# When in Doubt, Reach Out
## Teaming Strategies for Inclusive Settings

Christine M. Spence, Deserai Miller, Catherine Corr, Rosa Milagros Santos, and Brandie Bentley

This material complements pp. 96–101 in *Focus on Developmentally Appropriate Practice: Equitable and Joyful Learning with Infants and Toddlers*.

## Team Communication Logs

Below is a sample from the communication log kept by Genevieve, Alex's teacher in the toddler room at his early childhood center. Using a notebook, Genevieve, Alex's family, and the specialists who work with Alex all record brief summaries of their interactions with Alex, learning activities they try with him, Alex's responses, and questions or suggestions for other members of the team. With this shared information captured in one place, everyone knows what is happening both at home and at the program and can use the information for planning.

## Recording and Sharing Data on Child Outcomes

Family-identified outcomes are a key component of an Individualized Family Service Plan (IFSP) document. As such, everyone on a child's team works toward meeting these specified goals, and collecting data across settings is critical. Such information helps to guide service delivery, demonstrate that the child is making progress toward their IFSP goals and outcomes, and determine how a child is responding to interventions. An example of a data recording sheet created for use in an early learning setting is shown on pages 3–4.

### Sample Communication Log

| Date / Time | Name (Role) | Summary | Notes / Future Actions |
|---|---|---|---|
| Sept. 12 9:00 am | Audrey & Xavier (parents) | We tried rolling and kicking a ball with Alex at the park. Initially, he was hesitant, but he eventually joined us in play. He lost interest quickly. | Alex did not seem to enjoy this activity. We will continue looking for turn-taking activities that he wants to do. |
| Sept. 14 5:45 pm | Maura (occupational therapist) | During today's visit, I introduced Alex to sensory bins using beans in a bucket. This will help prepare him for working with dried beans during an activity in his classroom next week. | Alex was a bit hesitant, but he eventually explored the beans once he saw his parents play with them. Audrey and Xavier will continue to use the sensory bins with beans during the week. |

## Sample Communication Log

| Date / Time | Name (Role) | Summary | Notes / Future Actions |
|---|---|---|---|
| Sept. 15<br>4:00 pm | Genevieve (early childhood educator) | Alex played with a variety of toys today and sat near peers but did not really talk with them. He smiled but was quiet when we looked at his favorite book. | Alex was quieter than usual all day.<br><br>Thanks for trying the sensory bins. We will start using them in class on 9/21 and with an art project on 9/23. |
| Sept. 16<br>5:30 pm | Tyra (social worker) | Alex's parents and I discussed his hesitation to interact with peers. We talked about two games that Alex likes, and we played those together to practice turn-taking and interaction. | Audrey and Xavier mentioned that Alex will see his 4-year-old cousin this weekend, and we discussed several strategies to encourage them to play together, including a marble painting activity that works best with 2 people. Genevieve, we are sending directions and materials for the games in Alex's backpack. Let us know if you are able to play them on the playground or during free play. |
| Sept. 17<br>9:35 am | Dani (speech/language pathologist) | Alex and I read his favorite book, *What Do I Feel? / Qué siento?*, by Annie Kubler, trans. Teresa Mlawer, during today's session. I encouraged him to name familiar objects, colors, and emotions in the book. | After today's session, Genevieve and I discussed approaches for incorporating more bilingual texts in the classroom. I will follow up with Audrey and Xavier for book recommendations.<br><br>See the session note for more details. |
| Sept. 17<br>4:00 pm | Genevieve (early childhood educator) | Today we tried one of the games that Alex's parents sent in. Alex smiled and was excited to see the game. We included one other child. Alex played with him for about 10 minutes, and although he did not talk much, he was smiling the whole time. | Thanks for sending this game! Today we only included one other child, but we will try to have the game available every day and see if Alex plays with other children, also. |
| Sept. 18<br>4:00 pm | Genevieve (early childhood educator) | Alex really seemed to enjoy the art center today. He painted a picture, talked with the child next to him, and shared the paints! | My assistant and I collected data on Alex's goals throughout the day. The data sheets are in Alex's backpack. Let us know if this is helpful and if we should focus on these same data points next week. Also, is it more helpful if we collect data on several activities in one day or collect data on the same activity every day? |

## Sample Data Collection Sheet

| Date / Time / Location | Peer Interaction | Emotion Identification | Language Use |
|---|---|---|---|
| Sept. 18<br><br>10:10–10:25 am<br><br><br>Block Area | ☐ Not near peers<br>■ Near peer, no interaction<br>☐ Near peer, non-verbal communication (smile, head nod)<br>☐ Near peer, occasional verbal communication<br>☐ Sharing toys and objects<br>☐ Other: | ☐ No opportunity<br>■ Did not respond/ identify emotions when asked<br>☐ Responded appropriately when adult asked emotion question<br>☐ Used emotion words in imitation<br>☐ Used emotion words spontaneously | ☐ No expressive language<br>☐ 1- to 2-word rote phrases (ok, thank you)<br>■ 2-word novel phrases (red block, go truck)<br>☐ 3- to 5-word rote phrases<br>☐ 3- to 5-word novel phrases<br>■ With adults<br>☐ With peers<br>☐ Other<br>Examples: |
| Sept. 18<br><br>10:45– 11:05 am<br><br><br>Playground | ☐ Not near peers<br>☐ Near peer, no interaction<br>■ Near peer, non-verbal communication (smile, head nod)<br>☐ Near peer, occasional verbal communication<br>☐ Sharing toys and objects<br>☐ Other: | ☐ No opportunity<br>■ Did not respond/ identify emotions when asked<br>☐ Responded appropriately when adult asked emotion question<br>☐ Used emotion words in imitation<br>☐ Used emotion words spontaneously | ☐ No expressive language<br>■ 1- to 2-word rote phrases (ok, thank you)<br>☐ 2-word novel phrases (red block, go truck)<br>☐ 3- to 5-word rote phrases<br>☐ 3- to 5-word novel phrases<br>■ With adults<br>☐ With peers<br>☐ Other<br>Examples: |

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## Sample Data Collection Sheet

| Date / Time / Location | Peer Interaction | Emotion Identification | Language Use |
|---|---|---|---|
| Sept. 18<br><br>11:30–11:45 am<br><br><br><br>Lunch | ☐ Not near peers<br>☐ Near peer, no interaction<br>■ Near peer, non-verbal communication (smile, head nod)<br>☐ Near peer, occasional verbal communication<br>☐ Sharing toys and objects<br>☐ Other:<br><br>Smiled when peer shared they liked the food | ■ No opportunity<br>☐ Did not respond/ identify emotions when asked<br>☐ Responded appropriately when adult asked emotion question<br>☐ Used emotion words in imitation<br>☐ Used emotion words spontaneously | ☐ No expressive language<br>■ 1- to 2-word rote phrases (ok, thank you)<br>☐ 2-word novel phrases (red block, go truck)<br>☐ 3- to 5-word rote phrases<br>☐ 3- to 5-word novel phrases<br>■ With adults<br>☐ With peers<br>☐ Other<br>Examples:<br>"more milk" |
| Sept. 18<br><br>3:00–3:15 pm<br><br><br><br>Art Center | ☐ Not near peers<br>☐ Near peer, no interaction<br>☐ Near peer, non-verbal communication (smile, head nod)<br>■ Near peer, occasional verbal communication<br>■ Sharing toys and objects<br>☐ Other:<br><br>Gave paintbrush to peer when asked<br><br>Looked at peer's art and commented | ☐ No opportunity<br>■ Did not respond/ identify emotions when asked<br>☐ Responded appropriately when adult asked emotion question<br>☐ Used emotion words in imitation<br>☐ Used emotion words spontaneously | ☐ No expressive language<br>☐ 1- to 2-word rote phrases (ok, thank you)<br>■ 2-word novel phrases (red block, go truck)<br>☐ 3- to 5-word rote phrases<br>☐ 3- to 5-word novel phrases<br>■ With adults<br>■ With peers<br>☐ Other<br>Examples:<br>"What's that?"<br><br>"Paint, please" |