Teams?

Parents  
GE teacher  
Child  
Consultant  
SPED teacher  
Principal  
Bus driver  
Paraprofessional  
School psychologist  

What would Bonnie say?

Educational team models

- Multidisciplinary
- Interdisciplinary
- Transdisciplinary
- Collaborative

Multidisciplinary team model

- Individual specialist works with child, no interaction with other team members
  - Frequently follows medical, pull-out model
  - Disadvantages
    - Assessment done in isolation
    - Difficult educational planning

Interdisciplinary team model

- Individual specialist works the child, interaction occurs at meetings, but not in delivery of service
- Teacher acts as case manager
- Disadvantages
  - Decisions are driven by orientation of each individual discipline
  - Perpetuates idea students with severe disabilities attend school to receive therapy rather than educational services
  - Therapy is direct (i.e., hands-on) and isolated
Disadvantages (cont.)
- Usually results in less than functional use of target skills
- Difficult to collaborate
- May receive limited service due to limited therapy time
- May lead to centralized services, thus keeping students out of the LRE

Transdisciplinary team model

Transdisciplinary
- Each specialist interacts with other specialists to provide services, some are consultants, other are direct service
- Family and child/client are focus of team
- Major features
  - Indirect therapy approach
  - Joint assessment
  - Cross-categorical objectives - "jargon busting"

Collaborative team model

Special Educators
General Educators
Paraprofessionals
Peers
Medical profession
Voc Rehab
Related service -- consultation
Related Services
- Physical Therapy
- Occupational Therapy
- Speech/language
- Bus drivers
- District Administrators
People who interact with child/family on a daily basis

People who interact with the child/family on a regular basis

People who interact with the child/family on an infrequent basis

**Collaborative**

- Set of interpersonal relationship structured to achieve established goals
- Aware of positive interdependence
- Interact while achieving goals
- Aware of team membership
- Have specific roles or functions
- Have a limited life-span of membership

**Specialty teams**

- Pre-referral team
- Referral team

**The IEP team (300.344)**

- The parents of the child;
- At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;

**Team membership (cont.)**

- A representative of the public agency who
  - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - Is knowledgeable about the general curriculum; and
  - Is knowledgeable about the availability of resources of the public agency;

**Team membership (cont.)**

- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team as already described
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate
- If appropriate, the child
Student-level teams
- Individual student teams
- Classroom teams
- Grade level teams

School-level teams
- Site-based committee
- Inclusion team
- Planning teams

Systems-level teams
- District inclusion team
- Related services team
- Consulting teacher team

Related Services
What the service providers will do with the child.
- Any related services to be provided (related services are those services necessary to allow a student to benefit from specially designed instruction)
  - Activities include evaluation, trial of equipment, mobility training, etc. Beginning and ending dates of the activity should be specified, along with the location where the activity will take place.

Related services
- Speech language pathology & audiology
- Psychological services
- Physical & occupational therapy
- Recreation, including therapeutic recreation
- Early identification & assessment
- Counseling including rehabilitation counseling

Related services (cont.)
- Orientation & mobility training
- Medical services for diagnostic or evaluation
- School health
- Social services in the school
- Parent counseling & training
- Transportation
Service Provision Models

- Direct Services - "hands-on"
- Monitoring
  - Design programs
  - Teach others to run programs
  - Check back and determine progress
- Consultant
  - May come to room and visit
  - Perform evaluation
  - Make recommendations
  - Telephone as needed

Service Provision Approaches

- Prevention
  - Preventing disruptions to function
  - Creating environments that facilitate optimal functioning
- Remediation
  - Establishing or restoring function
- Compensatory
  - Adapting function
  - Altering environments

Integrated therapy programming

- "A theoretical framework where child learning and performance is viewed as a direct result of the interaction among physical and learning abilities (and disabilities), and both task and environmental factors." (pg. 14)
- Parent reactions may not be positive, especially for children who have received home-based, hospital-based, or center-based direct services in the past

State of Oregon

- Regional census
- School district census

Role transition

- "Process through which transdisciplinary teams can teach and learn across disciplinary boundaries"
Role extension
- Actions taken by team members to increase expertise in own discipline
  - Staying current with literature
  - Attending professional meetings
  - Staff development
- Example: Teacher of VI attends workshop on how student’s visual field may impact on selection of augmentative communication system

Role enrichment
- All team members develop a general awareness of terminology and basic practices of other disciplines
- Example: Speech/language pathologist briefly describes the differences between “touch” cues and “object” cues in receptive communication intervention for learners with dual sensory disabilities to other team members

Role expansion
- Acquiring sufficient information from other disciplines to make knowledgeable observations and recommendations outside of own discipline
- Example: SPED teacher notes the angle of the seatback on a student’s wheelchair restricts ability to engage in face-to-face interactions with peers

Role exchange
- Implementation of knowledge and skills of other disciplines under supervision of relevant team member
- Example: Parent who demonstrates to speech/language pathologist a play activity during which the child’s use of “more” is encouraged.

Role release
- On-going practice of newly acquired techniques through consultation with a team member who remains accountable for the practice of those techniques
- Example: Social worker provides instruction to a single father regarding addition of new vocabulary for son’s sign language repertoire

Collaborative teams
- Need time to plan
- Scheduling
- Meetings
- Interpersonal skills
- Intrapersonal skills
Role support

- Informal encouragement and consultation necessary to maintain each other’s correct implementation of disciplinary techniques
- Example: Periodic observation and feedback by speech/language pathologist to para who assists learner at mealtime on oral-motor facilitation

What kind of a team member are you?

- Complete Group 1
- Complete Group 2
- Add up all your “trues”

Style test

- Complete Group 1
- Complete Group 2
- Add up all your “trues”

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- Friendly
- Decisive and Energetic
- Frank
- Logical
- Competitive
- Assertive
- Flexible
- Enthusiastic about new things
- Orderly
- Concentrative
- Cautious
- Insistent
- Insightful
- Selectively sociable
- Thoughtful
- Reflective
- Optimistic
Planning and Facilitating Meetings

Effective Management of Group Meetings

Issues to consider:
- When to convene the meeting;
- Deciding who to invite to the meeting;
- Making preparations for the meeting;
- Managing the dynamics of the meeting.

What happens at Group Meetings:
- Introductions
- Announcements
- Progress reporting
- Problem solving
- Decision making
- Future Planning

Setting the agenda:
- Ask attendees for agenda items;
- Review previous meeting minutes;
- Prioritize agenda items in logical sequence; assign tentative time allotted for each item;
- Send out agenda to all participants;
- Make extra copies available during the meeting.

Critical Process Points in Meetings:
- Identify the facilitator and scribe;
- Clarify the purpose and goal(s) of the meeting;
- Define behaviors that will help or hinder progress;
- Define process for the meeting and time limits;
- Discuss subject;
- Summarize discussion;
- Agree on action to be taken;
- Identify and assign any next steps.

Encourage participation from all:
- Icebreakers
- Layout of meeting room
- Brainstorm
- Eye contact
Running an effective group meeting:

- Agenda
- Participants
- Time
- Discussion
- Equal participation
- Ideas
- Closure
- Follow-up

*Remember:

Successful meetings are no accident!

Impact of teaming

- Common planning time makes a difference
- Improves work climate
- Increases parental contact
- Increases job satisfaction
- Associated with higher student achievement

Flowers, Mertens, & Mulhall (1999)