

# Check Your Knowledge Questions and Feedback

## Module 4 – Teaming and Collaboration Lesson 3



Question	Answer/Feedback
<p>Which of the following are strategies for keeping the team working together? Check all that apply.</p> <ul style="list-style-type: none"> <li>A) Identify a team leader</li> <li>B) Allow the meeting to flow without an agenda</li> <li>C) Identify the roles and responsibilities of each member</li> <li>D) Communicate regularly with the team</li> <li>E) Rather than regular meetings, meet when a member of the team thinks something needs to be addressed</li> <li>F) Decide ahead of time what you want the outcome of the meeting to be and stick to it!</li> </ul>	<p>A, C, and D</p> <p>The team leader should set an agenda for the team. The team should meet regularly. Team members should keep an open mind and be flexible.</p>
<p>Did You See Evidence of This Indicator in Vignette 2?</p> <p>Item 1: Tell families that they are the experts on their child and the most important members of the team.</p> <ul style="list-style-type: none"> <li>A) Yes</li> <li>B) No</li> </ul>	<p>Yes</p> <p>The occupational therapist offers to support the intervention the physical therapist has mentioned. He asks if they can schedule some back to back therapy sessions so that he can watch the physical therapist and teacher/ or mom implement.</p>
<p>Did You See Evidence of This Indicator in Vignette 2?</p> <p>Item 2: Ask families if they prefer to be addressed as Ms./Mr. or by first names and honor these preferences.</p> <ul style="list-style-type: none"> <li>A) Yes</li> <li>B) No</li> </ul>	<p>Yes</p> <p>The first person, the occupational therapist offers some tips on adaptations that can be used to support Brady's use of his walker. He also suggests some environmental arrangements that can be done in the home and different ideas for the classroom.</p>
<p>Did You See Evidence of This Indicator in Vignette 2?</p> <p>Item 3: Include families in identifying a practitioner from the team who will serve as the primary liaison between the family and other team members.</p> <ul style="list-style-type: none"> <li>A) Yes</li> <li>B) No</li> </ul>	<p>Yes</p> <p>The physical therapist demonstrates an intervention strategy during the meeting. She will also demonstrate using the intervention during her next visit with Brady at his school.</p>

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<p>Did You See Evidence of This Indicator in Vignette 2?</p> <p>Item 4: Share all information that is available to practitioners with families.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>There were discussions and group problem solving opportunities.</p>
<p>Did You See Evidence of This Indicator in Vignette 2?</p> <p>Item 5: Share information that is jargon-free, clear and simply stated so that ALL members can understand and participate in conversations and decisions.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>Consultation skills such as active listening, writing down and repeating what was said for confirmation were used.</p>
<p>Did You See Evidence of This Indicator in Vignette 2?</p> <p>Item 6: Provide multiple opportunities for families to meet with other team members and discuss information openly.</p> <p>A) Yes B) No</p>	<p>Actually, the answer is Yes AND No. The Speech Language Pathologist is checking her emails and does not appear to be fully engaged. However, the rest of the team appears to be fully engaged based on their participation in the problem-solving discussion.</p>
<p>Did You See Evidence of This Indicator in Vignette 2?</p> <p>Item 7: Schedule all meetings pertinent to the family and child at times and locations convenient for the family.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>The Service Coordinator circles back to the parent and teacher to confirm it addresses their concerns.</p>
<p>Did You See Evidence of This Indicator in Vignette 2?</p> <p>Item 8: Prepare families for each interaction and solicit their input and ideas prior to any formal meeting.</p> <p>A) Yes B) No</p>	<p>Yes</p> <p>The teacher and mom agree to videotape how the strategies are going at school and home. They will send the video to the team for feedback. The Service Coordinator notes to check-in on progress in three weeks and determine if adjustments need to be made.</p>
<p>Which of the following answers best describes the purpose of teaming and collaboration? Select one. Communication and group facilitation</p> <p>A) To allow opportunities for practitioners to talk.</p>	<p>C</p> <p>To promote and sustain collaborative adult partnerships, relationships, and ongoing interactions to ensure that programs and services achieve desired child and family outcomes and goals. While it's important for practitioners to exchange</p>

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<p>B) To hold each person accountable for what they are and aren't doing to help the child.</p> <p>C) To promote and sustain collaborative adult partnerships, relationships, and ongoing interactions to ensure that programs and services achieve desired child and family outcomes and goals</p>	<p>information, it is not the sole purpose for teaming and collaboration. The purpose of teaming and collaboration is also not for accountability. This often undermines collaboration.</p>