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# Learning Guide 4.3a Teaming and Collaboration-

# Gathering the Information

## **Objectives**

* Describe the importance of teaming and collaboration.
* Identify the members of a team and their roles.
* Identify strategies that support collaboration.

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| **Related Content:** [Module 4, Lesson 2: Gathering the Information](https://rpm.fpg.unc.edu/module-4-teaming-and-collaboration-plan/lesson-2-gathering-information)  **Instructional Method:** Role play  **Level:** Intermediate  **Estimated Time Needed:** 5 min. for instructor preparation; 20-30 min. for learner activity |

## **Description**

In this activity, learners will have the chance to demonstrate and reflect on teaming and collaboration. Each learner will play the role of a team member with a certain piece of knowledge about the target child/family. As a team, the learners must synthesize and integrate their knowledge using effective teaming and collaboration practices to facilitate better service delivery for the child with a disability and their family.

## **Materials/Resources**

* Learning Guide 4.3a Role Play Cards – pre-cut and sorted into teams
* Learning Guide 4.3a Activity Handout

## **Facilitator Instructions**

1. Prior to the start of the activity cut out the “M4.3a Role Play Cards”.
2. Divide learners into teams of four. Each member of the team receives one role-play card and one copy of M4.3a Activity Handout.
3. Instruct learners to read their role-play card to themselves. As a team they must use effective teaming and collaboration practices to identify team members and their roles and then develop a goal for the target child with a disability and their family.
4. Have learners reflect on what worked and what didn’t work in their team. (See handout)
5. Provide time for whole group sharing, reflection, and feedback.

## **Suggested Assessment**

**Performance Indicator**: Learners will identify the members of the team, their roles, and the strategies that support collaboration as well as develop a greater understanding of the importance of teaming and collaboration.

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| **If the learner…** | **Then provide feedback…** |
| Does not identify the members of the team and their role | Refer the learner to listen carefully to the participant’s introduction during the initial task of the activity in sharing team member roles. |
| Does not identify strategies that support collaboration | Encourage the learner to engage in reflective thinking and talk with peers to develop understanding of collaboration strategies |
| Cannot describe the importance of teaming and collaboration | Refer the learner back to Module 5, Lesson 2 (LINK) and the “Ask the Expert” handout resource |

## **Distance Learning Tips**

* This activity is not well-suited to distance learning – see [Learning Guide M4.3b](https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/files/resources/LearningGuide-4-3b-Teaming-GatheringInformation.docx) for an alternate activity.

**Learning Guide 4.3a Activity Handout**

**Name(s):**

**Date:**

**Directions**: Each member of the group has a piece of knowledge related to the target child and family. As a group identify each member’s role and knowledge and collaborate to develop goals for this child with a disability and his/her family.

1. Target Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_ Disability: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. List the team members, roles, and what they know about the target child and family:

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| Team Member Name and Role | Knowledge about target child |
| *Example:*  *Rhonda, speech and language therapist* | *Example:*  *Rhonda reports that Derrick likes to play pretend games and needs more assistance with developing pragmatics during social play.* |
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1. As a team, use teaming and collaboration practices to develop a goal for the target child and family:
2. Reflect on what worked and what could be improved in your discussion, collaboration, and teaming:
3. Describe why it is important for early childhood practitioners to engage in effective teaming and collaborations practices. What are the implications for child outcomes?

**Learning Guide 4.3a Role Play Cards**

Directions: Cut along dotted lines to create four role play cards per team.

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| **TEAM 1** | **Role: Developmental Therapist**  *Robbie is a two-year-old child who presents with joint hypermobility. As an infant Robbie was late learning to sit, crawl, and walk. He has been walking since 20 months of age. You have been working with Robbie to increase his capacity to engage in daily activities at home by helping his parents coach Robbie in reducing fearful behavior. For example, you have modeled how to break down the task of leaving the house for school into each step and rewarded Robbie for completing each step towards the ultimate goal of leaving.* | **TEAM 1** | **Role: Parent**  *Robbie is your youngest child at 28 months old. He is sweet, calm, and loves to be with his brothers. At home he likes to play with action figures and color in coloring books. In his first year your pediatrician referred you to Early Intervention because Robbie showed low muscle tone. You have been working with the developmental therapist and physical therapist weekly to help Robbie gain strength and also to engage with a wider range of classroom and home routines and activities.* |
| **TEAM 1** | **Role: Childcare Teacher**  *Robbie has been in your class of two-year-olds for four months. He likes to play Legos on the floor and listen to music. When he goes outside he likes to stay in the sandbox and dig with the trucks. His physical stamina for sitting at the table or sitting in groups is low. Therefore he usually does not complete art activities or stay during circle time to sing songs. Outside he is fearful of the games most kids are playing.* | **TEAM 1** | **Role: Physical Therapist**  *Robbie is a two-year-old child who presents with low muscle tone and fatigue during physical exercise. The goals that you work on with Robbie include increasing stamina, developing strength, and developing greater coordination for physical tasks. Recently you have noticed that Robbie hesitates before engaging in physically demanding tasks (like playing on a playground).* |

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| **TEAM 2** | **Role: Service Coordinator**  *Tamera is an eight-month-old infant who was born at a low weight and has had difficulty with feeding. Tamera’s mother is loving and caring for her child but is easily overwhelmed with information and has a high stress level due to poverty, lack of accessible transportation, and limited social resources. You have worked with Tamera’s mother to identify resources in the community such as WIC and the local hospital visiting nurse program to assist with the enormous care of Tamera.* | **TEAM 2** | **Role: Parent**  *Tamera is your first child and she is eight months old. Since birth, Tamera has had trouble with feeding. She was not able to latch correctly to the breast and was losing weight so you transitioned her to formula at three days old. However, she was still struggling to eat so a feeding tube was placed when Tamera was 2 weeks old and she began seeing different therapists. This has been very stressful for you to keep up with the appointments while also taking care of your needy baby, especially since you do not have a car.* |
| **TEAM 2** | **Role: Speech and Language Pathologist**  *Tamera is an eight-month-old infant who has difficulty with feeding. You recently visited Tamera and her mother in the home to observe and receive updates from the mother about Tamera’s progress. You noticed that Tamera’s mother is providing excellent support for managing Tamera’s complex needs, however she communicated to you that she was anxious about Tamera’s future.* | **TEAM 2** | **Role: Occupational Therapist**  *You have been asked to consult on a team for Tamera who is an eight-month-old with complex feeding needs due to undernutrition. The information you received from the speech and language pathologist and the service coordinator is that Tamera’s mother is diligent with care for Tamera but has anxiety about her efficacy and needs reassurance that what she is doing is right for Tamera.* |

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| **TEAM 3** | **Role: Preschool teacher**  *Tyrone is one of three children in your preschool class diagnosed with a disability. . You have limited experience supporting children with autism and are often frustrated by the sensitivity with which you have to approach Tyrone. You wish that Tyrone would tell you something is bothering him before he responds with a tantrum* | **TEAM 3** | **Role: Parent**  *Your four-year-old child, Tyrone, has autism and has difficulty in social situations. At home with his sisters and cousins he will typically keep to himself and is easily upset by typical child play. For example, this week Tyrone had a tantrum after his two year old sister grabbed two of his Legos that he needed to finish his space ship. You need help parenting Tyrone in a sensitive but realistic way.* |
| **TEAM 3** | **Role: Special Education Itinerant Teacher**  *You work in Tyrone’s class two times a week to provide support to both Tyrone and his teacher in a goal of including Tyrone in the routines and activities of the class. You have talked with Tyrone’s Speech Language Pathologist to identify strategies in helping Tyrone manage social relations with peers and have also shared these strategies with Tyrone’s teacher.* | **TEAM 3** | **Role: Speech and Language Pathologist**  *Tyrone is a child with autism who demonstrates delays in social functioning due to both expressive language delays and dysfunction in understanding social cues. You have been working with Tyrone for eight months to recognize facial patterns that will alert him to specific social patterns – such as when another child is asking to play with him or use some of his toys.* |

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| **TEAM 4** | **Role: Head Start Teacher**  *Jordan is a three-year-old child in your class who has a developmental disability. She is generally happy and likes playing with art supplies and in the housekeeping area with the baby dolls. You have noticed that Jordan is often left out of social exchanges with peers due to delays in both her cognition and language development. You would like to brainstorm with the team ways to help include Jordan in peer relationships.* | **TEAM 4** | **Role: Parent**  *Jordan, your three-year-old child, has a developmental disability from a birth injury where she was deprived oxygen. She has both cognitive and language delays. Often your family members ask what is wrong with her and you feel like you can’t answer them correctly. You want to know what will be the best things to do with Jordan to help her catch up to her peers.* |
| **TEAM 4** | **Role: Developmental Therapist**  *Jordan is a three-year-old child who has a developmental disability. She attends the local Head Start Program You have been working with her one-on-one to help improve her cognitive outcomes. Specifically you are working on having Jordan retell stories and follow two and three step directions. You want to know about the routines and activities Jordan engages in at home in order to incorporate them into your therapy.* | **TEAM 4** | **Role: Speech and Language Pathologist**  *Jordan is a three-year-old child with a developmental disability. Her expressive and receptive language are both severely delayed. You are working with Jordan and her family to use augmentative and alternative communication to help Jordan express her wants and needs. You want to hear from her mother about activities and routines in which Jordan needs help communicating her needs and/or wants.* |