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# Learning Guide 4.2 Teaming and Collaboration-

# Ask the Expert

## **Objectives**

* Describe teaming and collaboration practices.
* Identify key characteristics of recommended practices related to teaming and collaboration.

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| **Related Content:** [Module 4, Lesson 1](https://rpm.fpg.unc.edu/module-4-teaming-and-collaboration-plan/lesson-1-ask-experts): Ask the Expert**Instructional Method:** Discovery**Level:** Intermediate**Estimated Time Needed:** 5 min. for instructor preparation; 15 min. for learner activity |

## **Description**

In this lesson, learners will understand why teaming and collaboration practices are important in their work with families by considering:

* What are teaming and collaboration practices?
* What does the research say about effective teaming and collaboration practices?
* What are the implications for how we work with families of young children with disabilities?

## **Materials/Resources**

* [Handout 4.1 Teaming and Collaboration - Ask the Expert](https://rpm.fpg.unc.edu/resources/handout-4-1-teaming-and-collaboration-ask-expert)
* Learning Guide 4.2 Activity Handout

## **Facilitator Instructions**

1. Have learners review the Teaming and Collaboration Ask the Expert Handout
2. Have learners complete the questions on the activity handout using the above handouts as reference.
3. Provide feedback

## **Suggested Assessment**

**Performance Indicator:** Learners will be able to identify the key characteristics of teaming and collaboration practices.

## **Distance Learning Tips**

* Learners can respond online or using the PDF form; which can be printed, emailed, or submitted online.
* Learners can complete the activity individually, in pairs, or in small groups.

**Learning Guide 4.2 Activity Handout**

**Name(s):**

**Date:**

**Directions:** Refer to the following handouts to help answer the questions below: Teaming and Collaboration Ask the Expert Handout.

1. What are teaming and collaboration practices?
2. What does the research say about effective teaming and collaboration practices?
3. What are the implications for how we work with families of young children with disabilities?