



The Efficacy of The Primary Service Provider Approach to Teaming

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The Primary Service Provider Approach to Teaming (PSPAT) is one method for operationalizing a transdisciplinary model of teaming in early childhood intervention. This approach is defined as a process for supporting families of young children with disabilities in which a single primary service provider (PSP) is identified for each family and receives support from other team members in the form of coaching to promote practitioner capacity to address a range of child and family priorities (Shelden & Rush, 2022). A recent CASEmakers bibliography (Lineberger, 2022) available on the FIPP website (www.fipp.org) includes references documenting the conceptualization, operationalization, and the outcomes and benefits of using the Primary Service Provider (PSP) Approach to Teaming in early childhood intervention. The level of collaboration that must occur to effectively implement this teaming model is evident across references in the CASEmaker. Programs using a PSP approach must promote collaboration across disciplines to ensure the PSP receives the necessary supports from the team to build the capacity of a child's caregivers to promote child learning and participation across routines.

Conceptualization

The PSP teaming approach builds the capacity of practitioners through collaboration with other multidisciplinary team members to support the diverse and wide array of priorities for children and their families receiving early intervention services. A child's parents are members of the PSP team. They have access to the entire team through their primary service provider who provides supports to the family with assistance as needed from other team members within the context of team meetings and/or joint visits. Use of all of the evidence-based characteristics of PSP

teaming is important to work effectively to help parents meet the needs of their children and families.

Operationalization

The PSP approach is a way to operationalize a transdisciplinary model of teaming in early childhood intervention consistent with the intent of the Mission and Key Principles for Providing Early Intervention in Natural Environments. PSP teaming can be implemented when an early intervention program is identified as a formal resource for family support and the program employs or contracts with providers from a variety of disciplines with diverse knowledge and experience to support the child's family and other primary caregivers (Shelden & Rush, 2013).

Outcomes and Benefits

Research has shown positive outcomes for families and practitioners alike when a PSP teaming model is implemented. Use of a PSP approach with families provided the following outcomes and benefits for families: more opportunities to learn and practice strategies, increased family participation and representation, decreased parental stress, and experience navigating strategies and systems to prepare for the lifelong need to advocate for their child and family.