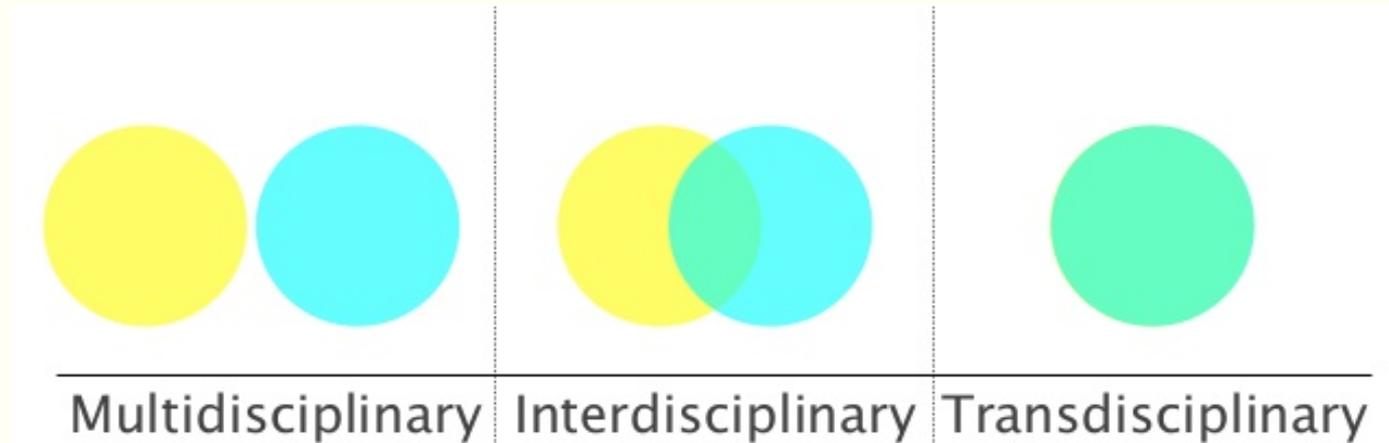


TEAM SURVEY IN EARLY INTERVENTION

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Introduction

- Transdisciplinary Team definition:
 - “A team that is composed of professionals from several disciplines, which utilizes an approach that attempts to overcome the confines of individual disciplines in order to form a team that crosses and recrosses disciplinary boundaries and thereby maximizes communication, interaction, and cooperation among team members” (Woodruff & McGonigel, 1988).



Background

- Professional teaming is an effective strategy for promoting inclusion of students with disabilities (Guralnick & Bruder, 2016).
- Professional teaming is part of the theoretical foundation in EI/ECSE practice (Odom & Wolery, 2003).
- Preservice preparation programs cover the importance of professional teaming, however:
 - Extent to which it is covered varies by discipline (Bruder & Dunst, 2005).

Issues in Practice

- Providers define “team” differently
- Limited availability to team with colleagues and parents around planning, assessment, and joint goal setting
- Team model used in actual practice varies
- Most providers report using the transdisciplinary team model, but when asked to describe team practices they describe a multidisciplinary model
- Inservice training on professional teaming is not offered

Objective

- Strengthen and expand the research base
- Explore the concept, knowledge, and skills of birth-to-three providers in CT as they relate to meeting, joint goal setting, and joint interventions across providers and parents



Research Questions

- Is the transdisciplinary team approach being used in practice by birth-to-three providers?
- Are birth-to-three providers able to define the different team models (transdisciplinary, interdisciplinary, multidisciplinary)?
- Is training on professional teaming provided to Birth-to-Three personnel through preservice education?
- Is training on professional teaming provided to Birth-to-Three personnel through inservice professional development?

Study Design & Research Plan

- Design: Quantitative Survey Design
- Participants: Birth-to-Three professionals
- Sample: SLP's, OT's, PT's, BCBA's, Early Childhood Instructors, EI Assistants, Service Coordinators
- Setting: Connecticut
- Recruitment: survey distributed to Birth-to-Three professionals through listserv



Data Analysis

- Tables and descriptive statistics (mean, SD) will be provided
- Expecting a sample size of 30-200 people



Conclusion

- Research-to-practice gap
- Strengthen and expand research base
- Inform policy
- Positive child outcomes



References

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