



# Teaming with Purpose: Effective Caregiver Team Engagement

— PART II —



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1



Have a conversation with the family---not with the intent to insert your ideas as important as they may be, but to truly get a fuller picture of this family and specifically this child. Listen, listen and listen again.  
—Janice Fialka

2



3




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 **Let's Chat**

5



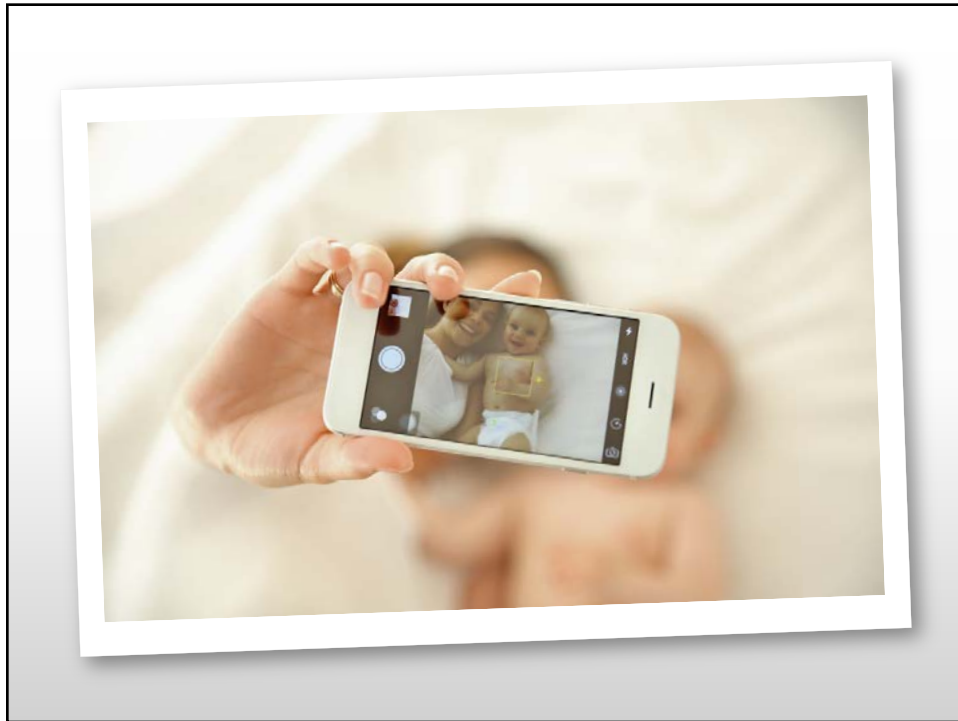
## Challenges Parents Perceive

**PARENTAL  
STRESS  
INCREASED**

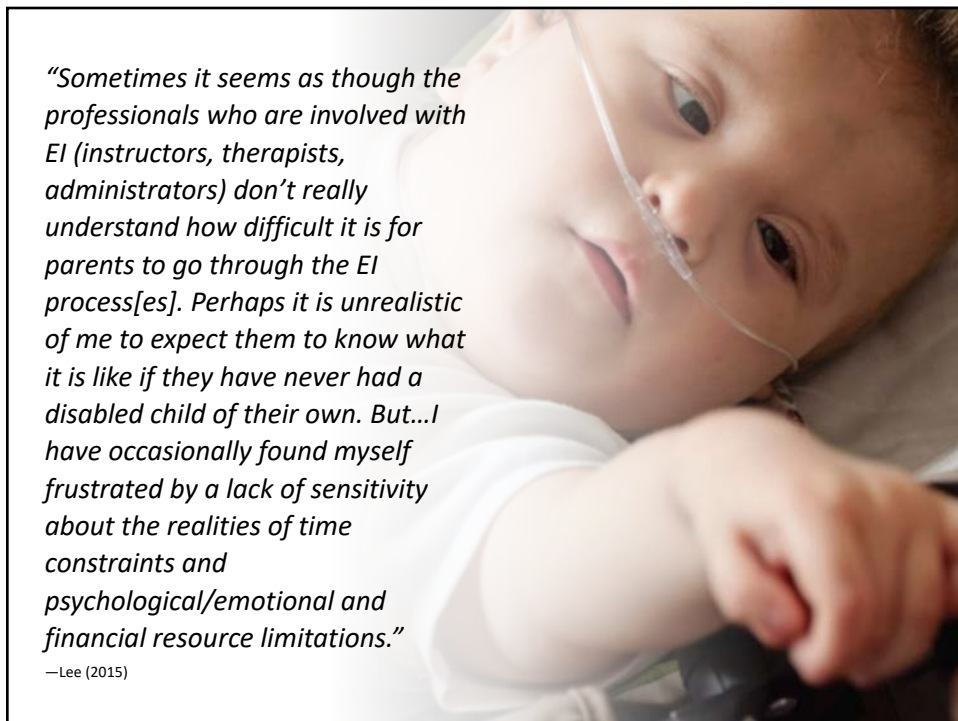
**PERCEPTIONS  
+  
SATISFACTION  
DECREASED**

O'Neil, Palisano, & Westcott, 2001

6



7



*“Sometimes it seems as though the professionals who are involved with EI (instructors, therapists, administrators) don’t really understand how difficult it is for parents to go through the EI process[es]. Perhaps it is unrealistic of me to expect them to know what it is like if they have never had a disabled child of their own. But...I have occasionally found myself frustrated by a lack of sensitivity about the realities of time constraints and psychological/emotional and financial resource limitations.”*

—Lee (2015)

8



*"I find that scheduling is difficult so I have to take her [the therapist] when she's able to do it...because she's got a lot of other obligations and sometimes the times that she can do it aren't the most convenient times for us because I have to be doing something with H [Malcolm's older brother] or I'm taking Malcolm to medical appointments or whatever."*

—Lee (2015)

9



*"When asked at the assessment, "[if] I had any concerns [or] what were my hopes or thoughts or concerns about his conditions."*

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*"I was anxious that he'd never walk, play, [or] do things that normal kids do [and] I was afraid he's going to be a vegetable or something like that."*

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*"They just kind of nodded and wrote it down, so it was kind of information gathering."*

—Lee (2015)

10



“The presentation of the recommendation seemed to express the view,  
*“This is what will happen to you and your child.”*  
—Lee (2015)

11



12



13



## Strategies to Build Successful Partnerships

- Communication
- Commitment
- Equality
- Skills
- Trust
- Respect



*Blue-Banning et. al., 2004*  
*Dinnebeil, Hale, & Rule, 1996*

14



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*Blue-Banning et. al., 2004  
Dinnebeil, Hale, & Rule, 1996*

- Open and effective communication
- Share information tactfully
- Active listening
- Knowledge of resources and services available
- Attending to verbal and nonverbal behavior
- Ask open-ended questions
- Use of verbal clarifying behaviors

15



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*Blue-Banning et. al., 2004  
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- Consider families "more than a job" or "more than a number" (Blue-Banning et. al., 2004, p. 175)
- **Flexible scheduling**
- **Remember important days (child's birthday)**

16





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- **Down-to-earth-person**
  - *“She’s very educated...but you would never know it...You know, some people when they have those degrees, they are here up in the air and you know, “You be little, you beneath me.” But she’s not that type of person. She’s a down-to-earth person.” Blue-Banning et. al., 2004, p. 176)*
- **Validate parents' points of view**
- **Advocacy**
- **Seek to understand (nonjudgmental)**

17



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- **Willing to learn and up to date with technology**
- **Not afraid to admit when you do not know, but will find out**
- **Adapt instructional approaches to child's unique needs**
- **High expectations**
  - *“I want [professionals] to give me realistic expectations of what my child can do, but at the same time help me to push her to be at her fullest.” (p. 178)*

18



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- **Reliability**
  - *“If you tell me you’re going to do something, do it...don’t tell me [you are] going to do this and don’t do it and don’t tell me you did it when you didn’t—just don’t tell me an untruth.” (p.179)*
- **Discretion**

19



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- **Valuing the child as a person rather than a diagnosis or label**
  - *“If they perceive someone as being less than human then they are going to treat that someone as an object....I want[my son] to...feel like he belongs to the human race, like there’s a place for him, like he fits in.” (p. 179)*
- **Asking parents how they want to be addressed**
- **Being on time**
- **Acknowledging parents' contributions and efforts**

20



21

***“In other words, early intervention should not only engage parents as collaborative partners while they receive services, but it should also prepare parents to become effective partners with special services they encounter as their child grows older.” (p. 168)***

Blue-Banning et. al., 2004

22

## Survey & Certificate of Completion



**NOTE:** Make sure to download and save the certificate to your desktop. Once you download, save, or print, the date stamp will automatically update.

23

Join us on April 6<sup>th</sup> for the next Talks on Tuesdays!

April  
6

24