APPRAISING TEAM COLLABORATION

Appraisal and Feedback Process

SLPs, OTs, PTs, educators, health care professionals, administrators, and family members form collaborative teams to treat, teach, guide, and support students/clients/patients who experience disabilities or learning challenges. The *Appraising Team Collaboration* process offers each team member the opportunity to objectively provide feedback about his or her impression of how the team's collaboration is going. Open feedback can shape more effective and efficient inter-professional collaboration.

All team members are asked to independently indicate their level of agreement with brief statements in six areas critical to successful collaboration: (1) team membership, (2) student/client/patient goals, (3) information and data, (4) team process, (5) team communication, and (6) results. Responses on the forms are tallied and comments summarized. Team members then jointly discuss the feedback. Teams are encouraged to discuss impressions and recommendations and celebrate strengths as well as identify specific steps the team can take to improve. It is suggested that the team complete the appraisal and feedback process every 4-6 months after the team has been initiated.

TEAM COLLABORATION APPRAISAL FORM

TEAM			
Date			
School / Facility			
Student/Client/Patient			
Team Members' Names and Roles			

STATEMENTS	Disagree	Undecided	Agree
TEAM MEMBERSHIP			
Team members have the necessary qualifications and expertise.			
The team is action oriented.			
Goals for collaboration team members are explicitly stated in the written treatment plan.			
STUDENT/CLIENT/PATIENT GOALS			
The team has established concrete, measurable goals for improving performance.			
All team members are working toward achieving common goals.			
All team members are engaged, devoting the effort necessary to achieve goals.			

STATEMENTS	Disagree	Undecided	Agree
INFORMATION AND DATA			
The team has access to relevant information to support problem solving, decision making, and recommendations.			
The team has access to and discusses needed information about the challenges in home, school, work, and community environments.			
The team uses and analyzes data to make decisions.			
The team has established methods for monitoring student/ client/patient performance and providing feedback.			
TEAM PROCESS			
Adequate time is allocated for planning and meeting.			
The team has established ground rules and expectations for how members will work together.			
The team orients new team members.			
Team meetings are productive.			
The team uses a mix of formats for meeting so everyone can be included (face-to-face, e-mail, phone, written, and video and audio conferencing).			
TEAM COMMUNICATION			
The team engages in purposeful dialogue.			
The team has leaders who provides a clear direction.			
Team members promote contributions from all members.			
Divergent opinions are expressed and listened to.			
The team considers cultural differences when interacting with one another and when working with the student/client/patient and family.			
The team builds consensus when making decisions.			
Team members work to build positive relationships.			
The team celebrates its successes toward achieving its goals.			
GETTING RESULTS			
Team members provide resources and recommendations to facilitate and support student/client/patient success.			
Team members can discuss the pros and cons of treatment and/or service delivery options.			
Team members ensure that each member understands how to implement procedures and models for instruction and treatment.			
Team members follow through with recommendations.			
Team members review and refine plans to achieve continuous improvement.			
COMMENTS AND RECOMMENDATIONS FOR IMPROVING THE EFFECTIVENESS OR EFFICIENCY OF COLLABORATION.			