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# Learning Guide 4.6 Teaming and Collaboration-

# Scenario-based Activity

## **Objectives**

* Learners will practice engaging in professional discussions that promote and sustain collaborative adult partnerships, relationships, and ongoing interactions to ensure programs and services achieve desired child and family outcomes and goals.
* Learners will apply what they have learned about teaming and collaboration practices.

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| **Related Content:** [Module 4](https://rpm.fpg.unc.edu/module-4-teaming)  **Instructional Method:** Role-play  **Level:** Advanced  **Estimated Time Needed:** 25 minutes |

## **Description**

In this role-play activity, learners will work in small groups to demonstrate examples of DEC Recommended Practices for teaming and collaboration. Learners will reflect on their practice in small and large groups and receive feedback from the instructor.

## **Materials/Resources**

* Teaming and Collaboration Scenarios (3 copies of chosen scenario per group)
* Teaming and Collaboration Performance Feedback Guide

## **Facilitator Instructions**

1. Divide the class into small groups of three and hand out a Scenario (1-5) to each group.
2. Allow learners to determine who will play the role of the various roles (i.e., parent, practitioner, or observer).
   1. Ask learners to follow instructions listed on the Scenario form.
   2. After the role-play, ask learners to share with the class their responses to the reflective questions.
3. Provide feedback.
   1. Learner demonstrates ways to work together with other practitioners and/or family members.
   2. Learner demonstrates joint collaboration in solving problems, planning, and implementing interventions.
   3. Learner demonstrates effective communication and group facilitation strategies.
   4. Learner focuses on family-identified child or family priorities and needs.

See more: Teaming and Collaboration Performance Feedback Guide [LINK]

## **Facilitation Tips**

* Have learners wear nametags to indicate which role they are playing.
* As this is a role-play activity, it is not recommended for online-only courses.

## **SCENARIO 1**

**Characters**

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| **Omar**  (Child)  Omar is a three-year-old boy with developmental delays. He was born premature and sustained injury to his brain that impedes his development in expressive language and motor development. He really enjoys sports, especially soccer, and likes to play with his peers in the neighborhood. Omar uses a walker and has learned some sign language to help with his language. | **Jacob**  (Physical Therapist)  Jacob has been working with Omar for one year. When he met Omar, he wasn’t able to stand and now he is able to move on his own with his walker. Jacob knows that Omar is a determined child who works hard and is not easily deterred. Working with Omar’s interests, Jacob has introduced ball play into their therapy sessions by encouraging Omar to kick the ball like a soccer player. | **Robyn**  (Speech and Language Pathologist)  Robyn recently began working with Omar to help him more effectively express his wants and needs. Omar has oral motor strength delays that reduce his stamina in completing long phrases. Robyn knows that Omar likes to be involved with the neighborhood children so she often works on developing his repertoire for engaging in social play. |

**Scenario:** The neighborhood that Omar lives in is hosting a community picnic that will have organized sports for the children to play. Omar’s mother has shared with Jacob and Robyn that she would like to find out how she could help Omar access this event and needs help with specific supports, modifications or accommodations that need to be made to support his participation.

**DIRECTIONS**

Based on DEC Recommended Practice TC1 (below), carry out a role-play activity where the practitioners (Jacob and Robyn) consider how to work together to meet the unique needs of the child and family.

*DEC Recommended Practice TC1 Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.*

1. In your group of three, decide who will play the role of Jacob, Robyn, and who will observe.
   1. The observer will take notes during the role-play to help guide the reflection discussion (use the back of this sheet).

2. After the role-play, reflect and discuss the following:

a. The practitioners’ strengths in working together as a team to plan and implement supports.

* 1. Specific suggestions for collaboration that builds on the strengths of their disciplines.

3. Share your reflections with the class.

**Teaming and Collaboration: Scenario 1**

**(back)**

*DEC Recommended Practice TC1 Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.*

**Observer Notes:**

**Reflection Notes:**

The practitioners’ strengths in working together as a team to plan and implement supports.

Specific suggestions for collaboration that builds on the strengths of their disciplines.

**SCENARIO 2**

**Characters**

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| --- | --- | --- |
| **Willa**  (Child)  Willa is a four-year-old girl with autism. She has been in therapy for multiple years and is now able to attend the local public pre-kindergarten inclusive class. Willa likes to play with blocks, connecting toys, and puzzles. She struggles in joining in play with other children and is hyper-sensitive in her interactions (i.e., loud sounds made by children are intolerable to Willa). | **Cary**  (Mother)  Cary is a very involved mother who wants to coordinate services and supports for her daughter. She feels comfortable talking with many different professionals and is eager to implement whatever is considered best practice to support Willa’s development. Cary is an important advocate for Willa. | **Jamilla**  (Developmental Specialist)  Jamilla has been working with Willa and Cary for multiple years, since Willa’s autism diagnosis. Jamilla has observed Willa in social scenarios where Willa develops anxious behaviors and has had success using verbal prompts to engage Willa in positive interactions. |

**Scenario:** Willa has started at the local pre-kindergarten inclusive class and her teachers are asking questions about how to best support her in that setting. Cary has scheduled a meeting with Jamilla to discuss a plan to help Willa participate in the class. Specifically, Willa’s teachers want to know what kinds of interventions or supports should be in place to support Willa during social play activities where Willa must interact with her peers.

**DIRECTIONS**

Based on DEC Recommended Practice TC2 (below), carry out a role-play activity where the family and practitioners (Cary and Jamilla) consider how to exchange information, knowledge, and expertise effectively.

*DEC Recommended Practice TC2 Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.*

1. In your group of three, decide who will play the role of Cary, Jamilla, and the observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion (use the back of this sheet).

2. After the role-play, reflect and discuss the following:

a. The practitioners’ strengths in working on a team to exchange expertise, knowledge and information.

* 1. Specific suggestions for how to use strategies that facilitate greater team capacity.

3. Share your reflections with the class.

# Teaming and Collaboration: Scenario 2

**(back)**

*DEC Recommended Practice TC2 Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.*

**Observer Notes:**

**Reflection Notes:**

The practitioners’ strengths in working on a team to exchange expertise, knowledge and information.

Specific suggestions for how to use strategies that facilitate greater team capacity.

**SCENARIO 3**

**Characters**

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| --- | --- | --- |
| **Tomas**  (Child)  Tomas is a six-month old infant who has recently been referred for a confirmed vision impairment. His parents are surprised by the diagnosis and are anxious about what will be the best way to help him grow and develop. Currently they want Tomas to communicate his likes and dislikes in play and show preference for caregivers. | **Kelly**  (Service Coordinator)  Kelly is new to the early intervention agency and this is her first case of a child with a vision impairment. She has reviewed Tomas’ IFSP and notes that his family’s goals and priorities include showing preference for play items, imitating vocalizations, and differentiating between caregivers and non-caregivers. | **Ricky**  (Vision Therapist)  Ricky has been working with visually impaired infants and toddlers for many years. She understands that many families are concerned about their child’s development and she also knows that other professionals have very little experience with vision impairment. It is important for everyone on the team to practice good communication to ensure the best outcomes. |

**Scenario:** Tomas has recently been referred to the local early intervention office by the hospital after a confirmation of severe vision impairment. After evaluation, Kelly and Ricky have been assigned as his primary contacts for the agency. Kelly has never had a child with vision impairment on her caseload and is unsure of what to expect in helping the family access resources and develop their capacity. Ricky and Kelly are meeting for the first time to discuss Tomas’ case.

**DIRECTIONS**

Based on DEC Recommended Practice TC3 (below), carry out a role-play activity where the practitioners (Kelly and Ricky) consider strategies to facilitate better team functioning and relationships.

*DEC Recommended Practice TC3 Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.*

1. In your group of three, decide who will play the role of Kelly, Ricky, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion (use the back of this sheet).

2. After the role-play, reflect and discuss the following:

a. The practitioners’ strengths in using communication and group facilitation strategies.

* 1. Specific suggestions for how to increase team functioning and better interpersonal relationships.

3. Share your reflections with the class.

# Teaming and Collaboration: Scenario 3

**(back)**

*DEC Recommended Practice TC3 Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.*

**Observer Notes:**

**Reflection Notes:**

The practitioners’ strengths in using communication and group facilitation strategies.

Specific suggestions for how to increase team functioning and better interpersonal relationships.

# SCENARIO 4

**Characters**

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| **Jeannie**  (Child)  Jeannie is a two-year-old girl who is incredibly vivacious and cheerful. She has Downs Syndrome and has been cared for by her father while her mother works outside of the home. She likes to play outside and loves animals. The family has two cats and a dog. Jeannie needs support in feeding and language specifically. | **Lisa**  (Service Coordinator)  Lisa has been working with Jeannie’s family since her birth. She has been helping the family access community resources such as other families of children with Downs Syndrome and assistance centers to support parents. She finds that Jeannie’s family is usually clear in communicating their needs. | **David**  (Early Interventionist)  David has been working with Jeannie for the past year. Although she has made great progress on many goals she still needs support in self-feeding strategies and using language in a purposeful way. David is optimistic about Jeannie joining with typically developing peers to see how it will impact her development across domains. |

**Scenario:** Jeannie’s father has told Jeannie’s team that he and his wife need assistance in finding and accessing community care settings for his daughter now that he will be returning to employment outside of the home. They are concerned about finding a setting that will support Jeannie’s needs while also being affordable and close to where they live. Lisa and David have scheduled a time to meet and discuss options for Jeannie’s family based on their knowledge of the community and Jeannie’

**DIRECTIONS**

Based on DEC Recommended Practices TC4 (below), carry out a role-play activity where the practitioners (Lisa and David) assist each other in discussing community-based services and resources.

*DEC Recommended Practice TC4 Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs.*

1. In your group of three, decide who will play the role of Lisa, David, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion (use the back of this sheet).

2. After the role-play, reflect and discuss the following:

a. The practitioners’ strengths in using teaming and collaboration practices to meet family-identified needs.

* 1. Specific suggestions to improve communication.

3. Share your reflections with the class.

# Teaming and Collaboration: Scenario 4

**(back)**

*DEC Recommended Practice TC4 Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs.*

**Observer Notes:**

**Reflection Notes:**

The practitioners’ strengths in using teaming and collaboration practices to meet family-identified needs.

Specific suggestions to improve communication.

# SCENARIO 5

**Characters**

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| --- | --- | --- |
| **Lameka**  (Child)  Lameka is a three-year-old boy with autism and anxiety. He likes playing with trucks and action figures. He’s also very artistic. Lameka is delayed in his language and social interactions. He is often fearful. His mother brings him to a local clinic for therapy once a week but sometimes misses weeks due to transportation or childcare issues. | **Jake**  (Service Coordinator)  Jake has been working with the early intervention agency in the city for a few years and has had many families living in stressful settings (i.e. homelessness, violence, etc.). He knows that often parents don’t have the time or resources to implement best practices. So, he is committed to helping parents develop their capacity and confidence in caring for children with disabilities. | **Penelope**  (Mental Health Consultant)  Penelope has been working with the city’s early intervention agency for many years and is always eager to help professionals access mental health resources and explain materials for families. Recently, she has been adapting materials for use with diverse families and children with disabilities. |

**Scenario:** Lameka’s family is dealing with homelessness and the associated stresses. Lameka’s mother told Jake that she wanted more resources in working with Lameka to alleviate some of his anxiety but that it would be difficult for her to meet during the hours Penelope was available. Jake has scheduled time to meet with Penelope so that he can relay the information to Lameka’s family in a timely and easily understandable way.

**DIRECTIONS**

Based on DEC Recommended Practice TC5 (below), carry out a role-play activity where the practitioners (Jake and Penelope) consider ways to collaborate to meet child and family priorities and needs.

*DEC Recommended Practice TC5 Practitioners and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs.*

1. In your group of three, decide who will play the role of Jake, Penelope, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion (use the back of this sheet).

2. After the role-play, reflect and discuss the following:

a. The practitioners’ strengths in collaborating to meet family priorities and needs.

* 1. Specific suggestions to improve communication.

3. Share your reflections with the class.

# Teaming and Collaboration: Scenario 5

**(back)**

*DEC Recommended Practice TC5 Practitioners and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs.*

**Observer Notes:**

**Reflection Notes:**

The practitioners’ strengths in collaborating to meet family priorities and needs.

Specific suggestions to improve communication.