

Slide Handouts: Teaming – Take Action



Recommended Practices Modules

Module 4

Module 4: Lesson 3

Take Action:
Strategies for Successful Partnerships

Welcome to Module 4: Lesson 3. Strategies for Successful Partnerships

Lesson Objectives

- Understand the meaning of “collaboration”
- Understand the key considerations of effective collaboration
- Understand the strategies that support effective communication
- Practice identifying characteristics of effective teaming and collaboration

2

In this lesson, we begin by defining the term "collaboration" and identify key considerations that support effective collaboration. Next we illustrate how these key considerations support the capacity building of all team members. Throughout this lesson, opportunities are provided to practice identifying the key characteristics.

“Collaboration presumes that no individual team member has complete knowledge of either the challenges or solutions the team hopes to address. Successful resolution is then only achieved through contributions of all members of the team.”

-Chelsea Guillen

3

Remember from lesson 1, our expert, Chelsea Guillen, states "Collaboration presumes that no individual team member has complete knowledge of either the challenges or solutions the team hopes to address. Successful resolution is then only achieved through contributions of all members of the team." It's important that we build the capacity of all team members, so that everyone can contribute.

Collaboration

“Collaboration refers to interactive relationships between adults, such as family members and professionals who work together to achieve mutually agreed upon outcomes/goals.”

-DEC

Continue

4

Take a few minutes to read and think about how collaboration is defined by DEC.

Collaboration

“Collaboration refers to **interactive relationships** between adults, such as family members and professionals who work together to achieve **mutually agreed upon outcomes/goals.**”

-DEC

5

Did you notice the phrase “interactive relationships”? It’s important to keep this at the forefront of any teaming and collaborative work. This ensures all members have opportunities to contribute to the planning, implementation and problem-solving of intervention practices. Later, we’ll talk about how effective communication can support interactive relationships. Mutually agreed upon outcomes/goals are important for keeping everyone focused and headed in the same direction.

KEY CONSIDERATIONS

Strategies to keep the team working together

- Identify a team leader
- Identify the purpose and intended outcome of the meeting
- Meet as a team regularly
- Identify the roles and responsibilities of each member
- Communicate regularly with the team
- Use a variety of methods when presenting new information to each other
- Participate fully in scheduled team activities
- Keep an open mind

Continue

6

There are a number of strategies to consider when working in teams. We will discuss each of these during the next several slides.

KEY CONSIDERATIONS

Strategies to keep the team working together

- Identify a team leader
- Identify the roles and responsibilities of each member
- Identify the purpose and intended outcome of the meeting



7

When we talk about collaboration among team members, it's important to identify a team leader. Identify a team leader who can maintain focus on planning, implementing, and problem solving intervention practices that address the child and family priorities and needs. The team leader is responsible for beginning and ending meetings with a clear agenda and follow-up with roles and responsibilities of each team member. The team leader also helps to support the team by identifying the purpose and intended outcome of the meeting and in creating a climate that will encourage dialogue, discussion, and creative problem-solving for decision-making.

KEY CONSIDERATIONS

Strategies to keep the team working together

- Meet as a team regularly
- Communicate regularly with the team
- Use a variety of methods when presenting new information to each other



8

It's also important for the team to meet regularly, to communicate regularly, and to gather input from each team member. This is important for sharing timely information, problem solving any challenges, and building relationships. The team should also use a variety of methods when presenting new information to each other. These methods include but are not limited to: discussion, group problem solving activities, visuals such as handouts, and case studies.

KEY CONSIDERATIONS

Strategies to keep the team working together

- Participate fully in scheduled team activities
- Keep an open mind



9

The team is responsible for working together to support improved outcomes for a child and family. This means that all team members should participate fully in scheduled team activities by being prepared, arriving on time, and remaining engaged throughout the activity. 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.

Have you ever been in a meeting, where it was clear someone was not engaged? How did that affect the meeting? How can you, as a team lead, ensure that everyone participates and is fully engaged in the meeting?

Communication Is KEY!

Communication
Communication is the
conveying information th
speech, visuals, signals
exchange of informati
Communication requ
communicate th

11

It was mentioned earlier that it's important to communicate regularly as a team. As such, communication is a cornerstone to collaboration. I think we've all had a time when something was miscommunicated and, in turn, caused a conflict. As part of teaming and collaboration, teams must communicate with one another effectively.

Key Considerations: Strategies for Communication

- Clearly communicate the purpose or intended outcomes of the meeting
- Review an agenda at the beginning of the meeting and allow members to provide input related to agenda items
- Avoid the use of jargon
- Consider language

12

Some key considerations to ensuring that a team effectively communicates includes: Clearly communicate the purpose or intended outcomes of the meeting. As we mentioned before, it is important to have an agenda. Review the agenda at the beginning of the meeting and allow members to provide input related to agenda items. Avoid the use of jargon unless it's a necessary term. If it's necessary to use specific terms, then make sure to define them and give examples each time the term is used.

Remember, there are multiple disciplines represented that use different terms and acronyms. These may be unfamiliar to the family. Also, make sure the family's native language is represented. Check-in during the meeting to make sure everyone is on the same page. Sometimes people don't feel comfortable acknowledging that they don't understand something.

Key Considerations: Strategies for Communication

- Assign a note-taker
- Exchange expertise and knowledge
- Plan together
- Share about the implementation interventions and share outcomes
- Exchange general information related to the child and family priorities and needs
- Exchange information related to resources that address child and family priorities and needs

Continue

13

During meetings, it helps to assign a note taker and ask how members want to receive communication during and in-between meetings (for example, by phone, email or other ways). The exchange of information is critical to ensuring the team effectively supports the child and family. This includes information related to the child and family's priorities and needs, how well interventions are implemented, and how the child and family are progressing toward outcomes.

Key Considerations: Strategies for Communication

- Together problem solve in order to support decision-making
- Use a tone of voice that is polite, open, and professional
- Engage in active reflective listening

14

Together problem solve in order to support decision-making. If everyone is included, the strategies agreed on are more likely to be implemented and effective. It's also important for team members to speak in a tone that is polite, open, and professional, and to use active reflective listening behaviors to ensure that verbal messages are understood by all parties. This includes focusing on the speaker, using open-ended questions, paraphrasing, and using clarifying statements.

Teams need to work together to build together!



16

One of the expected benefits of collaboration is the capacity building of team members. This includes team members sharing and gaining expertise in order to provide effective interventions for children and families that meet their unique needs.

Key Considerations: Building Capacity of Team Members

- Willingly share/receive knowledge, skills, and expertise with/from each other
- Offer support, guidance, and helpful feedback to each other that is honest, respectful, and encouraging
- Use facilitation, consultation, mentoring and coaching skills and practices when working with one another
- 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
- Recognize and allow for the time needed to master new ideas with practice, reflection, and continued support from others
- Participate in interagency/community/professional organization opportunities to increase knowledge and awareness of resources to meet family and child needs

Continue

Continue

17

Review these key considerations for building capacity of team members. Remember, building a person's capacity includes helping people feel more capable to help themselves or the children and families they work with. After reviewing these key considerations, click continue to move forward and answer a question.



Childcare Teacher

Hearing Specialist

Service Coordinator

Mother

I think it's just going to take multiple steps to get to the final outcome.

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Let's See It: Expert Problem Solving

Continue

19

Now, let's watch a video to see these collaboration and communication strategies in action. The team members are in order from left to right: Childcare Teacher, Listening and Spoken Language Specialist, Service Coordinator, and Parent. As you watch this video clip, look for opportunities the team members have to build their own knowledge and capacity. After watching the video, click the continue button to move forward.

Did you notice?

Did you notice how the Listening and Spoken Language Specialist provided knowledge and guidance to the mother and teacher in response to the mother's new goal for her child? She helped the mother consider her child's current abilities and how to use those abilities to support a next step in her development.



20

Did you notice how the Listening and Spoken Language Specialist provided knowledge and guidance to the mother and teacher in response to the mother's new goal for her child? She helped the mother consider her child's current abilities and how to use those abilities to support a next step in her development.

Vignette: IFSP Meeting with Brady's Team



Click download to read the vignette. While you are reading, consider the indicators from the *Collaboration to Learn and Grow Checklist*.

Download
Vignette

Download
Checklist

Continue

21

Click on the download buttons to read the checklist and vignette. While you are reading the vignette, consider the indicators from the Collaboration to Learn and Grow Checklist. Click continue when you are ready to move on.

Check Your Knowledge



30

Let's do a quick knowledge check before we conclude the lesson.

Summary

- Considerations to keep team working together
- Strategies to support effective communication
- Strategies for building the capacity of team members



In lesson 3, we provided key considerations that keep the team working together, such as effective communication, and identifying member roles and intended outcomes of each meeting. Finally, we introduced considerations for building the capacity of team members and provided the learner with opportunities to practice identifying those characteristics.

References and Resources

References – Teaming & Collaboration

RPMs Early Childhood Recommendation Practice Modules

References

Module 4: Teaming and Collaboration

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Winton, P., Bayse, V., Turnbull, A., & Rous, B., (2010). CONNECT Module 3: Communication for collaboration. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNCT: The Center to Mobilize Early Childhood Knowledge. Available at <http://community.fpg.unc.edu/connect-modules/learners/module-3>

References

33

This concludes Module 4, Lesson 3. Thank you for participating. To learn more, see the resources here. After downloading, you can close this window.