



Evidence-Based Practice Tip Sheet Series

PRIMARY SERVICE PROVIDER TEAMING PRACTICES

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WHAT ARE PRIMARY SERVICE PROVIDER TEAMING PRACTICES?

An approach to service delivery in which one member of an established, multi-disciplinary team is selected through a collaborative process to serve as the child and family's primary service provider (PSP). The PSP offers support to parents and caregivers, in promoting child learning and development, while receiving coaching and support from other team members (Shelden & Rush, 2022).



WHAT SHOULD I KNOW ABOUT PRIMARY SERVICE PROVIDER TEAMING PRACTICES?

One team member is selected to be the primary service provider (PSP) and serves as the liaison between the family and other team members. The PSP interacts with the family most often and is responsible for becoming very familiar with individual family priorities, activities, and unique characteristics.

The PSP assists families with promoting child participation across activities, addressing parenting issues, and ensuring access to needed and desired resources.

Other team members support the PSP within the context of team meetings, during joint visits, or in conversation between meetings and scheduled visits.

Teams consist of representatives from a variety of disciplines and at minimum include an educator, occupational therapist, physical therapist, speech therapist, and service coordinator. All therapists and educators must be available to serve as the PSP.

(Shelden & Rush, 2022)



WHAT DOES THE LAW SAY ABOUT PRIMARY SERVICE PROVIDER TEAMING PRACTICES?

Although the the Individuals with Disabilities Education Act (IDEA) does not address PSP teaming practices, it does promote use of **evidence based practices**. IDEA 34 CFR 303.1 states that: "A statewide system described in section 1433 of this title shall include, at a minimum, the following components: . . . (a) (2) A State policy that is in effect and that ensures that appropriate early intervention services based on scientifically based research, to the extent practicable, are available to all infants and toddlers with disabilities and their families . . ." Additionally, Wisconsin Administrative Code - Dept. of Health Services, Chapter 90.11.(2).(a).(1). outlines the general conditions and general role of providers of early intervention services.

Wisconsin Birth to 3 Program Operations Guide
see Chapter 10: Early Intervention Services



WHAT ARE THE BENEFITS OF USING PRIMARY SERVICE PROVIDER TEAMING PRACTICES IN PART C EARLY INTERVENTION?

- ✔ An interdependent team of highly qualified practitioners is more likely to support families in a manner that will build their capacity to confidently and competently promote their child's growth and development (Shelden & Rush, 2007).
- ✔ Role assistance, among team members, provides ongoing direct support that is focused on learning opportunities for the team and individual team members to fill an identified role gap (Shelden & Rush, 2022).

WHAT ARE CONSIDERATIONS FOR PRIMARY SERVICE PROVIDER TEAMING PRACTICES IN PART C EARLY INTERVENTION?



Building Capacity: How does your team use coaching to build the capacity of all team members?

Selection: How does your team consider the necessary factors of the parent/family, child, environment, and practitioner when selecting the PSP?

Role Assistance: When support is needed or role gaps occur, how does your team provide role assistance to the PSP and the child's caregivers in a timely and effective manner?

Team Meetings: What provisions are made so that all team members can participate in team meetings? How do you ensure that proper support is provided and received at team meetings?

Change: What considerations are made in order to change the PSP as infrequently as possible?

Please see reference page for sources utilized within the evidence-based practice tip sheet series.

