



Crosswalk for Teaming and Collaboration:

- 2012 CEC and 2010 NAEYC Initial Professional Standards
- 2017 DEC Initial Specialty Set Knowledge and Skill Statements
- 2014 DEC Recommended Practices

Teaming and Collaboration 1: 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.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 5: Instructional planning and strategies</p> <p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>		<p>Standard 2: Building family and community partnerships</p>
<p>5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams</p>		<p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>2c: Involving families and communities in young children’s development and learning</p>
	<p>S5.7 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team</p> <p>S5.8 Design intervention strategies incorporating information from multiple disciplines</p>	

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 7: Collaboration</p> <p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>		<p>Standard 2: Building family and community relationships</p> <p>Standard 6: Becoming a professional</p>
<p>7.1 Beginning special education professionals use theory and elements of effective collaboration</p>		<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
<p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues</p>		
<p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators</p>		<p>2c: Involving families and communities in young children’s development and learning</p>
	<p>S7.1 Apply models of team process in early childhood</p>	<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
	<p>S7.2 Collaborate with caregivers, professionals, and agencies to support children’s development and learning</p>	<p>2c: Involving families and communities in young children’s development and learning</p> <p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
	<p>S7.7 Participate as a team member to identify and enhance team roles, communication, and problem-solving</p>	<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>

Examples for in class activities focused on observation:

The university/college student observes and discusses/reflects on:

1. A video portraying an IFSP or IEP meeting with the team representing multiple disciplines and at least one family member. Students observe for: (a) the role or roles of each team member, including the family; (b) strategies used by the chairperson to engage each team member in the discussion; and (c) other strategies that could be employed to enhance the effectiveness of team member participation. Follow-up discussion could occur in large group or in small groups, with small groups reporting to the whole group.
2. A family panel which includes family members who have participated in IFSP and/or IEP meetings. The family members receive a set of questions to consider prior to the panel presentation which might include: (a) What has been helpful to you in preparing for your child's IFSP and/or IEP meetings; (b) What has been your role in the IFSP and/or IEP meetings; (c) What did the chairperson or other team members do to make you feel welcome and part of the team; (d) To what extent have you been involved in the actual content, including services and intervention strategies, of the IFSP and/or IEP; and (e) What recommendations do you have for students as they prepare to participate as a team member in IFSP or IEP meetings?

After the panel presentation or during the next class session, students discuss their reactions to the panel presentation. This may be an open-ended discussion or organized by questions such as: (a) What were the key things that you learned from the panel; (b) What family comments most surprised you; (c) What have you thought about since the panel presentation that you would have liked to ask that was not asked/discussed; and (d) What will you do differently as a professional based on the panel's comments?

Example for field work focused on observation:

The university/college student observes and discusses/reflects on:

An actual IFSP or IEP meeting in which the team represents multiple disciplines and at least one family member. Students observe for: (a) the team role or roles of each team member, including the family; (b) strategies used by the chairperson to engage each team member in the discussion; and (c) other strategies that could be employed to enhance the effectiveness of team member participation. A written reflection is prepared with responses to each of these questions and the relevant identifying information (e.g., type, date, and location of meeting; team members present identified by role; length of meeting).

Example for in-class activities focused on participation/interaction:

The university/college student:

Prepares for and participates in an IFSP or IEP simulation, which includes one or more family members. After course instruction on IFSPs and/or IEPs, students receive a packet of information to prepare for the simulation which includes: (a) written directions for the simulation, (b) a sample assessment report, (c) sample IFSP or IEP forms, (d) due process safeguards to be provided to the family member(s), and (e) observation forms to be used by the course instructor. The directions identify the possible roles that students will assume based on the number of students in the class (e.g., chairperson, recorder, special educator, related services professionals, family members, family advocate, Part C providers if the simulation is for an IFSP). The directions also state that part of their role is to actively involve the family members in the process and that a completed IEP or IFSP will be an outcome for the meeting.

The course instructor observes and completes the observation forms (one per team member) during the simulation. The observation form includes items such as: (a) preparedness, (b) use of jargon free language, (c) explanation of assessment results in family friendly language, (d) use of strategies to actively involve family members, (e) discussion of intervention services and strategies in family friendly language, (f) evidence of understanding of legal requirements for IFSPs or IEPs. Immediately after the simulation, students reflect on the simulations with questions such as: What do you think went well? What might you do differently in the future to prepare for the meeting? What might you do differently in the future during the meeting? Students are then provided with the completed observation forms to read and ask any questions about the comments.

Example for field work focused on participation/interaction:

The university/college student:

Sits in on an actual IFSP meeting in which the team represents multiple disciplines and at least one family member. During the next home visit with that family, the student and supervising field placement professional reflect on the meeting and its outcomes with the family member(s). The student writes a follow-up reflection summary based on these questions: (a) What was helpful to you in preparing for the IFSP meeting; (b) What did you perceive as your role in the IFSP meeting; (c) What did the chairperson or other team members do to make you feel welcome and part of the team; (d) What are your thoughts about the extent to which you were involved in the actual content, including services and intervention strategies, of the IFSP; and (e) What recommendations do you have for “me” as I prepare to participate as a team member in IFSP meetings.

Teaming and Collaboration 2: 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.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>		<p>Standard 5. Using content knowledge to build meaningful curriculum.</p>
<p>3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p>		<p>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts - music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies</p> <p>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate developmentally meaningful and challenging curriculum for each child.</p>
	<p>S3.2 Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community</p>	<p>5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate developmentally meaningful and challenging curriculum for each child.</p>

<p>Standard 7: Collaboration</p> <p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>		<p>Standard 2: Building family and community relationships</p> <p>Standard 6: Becoming a professional</p>
<p>7.1 Beginning special education professionals use theory and elements of effective collaboration</p>		<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
<p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues</p>		
<p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators</p>		<p>2c: Involving families and communities in young children’s development and learning</p>
	<p>S7.1 Apply models of team process in early childhood</p>	<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
	<p>S7.2 Collaborate with caregivers, professionals, and agencies to support children’s development and learning</p>	<p>2c: Involving families and communities in young children’s development and learning</p> <p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
	<p>S7.7 Participate as a team member to identify and enhance team roles, communication, and problem-solving</p>	<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>

Example for in class activities focused on observation:

The university/college student observes and discusses/reflects on:

A video vignette of a preschool or kindergarten parent-teacher conference. Students are asked to watch the video to determine: (1) if the conference is primarily information sharing, problem-solving or both; (2) what the teacher may have done prior to the conference to prepare for it; (3) what may have occurred prior to the conference to assist the family member in preparing for it; (4) what communication strategies, both verbal and nonverbal, are used by the teacher to engage the family member; (5) the outcomes of the conference; and (6) any follow-up discussed and/or needed. Students observations are shared in large group.

Example for in-class activities focused on participation/interaction:

The university/college student:

1. Role plays a problem-solving scenario for either an early intervention, preschool, or kindergarten setting. Students are assigned a role which would vary based on the setting (e.g., family member, related services professional(s), teacher, EI/ECSE consultant/coach, early interventionist, service coordinator). Students read a case study which would include information on the child, family and expertise each member brings to the table. A “problem” would be the heart of the case study and the mock team would need to use their collective expertise to develop a solution. The remaining students observe the role using an observation guide that focuses on communication and problem-solving strategies. Follow-up discussion would focus on the strategies utilized, what worked in this problem-solving role play, and what might be done differently in the future.
2. Watches a video example of an EI/ECSE itinerant teacher or consultant/coach meeting with a preschool or kindergarten teacher to discuss strategies for addressing a child's IEP goals in the classroom. Students use a communications strategy checklist (e.g., active listening, open-ended questions, paraphrasing, solutions-oriented exploration) to observe the interaction. In the large group, discuss the strategies utilized, those that seemed to be most effective, and what strategies might be modified or added in future meetings.

Example for field work focused on observation:

The university/college student observes:

A preschool or kindergarten parent-teacher conference. The student takes notes on the following: (1) What is the primary purpose of the conference - information sharing, problem-solving or both? (2) What did the teacher do prior to the conference to prepare for it? (3) What occurred prior to the conference to assist the family member(s) prepare for it? (4) what communication strategies, both verbal and nonverbal, were used by the teacher to engage the family member(s) in the discussion? (5) What were the outcomes of the conference? and (6) What, if any, follow-up was discussed and/or needed. The student writes a summary/reflection of the conference addressing the 6 questions and reflecting on the effectiveness of the conference and what might have been done differently to facilitate the family's involvement.

Example for field work focused on participation/interaction:

The university/college student:

Takes the lead in an early interventionist, teacher, or service coordinator role at a team meeting during student teaching. Preparation would include planning and discussions with the cooperating educator on the role of EI/ECSE, expertise to bring to the table, and expertise to look for in others. As part of the planning process, an agenda would be developed with input for agenda items solicited from all team members.

Teaming and Collaboration 3: Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.

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<p>Standard 7: Collaboration</p> <p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>		<p>Standard 2: Building family and community relationships</p> <p>Standard 6: Becoming a professional</p>
<p>7.1 Beginning special education professionals use theory and elements of effective collaboration</p>		<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
<p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators</p>		<p>2c: Involving families and communities in young children’s development and learning</p>
	<p>S7.1 Apply models of team process in early childhood</p>	<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
	<p>S7.7 Participate as a team member to identify and enhance team roles, communication, and problem-solving</p>	<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>

Example for in class activities focused on observation:

The university/college student observes and discusses/reflects on:

The content of a video of an IFSP or IEP meeting, noting the communication and group facilitation strategies employed. A recording sheet in which the student identifies the strategies observed and examples of each could be used to guide the observation. Large group discussion would focus on the strategies observed and examples of the strategies with reflection on what seemed to be effective during the meeting and what additional strategies could have been employed.

Example for in-class activities focused on participation/interaction:

The university/college student:

When given an agenda for a weekly team meeting of preschool teachers and paraprofessionals, role plays the meeting in a small group of 5-6 students. Students choose roles (i.e., chairperson, preschool teacher (s), paraprofessional(s), observer/recorder). The chair conducts the team meeting focusing on effective communication and group facilitation strategies. The observer/recorder, using a recording sheet, notes what strategies were used and examples of each. Results of the role-play are discussed in large group.

Example for field work focused on observation:

The university/college student observes:

An IFSP or IEP meeting, noting the communication and group facilitation strategies employed. A recording sheet in which the student identifies the strategies observed and examples of each could be used to guide the observation. The student writes a reflection paper focusing on the strategies observed and examples of the strategies with reflection on what seemed to be effective during the meeting and what additional strategies could have been employed. If used, the completed recording sheet would also be a product.

Example for field work focused on participation/interaction:

The university/college student:

In a Part C, preschool, or kindergarten field placement, develops an agenda for the “regular” team meeting and conducts the meeting focusing on effective communication and group facilitation strategies. The cooperating educator or university supervisor observes and gives feedback.

Teaming and Collaboration 4: Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified needs.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 2: Learning Environments</p> <p>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>		<p>Standard 1: Promoting Child Development and Learning</p> <p>Standard 5: Using content knowledge to build meaningful curriculum</p>
<p>2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p>		<p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p> <p>5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate developmentally meaningful and challenging curriculum for each child.</p>
	<p>S2.7 Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services</p>	
<p>Standard 7: Collaboration</p> <p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>		<p>Standard 2: Building family and community relationships</p> <p>Standard 6: Becoming a professional</p>
<p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues</p>		

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7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators		2c: Involving families and communities in young children’s development and learning
	S6.3 Respect family choices and goals	2b. Supporting and engaging families and communities through respectful, reciprocal relationships
	K7.1 Structures supporting interagency collaboration, including interagency agreements, referral and consultation	
	S7.1 Apply models of team process in early childhood	6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource
	S7.2 Collaborate with caregivers, professionals, and agencies to support children’s development and learning	2c: Involving families and communities in young children’s development and learning 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource
	S7.3 Support families’ choices and priorities in the development of goals and intervention strategies	2b. Supporting and engaging families and communities in young children’s development and learning
	S7.4 Implement family-oriented services based on the family’s identified resources, priorities, and concerns	
	S7.7 Participate as a team member to identify and enhance team roles, communication, and problem-solving	6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource

Example for in class activities or field work focused on observation:

The university/college student observes and discusses/reflects on:

The content of a video of an IFSP or IEP meeting specific to discussion of the family's current formal and informal resources, resource needs, and additional resources discussed based on resource needs. In small groups, students discuss what resources were currently being used by the family, their identified resource needs, and additional resources to meet those needs. Small group discussion also addresses how these resources relate to the IFSP outcomes or IEP goals/objectives.

Example for in-class activities focused on participation/interaction:

The university/college student reads and discusses:

A case study or scenario of a child and family receiving Part C services. In small groups, students identify the formal and informal resources that the family is already accessing and others that may be beneficial for the family. Identified resources are shared in the large group using a round robin technique.

Example for field work focused on observation:

The university/college student observes:

An IFSP or IEP meeting specific to discussion of the family's current formal and informal resources, resource needs, and additional resources discussed based on resource needs. The student takes notes as to what resources were currently being used by the family, their identified resource needs, additional resources to meet those needs, and the relationship of these resources to the IFSP outcomes or IEP goals/objectives. The student then writes a summary of what was observed.

Example for field work focused on participation/interaction:

The university/college student:

Interviews an employee of a local community agency that provides resources/services to families using a set of pre-determined interview questions, and then, write a reflection on the experience. The reflection might address questions such as: (1) What services/resources does this agency provide for families and how do they access them? (2) How might these resources/services relate to identified family needs and IFSP outcomes or IEP goals? (3) What might be your role in assisting families access these resources/services? (4) What else do you want to know about this agency and the services provided?

Teaming and Collaboration 5: 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.

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<p>Standard 7: Collaboration</p> <p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>		<p>Standard 2: Building family and community relationships</p> <p>Standard 6: Becoming a professional</p>
<p>7.1 Beginning special education professionals use theory and elements of effective collaboration</p>		<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
<p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues</p>		
<p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators</p>		<p>2c: Involving families and communities in young children’s development and learning</p>
	<p>S7.1 Apply models of team process in early childhood</p>	<p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>
	<p>S7.2 Collaborate with caregivers, professionals, and agencies to support children’s development and learning</p>	<p>2c: Involving families and communities in young children’s development and learning</p> <p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p>

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	S7.3 Support families' choices and priorities in the development of goals and intervention strategies	2b. Supporting and engaging families and communities through respectful, reciprocal relationships
	S7.4 Implement family-oriented services based on the family's identified, resources, priorities, and concerns	

Example for in class activities or field work focused on observation:

The university/college student observes and discusses/reflects on:

A video of an initial IFSP meeting. The student is directed to listen for discussion of who is selected as the Primary Service Provider (PSP), how that discussion was facilitated, and the rationale for selection of the specific individual as PSP. In small groups, ask students to discuss the following: (1) Do you agree that this professional should be the PSP? Why? Or Why Not? (2) What other professionals could have been selected as PSP? What is your rationale for the other professional(s)? (3) What other factors could have been/should have been considered in determining the PSP? Share the small group discussion in large group, with a different small group taking the lead in sharing the results of their discussion for a specific question.

Example for in-class activities focused on participation/interaction:

The university/college student:

Is provided a scenario about a child and family receiving Part C services which briefly describes the child's developmental strengths and needs and the family's resources, priorities, and concerns as well as a copy of their initial IFSP. After reading the scenario and reviewing the IFSP, students role-play in small groups the "section" of the IFSP meeting determining the PSP. Students are asked to select roles based on the professional disciplines/roles reflected on the IFSP (e.g., Service Coordinator, PT, OT, SLP, special instructor, parents). They, then, role play the IFSP meeting with the goal of selecting the PSP and providing a rationale in the discussion for that individuals selection

Example for field work focused on observation:

The university/college student observes:

An initial IFSP meeting. The student is directed to listen for discussion of who is selected as the Primary Service Provider (PSP), how that discussion was facilitated, and the rationale for selection of the specific individual as PSP. In a written reflection of the observation, the student discusses the following: (1) Do you agree that this professional should be the PSP? Why? Or Why Not? (2) What other professionals could have been selected as PSP? What is your rationale for the other professional(s)? (3) What other factors could have been/should have been considered in determining the PSP? Share the small group discussion in large group, with a different small group taking the lead in sharing the results of their discussion for a specific question.

Note: Additional resources and activities are available in Module 3 Learning Guides: <http://rpm.fpg.unc.edu/instructor-area/module-3-learning-guides>