Provide for a continuum of service delivery models to meet the needs of the individual child and family (eg, direct service, collaborative consultation, playgroup based)
9. Assume a leadership roles affecting collaboration, including self-evaluating, mentoring, networking, and advocating for families and organizations

Supplement to the JCIH 2007 Position Statement: Principles and Guidelines for Early Intervention After Confirmation That a Child is Deaf or Hard of Hearing

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Suggested Readings and Resources


