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# Learning Guide 4.8 Teaming and Collaboration-

# Performance Feedback Guide

## **How to Use this Guide**

This guide can be used with learners who have participated on teams with other adults in multidisciplinary roles, including families, to improve programs and services for a child with a disability.

**Do the learner’s teaming and collaboration practices…**

1. **Promote and sustain collaborative adult partnerships, relationships, and ongoing interactions?**

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| Performance Indicator: Practitioners will participate in teams that promote and sustain collaboration, relationships, and ongoing interactions to ensure services and programs that achieve optimal outcomes for children and families. |

Look for:

* Learner uses collaboration strategies that promote relationships and interactions.
* Learner promotes mutually agreed upon goals and outcomes.
* Learner builds trusting relationships with families.
* Learner participates in sustainable relationships and teams.

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| **IF** | **THEN** |
| Learner uses collaboration strategies that do not promote relationships and interactions. | Refer learner to M4L2 “Strategies for Collaboration” |
| Learner does not promote mutually agreed upon goals and outcomes. | Refer learner to Teaming and Collaboration Recommended Practice #2. |
| Learner does not build trusting relationships with families. | Refer learner to Module 4 – Families to learn more about the importance of working with families to ensure better outcomes for children. |
| Learner participates in sustainable relationships and teams. | Refer learner to M4L3 to view videos of teams that demonstrate sustainable relationships that have developed over time and commitment. |

1. **Promote respect, support, enhance capacity, and cultural sensitivity?**

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| Performance Indicator: Practitioners will collaborate to share knowledge and expertise in ways that promote respect and support and enhance capacity and cultural sensitivity. |

Look for:

* Learner builds capacity for other team members and family.
* Learner uses respectful tone and language.
* Learner collaborates in culturally sensitive ways.

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| **IF** | **THEN** |
| Learner does not build capacity for other team members and family. | Refer the learner to M4L2 “Building Capacity.” |
| Learner does not use respectful tone and language. | Refer learner to professional codes of ethics. Example: See DEC Code of Ethics at: <http://www.dec-sped.org/position-statements> |
| Learner does not collaborate in culturally sensitive ways. | Refer learner to M4L4 to listen to diverse accounts of teaming and collaboration practices. |