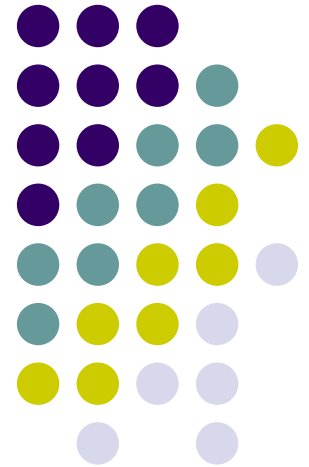


Team work & Special Needs

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Teamwork



1. Multidisciplinarity
2. Interdisciplinarity
3. Transdisciplinarity



Multidisciplinarity

- Several disciplines or professionals work in parallel
- Complementarity between disciplines and professionals: neither can only answer to the whole problem
- Institutional identity
Few interactions between professionals
- Families receive information from various professionals separately

Factors/barriers



- The concerns of others groups having lower priority
- Use of a particular vocabulary → create problems of communication.
- They work for different agencies which are funded in different ways and have different priorities
- Tensions because of differences in perceived status, management arrangements or workload.
- Code of confidentiality → difficult to share records or information

Effective multi-disciplinary team 1



1- A distinctive discipline-based knowledge base:

- Being confident in one's area of expertise without being arrogant
- Being clear about the rationale, the scope, the boundaries and the limitations of one's own knowledge base

Effective multi-disciplinary team 2



2- Skills for collaboration:

- Partnership
- Negotiating
- Networking
- Communicating
- Reframing
- Confronting
- Flexibility

Effective multi-disciplinary team 3



3- Values

- Client-counterdness
- Respect for colleagues and for service users
- Openness

Interdisciplinarity



- Specialists working together (and not in parallel), with families and the disabled persons
- The exchange between the various stakeholders in a coordinated manner
- The objectives are shared and information is shared to achieve them
- A coordinator will share information and its transmission to recipients
- Everyone brings her own professional skills to achieve the goal.
- Everyone plays her own role within the team, everyone has her own responsibilities
- There is no transfer of skills from one speaker to another

Before an interdisciplinary work



- The objectives and goals are to be understood, accepted and shared by all stakeholders
- Each member must understand the role, duties and responsibilities of other team members
- Mutual respect of these roles
- Effective mechanisms of communication and decision-making must be established and periodically re-evaluated

Attitudes promoting interdisciplinary



- Valuing Differences
- Opening for the unknown
- Personal and professional security
- Professional granted interdependence
- Systemic “Attitude”

Limits of interdisciplinary



- Everything can't be decided as a team.
- Each professional must be able to take decisions not only about his practice
- Interdisciplinary should not be used to dilute the Professional Liability
- The division of labor may cause conflicts
- The prejudices between the professions are sometimes tenacious



Limits of interdisciplinary

- The team became dependent on each member's competence
- The need deal with team members' personalities
- Organizational constraints, geographical remoteness possible,...



Trans-disciplinary

- The roles can be shared, there may be transfer of powers
- One or two people may be responsible for all the goals
- Each member accepts to share knowledge
- Decision-making is always collective
- Erasing boundaries between disciplines

Transdisciplinarity



- The highest degree of integration of learning is total integration which presupposes a form of unification of teaching methods, while respecting these specific teaching methods

Communities of Practice



1. **What is it about** – its *joint enterprise* as understood and continually renegotiated by its members
2. **How it functions** – mutual engagement that binds members together into a social entity
3. **What capability has it produced** – the *shared repertoire* of common resources (routines, sensibilities, artefacts, vocabulary, styles, etc) that members have developed over time'

Teacher Roles



Ordinary teachers

- Content expert
- Grades/Evaluates work
- Assures progress in course
- Certifies student has met course requirements.

Special teacher/others

- Strategy expert
- May play a role in grading work
- Ensures progress towards IEP goals
- Ensures delivery of accommodations.



Three Major Models

- **Consultant model**
- **Coaching Model**
- **Collaborative (or Teaming) Model**

Consultant Teacher



- ❑ Supports students with disabilities who are enrolled in general education classes, including career and technical education classes
- ❑ Provides direct and/or indirect instructional support to students and their teachers which does not require removing the student from the general education classroom.

Consultant Teacher



- ❑ Direct consultant teacher services means specially designed individualized or group instruction
- ❑ Indirect consultant teacher services means consultation is provided by special education teachers to general education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.



Defining Co-Teaching

Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space (Cook and Friend, 1995, pg 1)

- Teachers are teachers of all students on a regular basis.
- Co-Teachers work together to design, implement, and evaluate teaching strategies and student performance for all students.

Characteristics of Co-teaching



- Two or more professionals (Peers with shared teaching responsibility)
- Jointly delivering instruction (General education provides the instructional framework, yet the curriculum may be modified for students with disabilities or others who need accommodations)
- Diverse group of students (Allows for teachers to respond to the diverse range of needs of their students, lowers student/teacher ratio and expands professional expertise)
- Shared classroom space (Co-teachers teach in a single classroom)

Co-teaching Benefits



- Meets the individual needs of students
- Goal is to provide individualized instruction (less fragmented and more contextualized) in a general education environment
- Reduce stigma attached by pull-out programs
- Provide opportunities for flexible scheduling
- Creates positive social interactions
- Co-teachers have a sense of collegial support

Most Common Approaches

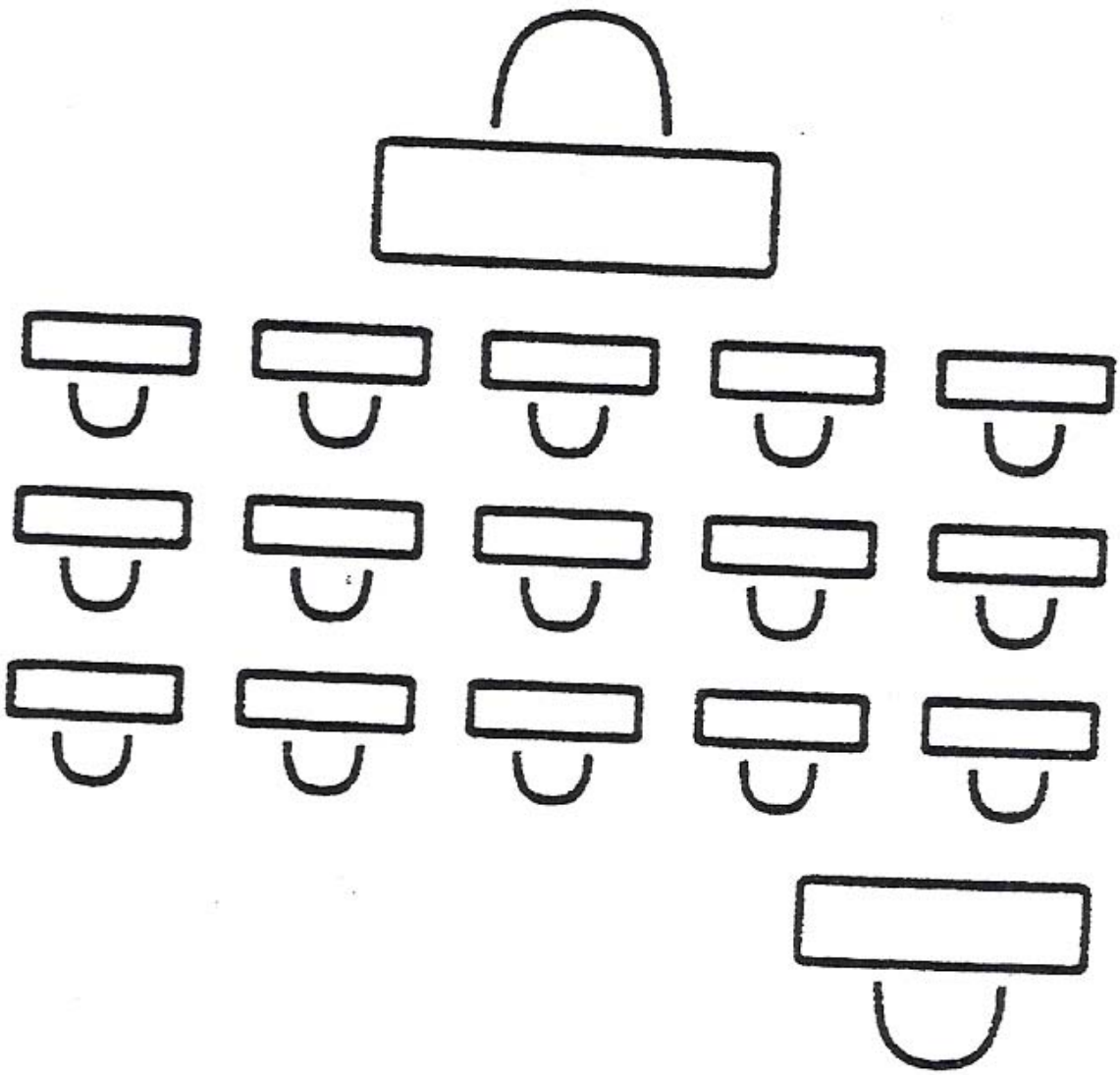
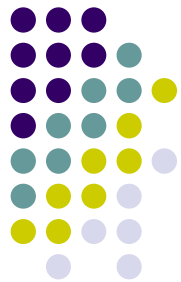


1. One Teaching, One Drifting
2. Parallel Teaching
3. Station Teaching
4. Alternative Teaching
5. Shared Teaching

1. One Teaching, One Drifting



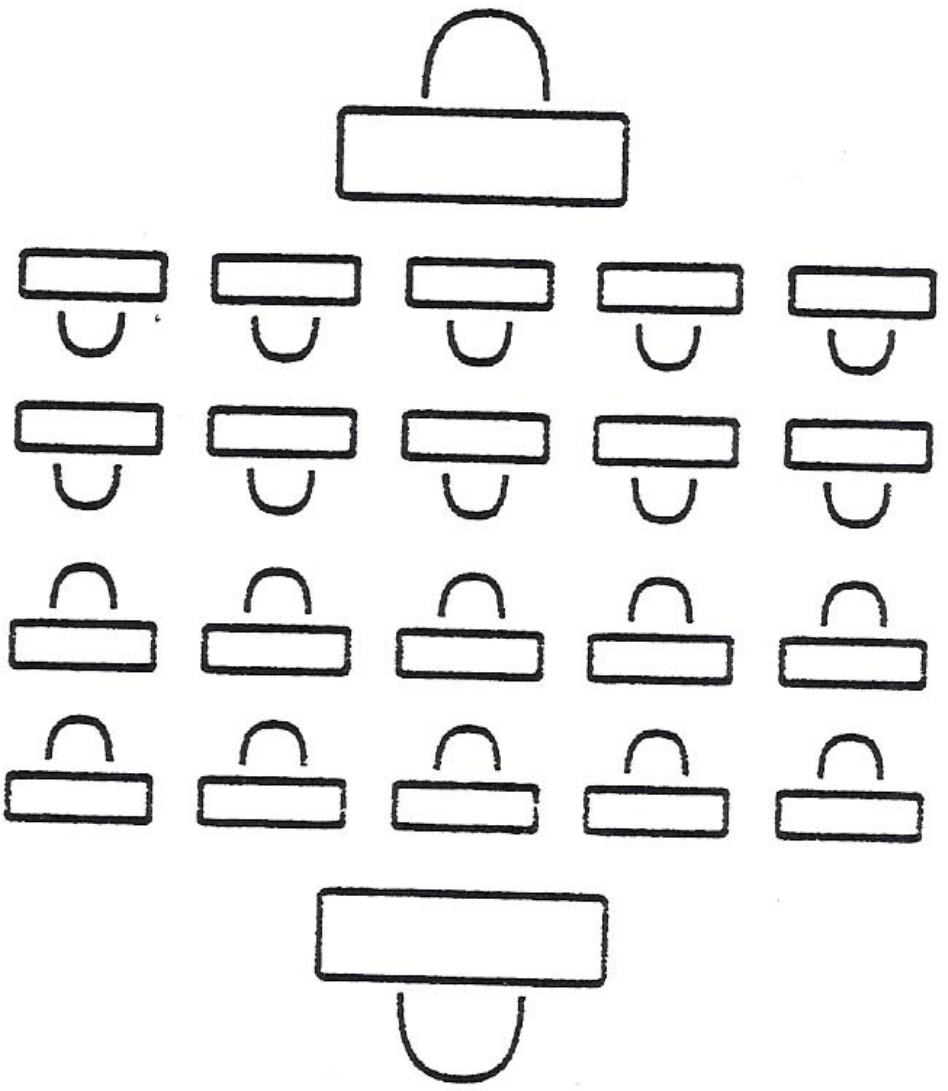
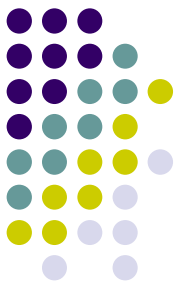
- One teacher plans and instructs, one teacher provides adaptations and other support as needed
- Requires very little joint planning
- Should be used sparingly
 - Can result in one teacher, most often the general educator, taking the lead role the majority of the time
 - Can also be distracting to students, who may also become dependent on drifting teacher.
- This is the simplest approach because it requires very little planning or coordination between the two teachers. However, the teacher who assumes the assisting role may not be utilizing their full teaching skills and may feel like a glorified teaching assistant. This makes it critical for the teachers to share in the roles of teaching and assisting





2. Parallel Teaching

- Teachers share responsibility for planning and instruction
- Class is split into heterogeneous groups and each teacher instructs half of the class on the same material
- Content covered is the same, but methods of delivery may differ
- Both teachers need to be proficient in the content being taught
- Should not be used for initial instruction



Parallel Teaching

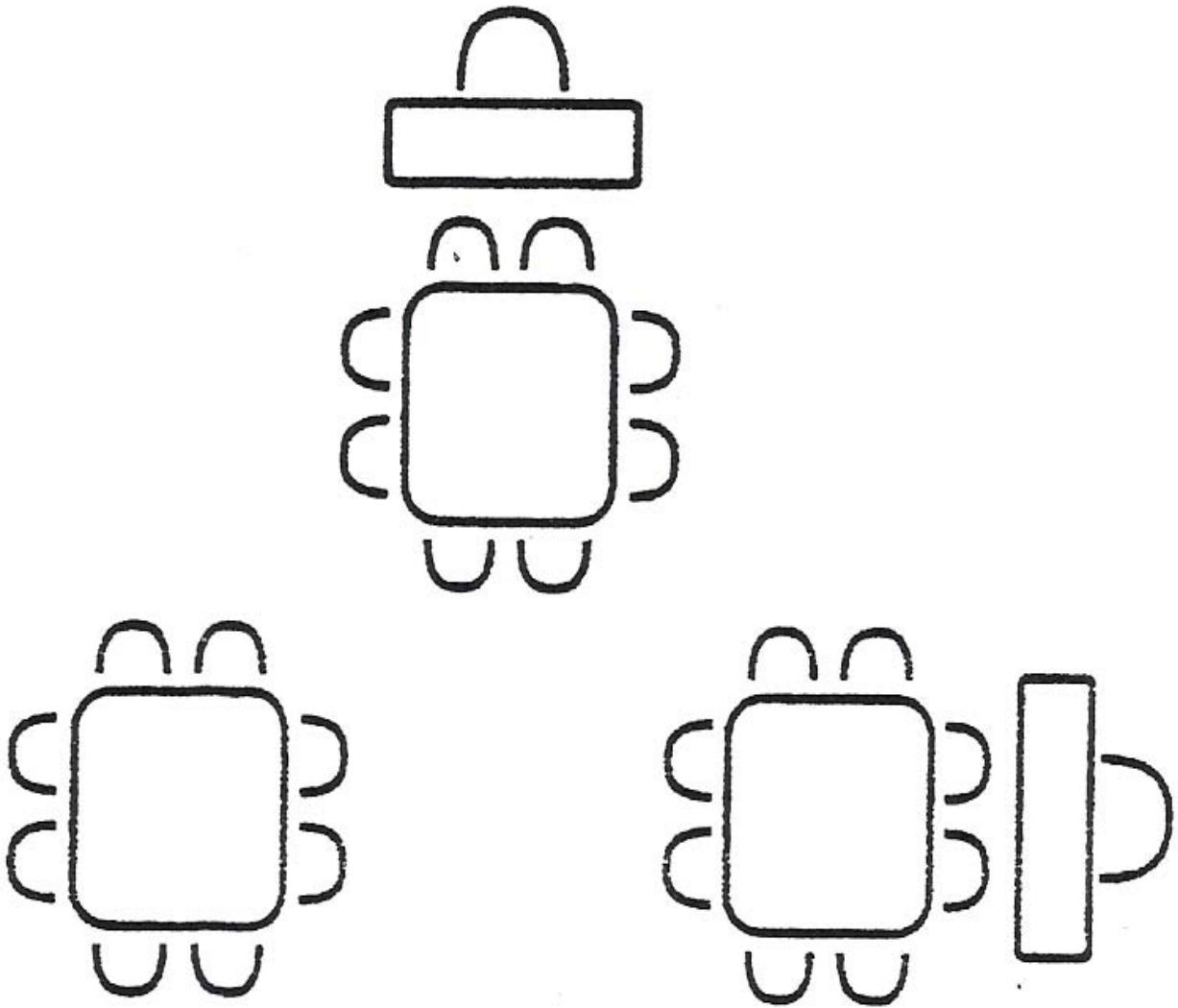
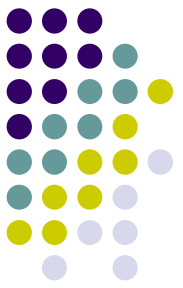


- Teachers plan the instruction jointly, but each delivers it to a part of the class. The teachers do not exchange groups. The teachers address the same content, but may address different learning goals and levels of understanding.
- This approach requires that the teachers coordinate their efforts so that all students receive exposure to the same general content and information. Group composition may vary from mixed to same ability, depending on students' needs and the goal of the lesson.

3. Station Teaching



- Teachers divide the responsibility of planning and instruction
- Students rotated on pre-determined schedule through stations
- Teachers repeat instruction to each group that comes through - though delivery may vary according to student needs
- Approach can be used even if teachers have very different pedagogical approaches
- Each teacher instructs every student
- Students with disabilities can be more easily integrated into small groups





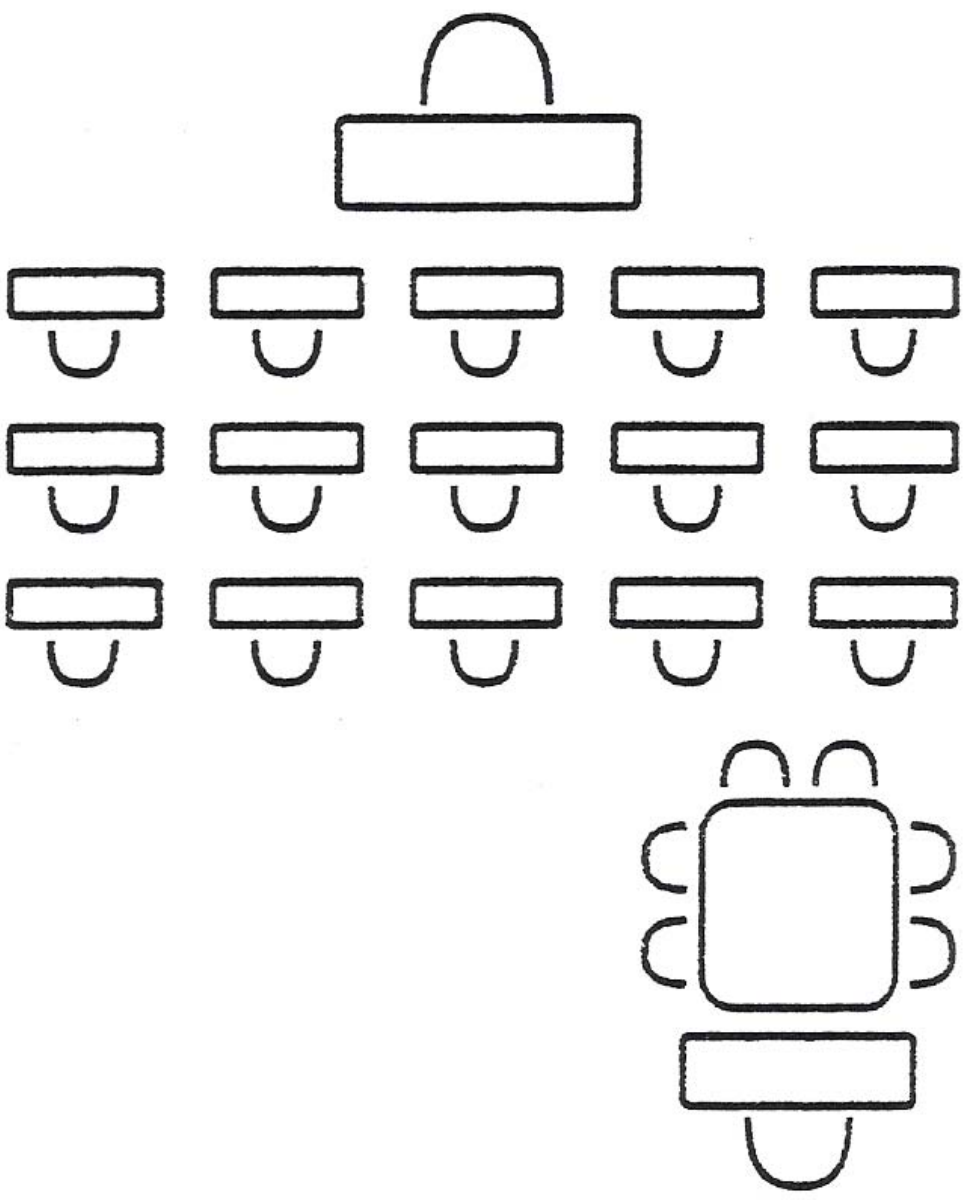
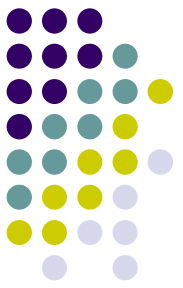
Station Teaching

- Teachers divide the instructional content into two or more segments and present this content at separate locations (stations) in the classroom. Each teacher takes responsibility for one station and a third might be created for students to work independently.
- This arrangement requires a clear division of labor, as each teacher is responsible for planning and teaching their part of the content. This separating of instruction can increase the comfort level of inexperienced co-teachers. Students can benefit from the reduced teacher-pupil ratio and be exposed to a wider range of experiences as they move from station to station. Disadvantages include additional planning and prep, noise, and timing issues.



4. Alternative Teaching

- Teachers divide responsibility for planning and instruction
- The majority of students remain in large group setting, while some students work in a small group for pre-teaching, enrichment, re-teaching or other individualized instruction
- Allows for highly individualized instruction to be offered
- Teachers should be careful that the same students are not always pulled aside



Alternative Teaching



- One teacher selects a group of students who require instruction that is different from the other class members. There is little collaboration in planning and delivering instruction.
- Alternative teaching can be used for a variety of purposes, including preteaching, additional review, reteaching, conducting authentic assessments, teaching students to use learning strategies, etc. This arrangement may lead to stigmatization and negative attitudes of students if students with learning difficulties are taught in the same heterogeneous group and this model is over-utilized.

Alternative Teaching

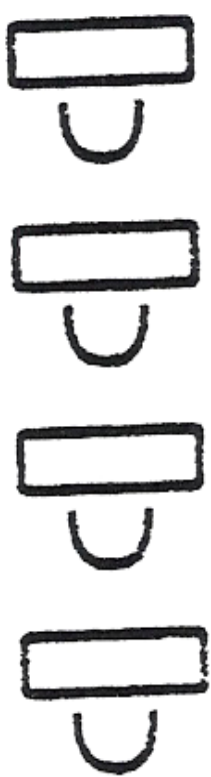
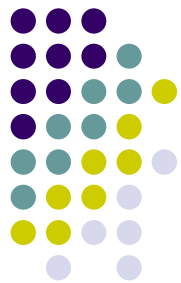


- Helps with attention problem students
- Allows for re-teaching, tutoring, or enrichment
- Can be stigmatizing to group who is alternatively taught
- Special teacher can be viewed as an assistant if he/she is always in alternative teaching role



5. Shared Teaching

- Teachers share responsibility for planning and instruction
- Teachers work as a team to introduce new content, work on developing skills, clarify information, and facilitate learning and classroom management
- This requires the most mutual trust and respect between teachers, and that they are able to mesh their teaching styles



Shared Teaching



- Co-teachers share in the process of instructing all students, whether that occurs in large group, monitoring students working independently, or facilitating groupwork. Teaching responsibilities reach parity and involvement is fluid and seamless.
- This arrangement requires the highest degree of collaboration and trust between the co-teachers. It also requires that the two teachers are able to mesh or blend their teaching styles. Overall, this model can be the most rewarding both for the teachers and the students.

Shared Teaching



- Greatest amount of shared responsibility
- Allows for creativity in lesson delivery
- Prompts teachers to try innovative techniques neither professional would have tried alone
- Requires greatest amount of trust and commitment
- Most difficult to implement

Preparing to Co-Teach



- Metaphor of arranged marriage
- Create a snapshot/calling card of your specialties and areas of expertise as well as areas of weakness or dislike.
- Approach with flexibility and open mind.
- Communication on roles, policies, philosophies
- Build a workable schedule that includes planning time, groups students equitably.



Pre-Planning

- Requires thoughtful planning time
- Administrative support is essential
- Here is where the alignment of special and general education occurs
- Make this time as focused as possible
- Take turns taking the lead in planning and facilitating



Quality Indices of Co-Teaching

- Ability to choose your co-teaching partner
- Flexibility and spontaneity in teaching
- Administrative support
- Common designing and reflecting time
- Close proximity
- Teaching to various learning styles
- Teaching through differentiated instruction
- Balancing theory and practice
- Understanding of educational philosophies



Barriers to Effectiveness

- **Time**- Obviously, difficult to find but must be used productively. The schedules of disabled students and co teaching classrooms must be a priority.
- **Grading**- Co-teaching teams must determine prior to the beginning of the semester how they will grade students with diverse learning needs in their classrooms.
- **Student Readiness**- teachers at upper grade levels must acknowledge that many students with disabilities may have received a disjointed education and may have large gaps in their knowledge base.
- **Teacher Readiness**- Even in the strongest schools with the strongest teachers, resistance to a co-teaching model can occur.
- **High Stakes Testing**- any initiative that is implemented must be done in a careful and planned manner to ensure the success of all students.

School-wide Factors that Influence Co-teaching



- Administrative Support
- Voluntary vs. Involuntary Participation
- Scheduling (For teaching and planning)
- Problem-solving techniques

Advantages to the General Educator



- Learning opportunities to reach ALL students.
- More time to focus on content and less on individual problems.
- With help of special educator, meet the needs of individual student learning styles.
- More time to learn, share and use learning strategies.
- 2X the opportunity to assist students.
- Background info on special education students is provided.
- Assistance for **ALL** students labels or not.
- Support for students who need organizational strategies!
- Peer pressure for appropriate behavior--negative behaviors are decreased.
- Professional growth . . . greater personal satisfaction!

Advantages for the Special Educator



- Time effective
- Teach with a content area expert and learn the expectations of the general education classroom.
- Spend more time and energy in assisting students to develop motivation, effort, and responsibility for their own learning.
- Have more opportunities to use learning strategies within content areas and to move toward generalization.
- "Reality check" for student goals within the general education setting.
- Partnership with a colleague in support of student IEP goals.
- Rewards of viewing first hand students' success and establishing credibility among their peers.
- Improved student behaviors.
- Mutual learning and appreciation for each other's expertise.
- Professional growth . . . greater personal satisfaction!

Advantages for ALL Students



- More time spent working cooperatively, learning content, and understanding students with different abilities.
- Strong emphasis on learning skills, organizational responsibility and preparedness.
- Diverse learning techniques and teaching techniques available.
- More contact time with teachers for school and personal issues.
- Unique learning needs met to the greatest extent possible
- Improved self-esteem.
- Opportunities for leadership and growth within the least restrictive environment.
- Less fear of failure due to successful experiences.
- Enhanced sense of responsibility.
- Better / more meaningful grades

Role and contribution of parents



- **Democracy:** Right to involvement in their child's education
- **Accountability:** Parents involvement is seen as a means of making schools more accountable to the community that finances them.
- **Consumer choice:** Parents are encouraged to choose the education they want for their child and complain if it falls short of their expectations.

Role and contribution of parents



- **Means of raising standards:** Research has shown that high achieving, well-ordered schools are characterized by good home-school relationships
- **Tackling disadvantages and improving equity:** Helping t parents to support children more effectively at home → important with cultural differences between family and school.
- **Addressing social problems:** Programmes developed to tackle serious social problem affecting young people (drug, delinquency, etc.)
- **Resources:** Sources of extra funds for schools (for trips, sporting activities, support, etc.)

Many reasons... the most important



The enhancement of student learning

Reinforcing parents' efforts



1. Raise parents' expectations through communication and information
2. Provide frequent reports of pupil progress
3. Structure home/school relations that respect cultural diversity and involve all
4. Extend learning time with homework, after school programmes, family workshops
5. Give recognition for academic growth and achievement
6. Develop parents as leaders

Parents of disabled child



- **An expert model:** Professionals are experts and parents are the passive recipients of the advice of the experts
- **A transplant model:** Professionals are the decision makers and main source of expertise. Therefore, parents are regarded as a valuable resource and source of active support. Some of the professional's expertise can be transplanted to the parents (programmes, training)
- **A consumer model:** Parents become key decision makers and the professionals offer information and service from which the parents can choose according to their needs.

Actual situation?



- Lack of information
- Insufficient parental contribution to assessment
- Lack of weight being given to their views
- Lack of choice



Different programs

- Improving relations between parents and the school
- Support for school learning
- Educating parents
- Instruction at home
- Instruction at school
- Consultative committee

Strategies to improve collaboration between family and school



1. Encouraging reading and using books at home
2. Encouraging discussion between parents and child
3. Identifying activities can be carried out at home
4. The contract between the teacher and parents
5. Develop the skills, among parents, of teaching support and evaluation

Conferencing with Parents



1. Adopt an attitude of acceptance
2. Prioritize an attitude of listening
3. Ask open-ended questions
4. Give encouragement
5. Stay focused on the situation
6. Avoid giving advice beyond its powers
7. Avoid false reinsurance
8. Avoid going too quickly to the solution
9. Fostering a spirit of cooperation

“So you want to tutor your own child?”



- Make sessions short (20 minutes max)
- Enjoy the time and make it positive
- Incorporate high child involvement
- Keep a running record for me to review
- Re-teach and support our class lesson
- Warn me before you teach something new