

Interdisciplinary Staffings Procedure

Purpose

Interdisciplinary Staffings provide the structure for staff to review information about children and families.

Procedure

- Site teams must schedule quarterly Staffings during the year for each child: one Overview Staffing, two regular Staffings, and one Transition Staffing.
- The Overview Staffing is scheduled within 30 days of the child’s entry into the program.
- Schedule Staffings in advance for the year so each child is “staffed” a minimum of four times a year.
- Additional Staffings may be needed for urgent situations or when a family has very high needs.

Forms	Action
Interdisciplinary Staffing Checklist and Notes – Preschool OR Interdisciplinary Staffing Checklist and Notes – Early Head Start	<ul style="list-style-type: none"> • For each child/family, review that the forms on the checklist have been completed. • Document any incomplete forms, with follow-up plans. • Discuss and record Child/Family Strengths, Child/Family Needs, Child/Family Goals, and Parent-Child Relationship (EHS Only).
Family Connections OR Family Connections – EHS Home-Based	<ul style="list-style-type: none"> • Use this form to review and discuss family interests, goals, and needs. • Record your discussion on the Interdisciplinary Staffing Checklist and Notes – Preschool or Early Head Start.
Family Contact Log	<ul style="list-style-type: none"> • Document that Staffing occurred and refer the next reader to the Interdisciplinary Staffing Checklist and Notes – Preschool or Early Head Start.
Interdisciplinary Staffing Dates Tracking Form AND Interdisciplinary Staffing To-Do List	<ul style="list-style-type: none"> • Use these optional forms to help you organize and track your Staffings.

Discussion Questions to Consider

Child and Family

- What are the strengths and needs of the child and the family?
- Has anything changed in the family?
- What goals/issues have been identified and need follow up?
- What goals does the family have for this child and how are they being met?
- What resources has the family asked for and what have we been able to provide?
- What has the child’s attendance been like since the last Staffing? If the child does not attend regularly, how will attendance concerns be addressed?
- How would the family like to be involved in the program? How can we support this?
- If there are no specific concerns for this child and family, how can we support their next steps?
- Are there any missing pieces of information that we should have as we strategize for this child?

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Education

- Are there behavioral or developmental concerns for the child (language, physical, cognitive, social/emotional)?
- What do the developmental screenings show? Does the child need to be rescreened or referred?
- Does the child have an existing IEP? If yes, is there a copy in the family file? What is the plan for support?
- What do the ASQ-SE (**HS/EHS only**) scores show for this child?
- What does *MyTeachingStrategies GOLD* data show for this child?
- Are the child and family prepared for the transition to Kindergarten or another learning environment?

Health

- Is there any information from the [Health History \(0-12 months\)](#)/[Health History \(1-5 years\)](#)/[Pregnancy Health History](#) that needs to be shared?
- Has the family provided health insurance information? If not, what are the plans for follow up with the family?
- Do immunizations, dental exam, or treatment need follow up? If yes, what is the plan?
- If a [Child Health Plan](#) is needed, have all relevant staff been informed and trained?