

DEC Recommended Practices in the TEAMING AND COLLABORATION Domain Cross-Referenced with ECTA Performance Checklists (10/13/16)

DEC Recommended Practices - TEAMING AND COLLABORATION

Families Are Full Team Members Checklist #1 Items	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.	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.	3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.	4. 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.	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.
1. Tell families that they are the experts on their child and the most important members of the team	✓	✓	✓		
2. Ask families if they prefer to be addressed as Ms./Mr. or by first names and honor these preferences			✓		
3. Include families in identifying a practitioner from the team who will serve as the primary liaison between the family and other team members					✓
4. Share all information that is available to practitioners with families	✓	✓			
5. Share information that is jargon-free, clear and simply stated so that ALL members can understand and participate in conversations and decisions	✓	✓	✓		
6. Provide multiple opportunities for families to meet with other team members and discuss information openly	✓	✓	✓		
7. Schedule all meetings pertinent to the family and child at times and locations convenient for the family	✓		✓		
8. Prepare families for each interaction and solicit their input and ideas prior to any formal meeting	✓	✓	✓		
9. Ask families how they want to contribute to and be involved in any team interaction, recognizing that this may change over time and with the purpose of each interaction	✓	✓	✓		
10. Establish a climate that allows ALL team members to feel comfortable, share ideas, ask questions, suggest activities, and solve problems together	✓	✓	✓		

11. Accept and support families' decisions in all ongoing interactions	✓	✓	✓		
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Communication for Teaming and Collaboration Checklist #2 Items	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.	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.	3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.	4. 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.	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.
1. Choose the medium most appropriate for the purpose of the communication (e.g., email, text, memo, document, one-to-one, group meeting)	✓	✓	✓	✓	✓
2. Create a climate that will encourage dialogue, discussion, and creative problem solving for decision-making	✓	✓	✓	✓	✓
3. State clearly the purpose of the communication interaction (e.g., give information, raise awareness, discuss possibilities, reach a decision)	✓	✓	✓	✓	✓
4. Use clear, concise, jargon-free language appropriate for all team members	✓	✓	✓	✓	
5. Use a tone of voice that is polite, open, and professional	✓	✓	✓	✓	✓
6. Engage in active reflective listening behaviors to ensure that verbal messages are understood by all parties (e.g., focus on speaker, open-ended questions, paraphrasing, clarifying statements)	✓	✓	✓	✓	✓
7. Explain how comments or questions can be raised and by whom/how they will be addressed	✓	✓	✓	✓	✓
8. Summarize/reiterate follow-up actions and next steps for all participants	✓	✓	✓	✓	✓

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Collaboration to Learn and Grow Checklist #3 Items	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.	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.	3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.	4. 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.	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.
1. Willingly share/receive knowledge, skills, and expertise with/from each other	✓	✓	✓	✓	
2. Offer support, guidance, and helpful feedback to each other that is honest, respectful, and encouraging			✓		
3. Provide/participate in learning-by-doing experiences (e.g., practicing, taking risks, making mistakes, trying out new ideas without judgment)		✓	✓		
4. Use a variety of methods when presenting new information to each other (e.g., discussions, group problem solving activities, visuals, handouts, case studies)		✓	✓		
5. Use facilitation, consultation, mentoring and coaching skills and practices when working with one another	✓	✓	✓		
6. Participate fully in scheduled team activities by being prepared, arriving on time, and remaining engaged throughout the activity		✓			
7. Keep an open mind when considering new concepts/ideas and work together to understand (or explain) the "why" and "application" (what's in it for me) behind new learnings		✓			
8. Recognize and allow for the time needed to master new ideas with practice, reflection, and continued support from others		✓			
9. Participate in interagency/community/ professional organization opportunities to increase knowledge and awareness of resources to meet family and child needs				✓	