







The primary service provider (PSP) approach to teaming is a family-centered process for supporting families of young children with disabilities in which one member of an identified multidisciplinary team is selected as the PSP who receives coaching from other team members, and uses coaching as the key intervention strategy to build the capacity of parents and other care providers to use everyday learning opportunities to promote child development. (Rush & Shelden, 2012)





KEY PRINCIPLE 6

The family's priorities needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.





APTA Fact Sheet: Using a Primary Service Provider Approach to Teaming

— 2013 **—**

"One member of the team, serving as the primary service provider (PSP), functions as the primary liaison between the family and other team members. The PSP receives consultation from the other team members and may use adult learning strategies, eg, coaching, as a way to interact with and teach other team members, including the family and caregivers."

AOTA Practice Advisory on the Primary Provider Approach in Early Intervention

— Jan 2014 —

"Occupational therapists are ideally suited to function as primary service providers, as determined by [IFSP] team..." "Occupational therapists should receive team consultation and support in order to provide service using a primary provider approach." Core Knowledge and Skills in Early Intervention Speech-Language Pathology Practice – ASHA, 2008 –

Knowledge of:

Continuum of service delivery models

Collaborative design of intervention services to achieve IFSP outcomes

Strategies to deliver

services as a member of an interdisciplinary team

Skills in:

Implementing strategies to function as an effective member of an interdisciplinary programming team.

Teaching families, caregivers, or other professionals specific intervention strategies as appropriate.

DEC Recommended Practices - 2014 -

Teaming and Collaboration

TC5. Practitioners and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs.























