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# Learning Guide 4.10 Teaming and Collaboration- Setting the Stage: Wrap-Up

## **Objectives**

* Identify the challenges practitioners have when working with other practitioners and families to ensure programs and service achieve desired child and family outcomes and goals.
* Identify best practice for engaging in teaming and collaboration efforts among practitioners and families.

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| **Related Content:** [Module 4, Setting the Stage](https://rpm.fpg.unc.edu/setting-stage-teaming)**Instructional Method:** Problem-solving session**Level:** Intermediate**Estimated Time Needed:** 10-15 minutes**Learner Form:** None |

## **Description**

In this activity, learners will use knowledge gained from Module 4: Teaming and Collaboration content to answer a practice dilemma drawing on previous experiences.

## **Materials/Resources**

* List of commonalities in good/bad teaming and collaboration experience created from [Learning Guide 4.1: Setting the Stage Pre-Module](https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/filefield_paths/LearningGuide-4-1-Teaming-SettingTheStage-PreModule.docx)

## **Facilitator Instructions**

1. Revisit the dilemma by viewing Module 4, Setting the Stage
2. Have learners work in pairs or small groups to answer the following two questions. Encourage learners to draw on their list of good/bad teaming and collaboration experiences that they created previously to help ground their strategies and ideas in real life experience.
* How can Dee encourage discussion between team members during a meeting?
* How can Dee ensure families understand and participate as full team members?
1. Allow time for groups to share out their strategies for teaming and collaboration.

## **Suggested Assessment**

**Performance Indicator:** Learner can describe how to use DEC Recommended Practices for Teaming & Collaboration when working with other practitioners and families to ensure that programs and services achieve desired child and family outcomes and goals.

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| **If the learner…** | **Then provide feedback…** |
| Does not identify challenges in working with other practitioners and families. | Have the learner revisit M4L2 and brainstorm potential challenges that could occur. |
| Does not identify best practice for teaming and collaboration. | Have the learner revisit M4L3 to see best practice for teaming and collaboration in action. |

## **Distance Learning Tips**

* Have learners online access (i.e., Google docs) the shared document of good/bad teaming and collaboration experiences created from [Learning Guide 4.1: Setting the Stage Pre-Module](https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/filefield_paths/LearningGuide-4-1-Teaming-SettingTheStage-PreModule.docx)
* Learners can work individually or in groups for this activity.