

Worksheet 3.1A. Interpersonal Communication Skills Checklist

Skills	Specific Tasks	Needs to Improve	OK	My Strength
Interpersonal and Communication	1. I communicate with others in everyday language.			
	2. I support team members giving positive and descriptive feedback about what they are doing.			
	3. I communicate positively verbally and with body language (e.g., eye contact, body stance, gestures).			
	4. I ask others their opinion and acknowledge their expertise.			
	5. I listen to others and reiterate what I hear.			
	6. I state my appreciation of team members' thoughts, feelings or actions.			
	7. I communicate trust to fellow team members by displaying empathy, positive regard, and credibility.			
	8. I recognize my own biases and emotions when dealing with team issues.			
	9. I address and manage conflict skillfully.			
Collaborative Problem Solving and Decision Making	10. I understand the roles and talents of team members.			
	11. I am optimistic that problems can be solved.			
	12. I offer multiple suggestions for the team to choose a plan of action.			
	13. I brainstorm ideas with the team or administrators to improve team and system supports.			
	14. I listen to others' suggestions prior to making judgments and work with my team to evaluate their benefits for students.			
	15. I blend roles when appropriate to benefit the student.			
	16. I coach others to try new techniques or ideas.			
	17. I commit to the team decision even if I disagreed during the decision-making process.			
	18. I encourage the team to use data to make decisions.			
Professional Development	19. I employ strategies for coping with challenging team behaviors.			
	20. I evaluate my effectiveness in achieving student outcomes and providing team and system supports.			
	21. I share information with team members that is relevant and practical to them.			
	22. I ask for, accept, and incorporate suggestions to improve my practice.			
	23. I seek professional development within and outside my profession (e.g., workshop, in-service, journals).			
	24. I help coach or mentor new therapists or team members to be a collaborative partner.			

Worksheet 3.2A. Reflections on Team Collaboration

Check how frequently your team demonstrates the following characteristics of collaboration during meetings and other interactions. Discuss together, or complete individually and share comments.

Collaborative Characteristics	Example	Definitely	Sometimes	Rarely
<i>Team Functions</i>				
Voluntary membership	"We want to be part of this team."			
Equality among team members	"Your opinion as a COTA (or whomever) is considered as equally as my opinion."			
Shared purpose	"We share the common goal to get this child to be as independent as possible."			
Mutual values	"We believe in inclusion."			
Defined roles and responsibilities	"My job is to schedule IEP meetings with parents and document that I did this."			
Shared responsibility for decision making	"As a team, we reviewed our options and decided to try this technique."			
Joint accountability for outcomes	"This year, we did not reach Mark's goal of learning to ride the bus. What happened?"			
Shared resources	"I added some new toys to the fidget basket for you to use during reading."			
Value collaboration	"Let's talk about how we can help Horatio and his classmates play together at recess."			
Trust team members	"I believe that Jill thought this was the best solution."			
Sense of community	"Our team works together to help high school students learn work skills."			
<i>Communication</i>				
Guidelines govern roles and communication	"We all have input before we take a vote or make a decision."			
Flexible process	"I will take notes for you now and next time I will leave you an e-mail message."			
Opinions and contributions are respected	"Great idea! How do you think it will work for Josie?"			
Concerns and conflicts addressed and resolved	"Can we talk about what happened yesterday in my classroom with Mary Jo?"			
Lifelong learning is expected	"Let's learn how to do this together. I have an article to share."			
<i>Process Skills</i>				
Agenda accomplished	"We followed the agenda and met our goals."			
Contributions to the team process stated	"I will show Mrs. Davalos the data we have been keeping."			
Reflect on team process and interactions	"We really listened to Duncan and used his ideas and preferences for possible jobs."			
Develop team and individual goals	"Next week, can we keep to our time schedule by using a 2-minute warning?"			

Note. COTA = certified occupational therapy assistant; IEP = individualized education program.