

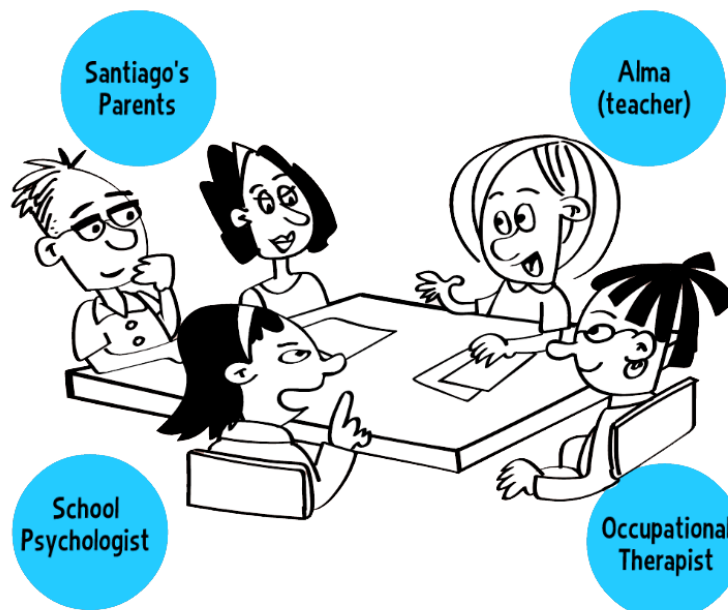
Systems Thinking and Individualization: ***Building Collaborative Systems***

WHAT'S IN THIS PD2GO PACK?

This pack explores ways to build effective systems of collaboration to support children's individual learning needs.

Your Participants Will...

increase their capacity to use systems thinking to create effective communication and collaboration among education professionals, specialists, and family members to support children's individual learning needs.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Building Collaborative Systems*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

Presentation Information

Text written in italics is meant to be spoken out loud during the course of the presentation.

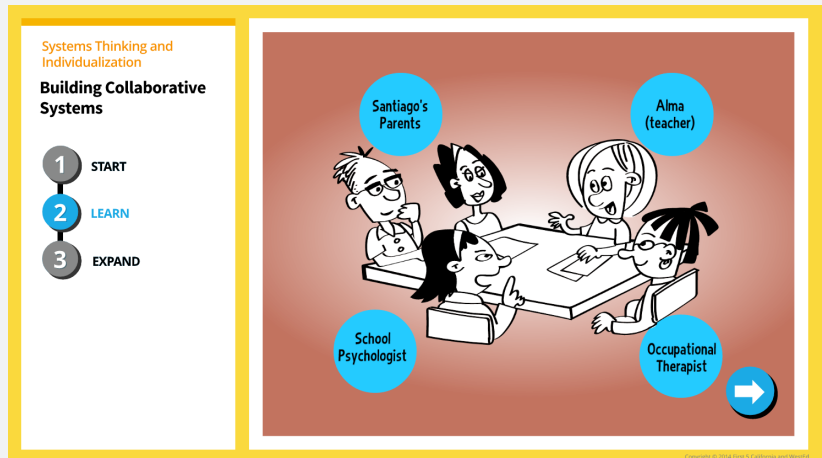
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.


EXPANDING ON THIS PD2GO PACK


This presentation on *Building Collaborative Systems* can be used individually or in conjunction with the related pack in the bundle, *Individual Developmental Paths*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS

In this pack, you will find:

[Download all \(2.9 MB\)](#)

 [Facilitator's Guide \(2.9 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Building Collaborative Systems, including an interactive presentation page along with step-by-step presenter's notes.

 [Coaching Corner \(160 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

 [Handout: Narrator's Image \(180 KB\)](#)

 [Handout: Evaluation Team \(140 KB\)](#)

 [Handout: Ongoing Communication \(150 KB\)](#)

In this bundle, you will find:

[Download all \(260 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

 [Digging Deeper \(150 KB\)](#)

 [Family Connections \(160 KB\)](#)

 [Resource Links \(160 KB\)](#)

STEP 1:
START

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

[4 min]



Step 1 - Start



Have blank paper and pens available at each table. Divide participants into pairs.

Facilitator: *Sit back-to-back with your partner. One of you will be the artist, and the other will be the narrator. Artists, please use the blank piece of paper and pen provided on your table.*

As you identify who will be playing each role, I will be walking around giving the narrator an image that he or she will describe to the artist to draw.



Pass out the handout to the designated artists.

📄 **"Narrator's Image"**



Facilitator: *Narrators, describe to your partner how to draw the image without naming what is being drawn. You cannot look at your partner to see what he or she is drawing. You may not offer any feedback to the artist; you can only repeat what you have already said. Artists, you will have 45 seconds to draw the image. Time starts now.*



Allow 45 seconds for the pairs to work on the activity. If necessary, remind narrators they cannot offer feedback.

Facilitator: *Freeze! Without talking, artists flip your paper over, and you will have another 45 seconds to draw the image again. This time, narrators, you may watch what the artist is drawing and offer feedback to direct their drawing, but do not share the original image.*

STEP 1:
START *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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Allow 45 seconds for the pairs to work on the activity.

Facilitator: *With your partner, look at the image the narrator used and the two images the artist drew. Of the two images, which looks more like the narrator's image — the first drawing or the second?*



Pause to allow participants to reflect.

Facilitator: *More than likely, the second drawing looks more like the narrator's original image. Is that true? If so, why?*




Pause for discussion as a large group. If not stated, add:

- By collaborating and offering feedback, the artist and narrator were able to work together for a common goal.


Facilitator: *Just as the artist benefited from collaboration with a partner, children also benefit when teachers/providers, family members, professionals, and specialists work collaboratively to support each child. Teachers/providers who have daily interactions with children and their families can take the lead in establishing a system that supports a collaborative team effort.*



Facilitator: *Supportive collaboration efforts are effective when everyone involved with the child understands the child's individual needs, the goals, and the best methods for supporting the child's learning.*



Supportive collaboration efforts are effective when everyone has a shared understanding of the child's needs, the goals, and the plan for supporting the child.

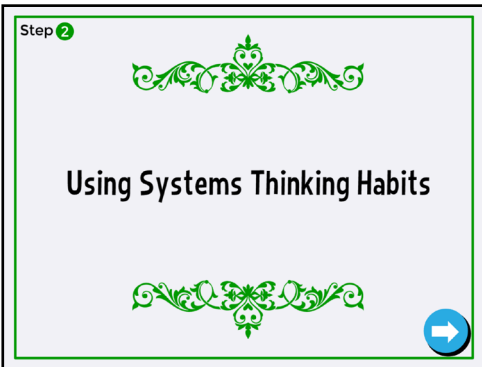


Go to step 2: LEARN

**STEP 2:
LEARN**

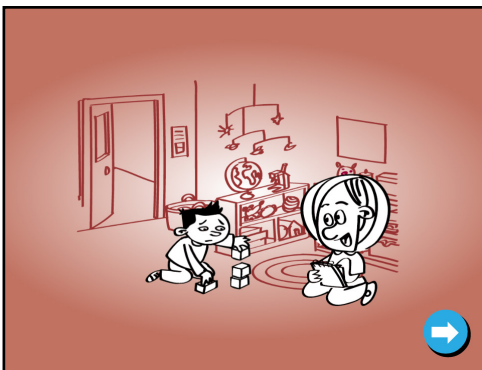
PRESENTATION SEQUENCE

FACILITATOR'S NOTES

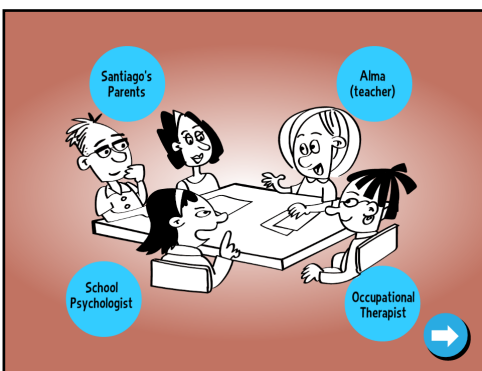


[9 min] **Step 2 - Learn**

Facilitator: *Using systems thinking habits helps early childhood teachers/providers develop collaborative teams.*



Facilitator: *Let's revisit Santiago and his teacher, Alma, from the Systems Thinking pack, Individual Developmental Paths. Alma is concerned about Santiago's fine motor skills. After intentionally observing Santiago's fine motor development over time and seeing little improvement, Alma and the family agree to refer Santiago for a diagnostic evaluation. Alma has been meeting with members of a newly established evaluation team for Santiago, which includes his family, a school psychologist, and an occupational therapist to help facilitate a diagnostic evaluation for Santiago.*



Reference the handout.
 "Evaluation Team"

Facilitator: *What perspectives and areas of expertise does each member of the team bring to support Santiago?*



Allow one minute for participants to record their responses on their handouts.

STEP 2: Continued LEARN

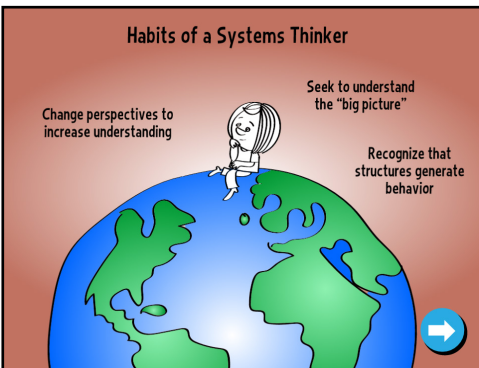
PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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Ask for responses from the group.

Possible responses include:

- Santiago's parents know him the best and have experienced his development his whole life.
- Alma observes him in a group setting with other peers.
- The school psychologist has skills for supporting Santiago's social and emotional growth.
- The occupational therapist has specialized techniques for assisting and strengthening his fine motor development.



Facilitator: *We can use habits of a systems thinker, as identified by the Waters Foundation (Systems Thinking in Schools ©2014, Waters Foundation, www.watersfoundation.org), to develop systems that help teams communicate and collaborate effectively. Here are three habits that are especially helpful in creating collaborative teams:*

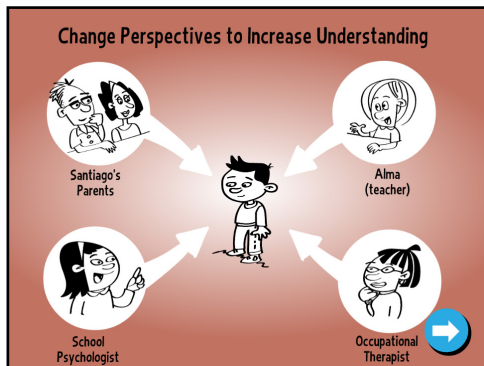
1. *Change perspectives to increase understanding.*
2. *Seek to understand the "big picture."*
3. *Recognize that a system's structure generates its behavior.*

Let's think about how these habits can help Alma and the team members work collaboratively.



STEP 2: Continued LEARN

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

Facilitator: *For a team to be collaborative and effective, all members need to be open to other perspectives. Think back to our opening activity. Everyone had a unique interpretation of the information given to them by the narrator, which resulted in very different drawings. With a partner, talk about how Alma's perspective might differ from the perspectives of other team members.*

Use the handout, Evaluation Team, from earlier to help guide your discussion.



Allow two minutes for discussion.

Possible responses include:

- Alma is with the child in the school setting.
- Alma sees the child interacting with other children.
- The school psychologist may be looking through a diagnostic lens.
- The parents are with Santiago at home and in the community, with family members, and during morning and bedtime routines.

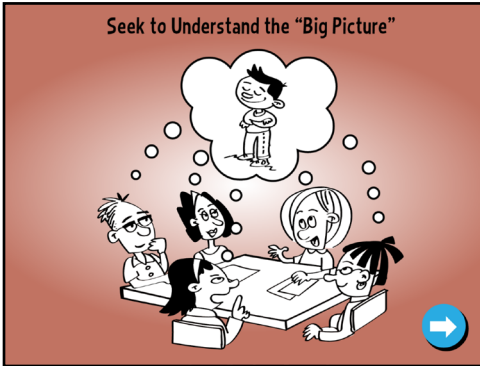
Facilitator: *Much like the opening activity, when the drawings were more accurate with input from the narrator, open communication during the diagnostic evaluation process will lead to a clearer understanding of Santiago's developmental needs. Members of the team seek the perspectives and expertise of others on the team, though they may not always agree with one another's perspectives. We can learn more about a child when we intentionally take the perspective of others on the team.*

CLICK



STEP 2: Continued LEARN

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

Facilitator: *In addition to understanding one another's perspectives, it's important all team members have a shared understanding of the "big picture." The "big picture" refers to the shared goal that the team is working toward.*

Why do you think it's important for Alma and the team to develop a shared understanding of the big picture for Santiago?



Allow one minute for large group response.

Possible responses include:

- To be on the same page so they understand the steps needed to get to the desired result.
- To make sure everyone agrees with the desired long-term goal.
- So they can plan their individual supports to increase the likelihood of reaching the long-term goal.
- To have a well-developed and coordinated plan.

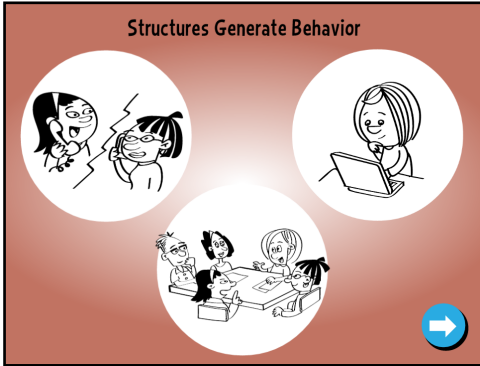
Facilitator: *As Alma and other team members share their perspectives about Santiago's development, they are able to develop an educational plan that meets his individual needs.*

Having a shared understanding of the big picture helps us collaborate more effectively and make decisions to improve outcomes for children.



STEP 2: *Continued*
LEARN

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

Facilitator: *In order to collaborate effectively and keep the big picture in mind, procedures and processes need to be in place for ongoing communication among all team members. Systems thinkers recognize that a system's structure generates its behavior.*



Reference the handout.

📄 **"Ongoing Communication"**

Facilitator: *Alma can take the lead by setting up structures within her communication system that will promote ongoing communication. We have provided examples of different strategies that can be used to enhance ongoing communication among all team members. With a partner, look at the list and identify possible benefits that structuring your communication in this way might have on your collaboration efforts.*



Pause for discussion in pairs. As you walk around the room, share the following responses if they are not stated:

- Benefits of providing a communication journal accessible to all parties: easy to implement, accessible in the classroom.
- Benefits of setting up a standing meeting for collaboration: meeting time establishes a set time for communication; dependable.
- Benefit of using email to exchange ideas and copying all members of the team: people can read and respond as their time permits.
- Benefit of establishing an agreed-upon process to collect and share ideas: Everyone can use the same process, so there is little confusion.

STEP 2: *Continued*
LEARN

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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- Benefits of using a weekly progress-note system: predictable, and there is a written record of progress.
- Benefit of taking advantage of impromptu communication moments: talking about events in the moment.


Facilitator: *There are many ways to develop a system that supports collaboration. It is a good idea to offer multiple means of communication until you find what works for you, the family, and other service providers.*




Facilitator: *To develop effective systems of collaboration, we need to:*

- *Be open to other perspectives.*
- *Have a shared understanding of the "big picture."*
- *Have structures that support ongoing communication.*

These habits allow us to collaborate effectively to support children's individual needs.



Use systems thinking habits to collaborate effectively in order to support children's individual needs.




Go to step 3: EXPAND



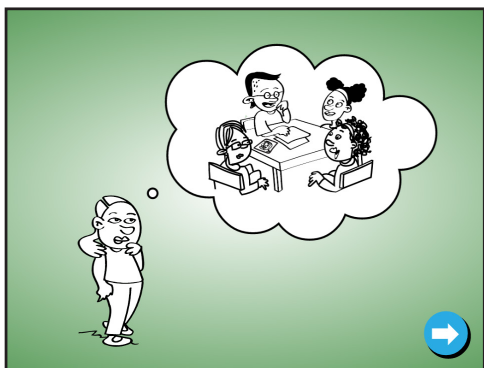


STEP 3: EXPAND

PRESENTATION SEQUENCE



Step 3



Think of collaborative teams in your work.

Systems thinking habits help us create collaborative teams that support each child's individual learning needs.

FACILITATOR'S NOTES

[3 min]



Step 3 - Expand

Facilitator: *Think of collaborative teams in your work. These can be teams to support a child or teams with other purposes, which include colleagues or families.*



Facilitator: *How can you use the following habits to support effective collaboration among team members? Choose one habit and describe one or two ways you can use this habit to improve collaboration.*

1. *Change perspectives to increase understanding.*
2. *Seek to understand the "big picture."*
3. *Recognize that a system's structure generates its behavior.*

With a partner, share how you plan to use one or more of the habits when working in a collaborative team.



Pause for 2 minutes to allow participants to share.



Facilitator: *Systems thinking habits help us create collaborative teams that support each child's individual learning needs.*

**THIS PD2GO PACK WAS INFORMED
BY THE FOLLOWING RESOURCES:**

Waters Foundation. (2014). *Systems thinking in schools*. Retrieved from <http://www.watersfoundation.org/>

Sweeney, L., & Meadows, D. (2010). *The systems thinking playbook*. White River Junction, VT: Chelsea Green Publishing Company.