

## Inclusive Routines in Early Care and Learning Collaborative Teams

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[ChallengingBehavior.org](http://ChallengingBehavior.org)



## Key Features of Collaborative Teaming

- No distinction between the professional labels of providers and the services that children and families experience
  - Role-release and role sharing
  - Disciplinary expertise valued, learned, and practiced by all team members
  - Planning child and family supports collaboratively with families as members of the team
  - Education, care, and learning happens in a way that the bystander cannot tell who is receiving what support



## Collaborative Teaming



## A Timeline of Rise's Scrappy Scale Up of Inclusion

- Leadership transition
  - Turnover and trust building
- COVID Yr 01
  - Intensive coaching began Summer 2020 in 2 classrooms
  - "When COVID gets hard, we get better"
- COVID Yr 02
  - From resisting change to being grateful for the privilege to improve
  - HVAC fails, Roof leaks, raising funds to stay afloat
  - Preschool classroom certified in LEAP (also reaches fidelity on Pyramid Model)
- Strategic staffing and program changes
  - Program-wide scale up of high-quality inclusion and Pyramid Model
- Learning the hard way over and over



## Collaborative Teaming at Rise: The Basics ... Right Now

- Our classrooms:
  - Enroll approximately 30ish% young children with disabilities and 70ish% young children without disabilities
- All educational and therapeutic supports happen within the classroom during routines
- Transdisciplinary team (3 adults in the classroom)
  - Teaching Teams
  - Full Time and Adjunct Therapy Team
- Coach supports ALL team members
- Leadership that ensures teaming is a core value and that time is provided and compensated
- Families are critical team members
  - Family Partnership Plan



## Team Process #1: Communication

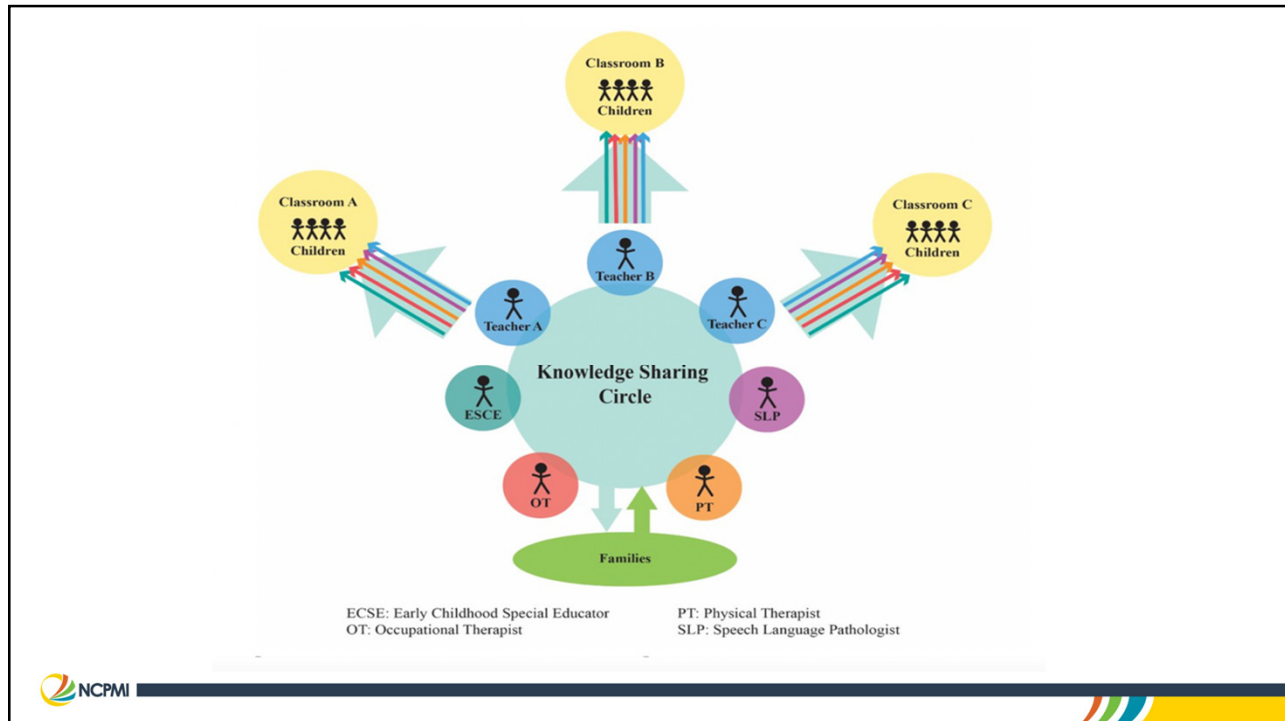
- Communication
  - Intentional choice
  - Norms
  - Meetings
  - Planning and Implementation
  - Review and Reflect
  - Respond



## Knowledge Sharing

- Child and family strengths and opportunities
- Child goals and objectives
- Routines3
- Embedded instruction
- Team- based approach to behavior that is perceived to be challenging
- Other tools and tricks:
  - Prompting
  - Task breakdown





## Communication: What We've Learned at Rise about Knowledge Sharing

- Meeting schedule: From many required meetings to the simplest main meetings based solely on team feedback
- Routines bring people together
  - Routines meeting
  - Regular reflection
- Everyone needs support to collaboratively team well





## Just Some of the Ways we Communicate and Collaborate Across Everyone

- Large Group Inservice based on direct feedback around team needs
- Daily Morning Debrief (and pm if/when possible)
- Practice-Based Coaching
- Regular Self-and-Team Reflection
- Reflective Supervision
- Learning Groups
- Transdisciplinary Meetings
- Office Hours
- Informal Collaboration



## From Sharing Knowledge to Rumbling

- Much of the time frustrations come from a "problem" that can be solved with a vulnerable discussion about routines and about what the adults and children need during them
- Rumbles are used for classroom specific communication, teaming, and larger decisions
- Rise's Rumble Process

*(Inspired by Brene Brown)*

## Rise's Rumble Process

### Know, Wonder, Decide

1. Set a goal for what we want/need to accomplish during the rumble
2. Define our why collectively
3. Discuss what we already **know**
  - The real: (What we're doing, What we've learned, etc.)
  - The good (I like these parts/things/how you ...)
  - The hard (Pain points, What's hard/tricky as a group/individual, This is hard because ..., etc.)
4. Discuss what we **wonder** (I wonder if we could ...; I wonder if we're struggling because of ...; I wonder if there's another way to specifically ...)
5. **Decide** on where to go / what your preliminary plan will be that includes a feedback loop



## Some Thoughts on Respect and Professional Positivity

- Routines promote objectivity
- 5:1 is important for adults



## Team Process #2: Consultation for Knowledge Sharing

Adapted from Coaching for Equity:  
Conversations that Change Practice  
By: Elena Aguilar

- Compassion
- Curiosity
- Trust the Process
- Humility and Mutuality
- Learner Orientation
- Courage



**A TRANSFORMATIONAL COACH'S WAYS OF BEING**

what we do is who we are

- 1 COMPASSION**

We feel deep empathy for others and act on those feelings. Our understanding of interconnectedness allows us to feel compassion for all living things. We hold ourselves and others with unconditional positive regard.
- 2 CURIOSITY**

We are insatiably curious about others, about ourselves, and about what is possible. We hang up our fear to stay open, curious and hopeful. We are comfortable with discomfort.
- 3 TRUST THE PROCESS**

We recognize that there are many factors at play in transformation about which we may not be aware. We accept that we might be asked of transformation that will sprout up in another season and we settle into discomfort and uncertainty.
- 4 HUMILITY AND MUTUALITY**

We value the reciprocal nature of learning and the potential for our own improvement through the coaching process. We know that we have made just as many mistakes as our clients and that we, too, have areas for growth.
- 5 LEARNER ORIENTATION**

We consider ourselves to be learners alongside other learners and are grateful to those who share their practices with us. We solicit feedback and seek out ways to continue learning.
- 6 COURAGE**

We know that we are all born with courage. We take action even when we don't feel courageous. To cultivate our courage, we navigate our emotions and we keep our eyes on the prize of a more just and liberated world.

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## Consultation: What We've Learned at Rise

- A consultation continuum requires ownership from everyone
  - Power through, not over
  - Emphasis on transdisciplinary
  - All team gets a say, all team must do
- Routines help with buy in and promote a culture of caring and support
- Start and recenter with the 3 Rs!
  - Routines, Roles and Responsibilities





## Routines, Roles, and Responsibilities

Routine 1	Routine 2	Lead	Assistant	T Team
<b>Daily Debrief</b> 7:55-8:00	1. Review Data Collection Assignment 2. Discuss Student and Classwide Updates	<ul style="list-style-type: none"> <li>• Ensure everyone knows whose data they are taking</li> <li>• Lead team in updates and reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Review data collection</li> <li>• Provide reminders as needed</li> <li>• Ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• Review data collection</li> <li>• Provide reminders as needed</li> <li>• Ask questions</li> </ul>
<b>Welcome Circle</b> 9:00-9:15	1. Transition Song 2. Daily Schedule 3. Body Check 4. Hello Song 5. Book 6. "Circle Time is Done" 7. Line Up	<ul style="list-style-type: none"> <li>• Turn on transition video</li> <li>• Lead circle time</li> <li>• Dismiss students</li> <li>• Support E to transition to door</li> <li>• Bring basket of materials outside</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up morning activities when students are at circle</li> <li>• Clean tables</li> <li>• Sit with specific students as needed and model circle time actions/expectations</li> <li>• Meet students at door to limit waiting</li> <li>• Open door when most students are ready</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reinforcement to students in body check, block behaviors as needed, model expectations</li> <li>• If group is engaging in expectations, provide deep pressure to E</li> <li>• Teacher will direct you to support specific student during hello song by putting them on your 'team'</li> <li>• Support H to go outside</li> </ul>



Responsibilities	Snack	Lunch
<b>Zone 1</b> <ul style="list-style-type: none"> <li>• Sit with EH (prepare small bites)</li> <li>• Engage table in conversation</li> </ul>		
<b>Zone 2</b> <ul style="list-style-type: none"> <li>• Feed VS (prepare, administer, and clean up after feed)</li> <li>• Move to supporting HT to engage in food exploration (stir, sip, use spoon)</li> </ul>		
<b>Zone 3</b> <ul style="list-style-type: none"> <li>• Support HT to engage in food exploration (stir, sip, use spoon)</li> <li>• Engage table in conversation</li> <li>• Move to group-wide behavior management and dismissal</li> </ul>		



## Coaching and Collaboration Focuses Heavily on Routines

- Where are we:
  - Secure (and Steady)
  - Slowly (but Surely)
  - Stuck



Circle Time	<ol style="list-style-type: none"> <li>1. Sit at Circle</li> <li>2. Sing Hello Song</li> <li>3. Review Rules</li> <li>4. Social/emotional teaching or book</li> </ol>	<p><b>Embedded Learning Opportunities to Focus on During Circle</b></p> <p><b>Time:</b> Social skills, emotional intelligence, coping strategies/ regulation, how to play (centers/ play skills, manage behaviors, etc.)</p> <p>Counting</p> <ol style="list-style-type: none"> <li>a. Poster with children at school that day</li> <li>b. Count all together as a class</li> </ol> <p>Sing Hello Song</p> <ol style="list-style-type: none"> <li>c. Sing Hello neighbor song</li> <li>d. Flip to Body Check Board</li> </ol> <p>Body Check</p> <ol style="list-style-type: none"> <li>a. Body check poster has visuals of how students can sit at circle           <ol style="list-style-type: none"> <li>a. Initially the teacher/therapist leading circle explains what each picture means               <ol style="list-style-type: none"> <li>i. Beginning of the year use Pete the Cat to teach body check (child preference)</li> <li>ii. Eventually students select a picture and tell each other what they mean</li> </ol> </li> <li>b. End by taking 3 deep breaths with choice of either breathing ball or flowers and candle</li> </ol> </li> </ol> <p>Start of Year: Book with social skills OR play skills focus</p> <ol style="list-style-type: none"> <li>a. If Play Skills Focus:           <ul style="list-style-type: none"> <li>o Model how to play in centers</li> <li>o Children can have a turn practicing that particular play skill in front of peers</li> </ul> </li> <li>b. If Social Skills:           <ul style="list-style-type: none"> <li>o Model how to engage with peers</li> <li>o Children can have a turn practicing particular social skill in front of peers</li> </ul> </li> </ol> <p>Move towards:</p> <ol style="list-style-type: none"> <li>c. LEAP social skills</li> <li>d. Identifying/labeling emotions</li> <li>e. Coping strategies</li> </ol> <p>Teacher flips to circle time's all done poster and we sing song to indicate we are finished with circle</p> <ul style="list-style-type: none"> <li>- Lyrics "circle time's all done, circle time's all done, now it's time to play in centers, circle time's all done."</li> </ul>	<p>Informal helper role: Circle Helper</p> <p>Teacher initially teaches and then children select a body check picture and place on the easel (teacher can choose students showing a good body check to take a turn, can eventually move to buddies doing this, etc. as children become more independent)</p>	<p><b>Zone 1:</b> Lead circle-provide specific labeled praise for M after each flip of board to encourage attending for longer periods of time</p> <p><b>Zone 2:</b></p> <ul style="list-style-type: none"> <li>- Support J in crawling on hands and knees by placing a fidget toy on stool. Use partial physical prompt to support initial hands and knees position and verbal prompting to encourage her to find her stool at circle</li> <li>- Support children at circle using visuals, specific labeled praise, etc.</li> <li>- If late arrivals come, and Zone 3 moves to help late arrivals, support A to use Circle Time page on AAC device to (at least): (1) say name during hello song, (2) say body check expectations with class, and (3) say "all done" with class at the end of circle time</li> </ul> <p><b>Zone 3:</b></p> <ul style="list-style-type: none"> <li>- Use gestural prompt to help A use Circle Time page on AAC device</li> <li>- Support children at circle, help late arrivals settle in before coming to circle</li> </ul>
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## Team Process #3: Data Comes to Life

- Data collection
  - Zoning data collection
  - Time for data collection
  - Everyone participates
  - Promote use of data
    - Support with analysis and data-based decision making



Example Data Sheet – Levels of Assistance

Objective	Date																			
<b>Dramatic Play</b> A will alternate using weaker side to manipulate the toys in dramatic play center with stronger side while holding a baby doll.		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
			ND																	
			ND																	
			ND																	
<b>Sand and Water</b> A will use one hand to stabilize a bucket and the other to scoop sand or water with sand and water toys.		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
			ND																	
			ND																	
			ND																	
<b>Art Center</b> A will use one hand to stabilize paper and the other to practice cutting with scissors.		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
			ND																	
			ND																	
			ND																	
<b>Snack</b> A will use one hand to stabilize a cup and the other to pour water from a pitcher.		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
			ND																	
			ND																	
			ND																	



## Routines as a Cornerstone for Collaborative Teaming

- Professional development opportunities
- Common language, vision, goal
- Rumble framework and focus
- Promoting resiliency and preventing burnout
- Increasing objectivity
- Supports with delegation and meaningful team engagement
- Helping with buy-in and ownership while decreasing blame
- Improves quality of transdisciplinary service delivery
- Important in ensuring families belong as involved partners



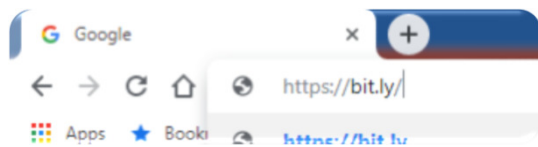
## Questions



## Survey and Certificate

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