

COLLABORATION: PARTNERSHIPS AND PROCEDURES

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WHAT IS COLLABORATION?

- Involves **cooperation, effective communication, shared problem solving, planning, and finding solutions**
- The process for ensuring that all students receive the **free, appropriate public education** mandated by IDEA
- Includes **working jointly** with parents, caregivers, families, and specialists toward **shared goals**

EFFECTIVE INTERPERSONAL COMMUNICATION STEPS

1. Active listening- maintain eye contact, lean into the speaker, nodding, use affirmative language, ask questions, restate or summarize major points of the conversation
2. Depersonalize situations- in essence, any communication given is rooted in positive statements that are free of emotional and presumptive language
3. Find common goals- summarize and restate conversation points to identify common goals to promote positivity and productivity
4. Brainstorm possible solutions- compile a list of possible solutions from participants without passing judgment and prioritize solutions in order according to potential for success.
5. Summarize goals and solutions- provide a synopsis of agreed upon goals verbally and in writing to prevent misunderstandings and allow for clarifications
6. Follow up to monitor progress- consistently evaluate the effectiveness and success toward reaching the established goals and make adjustments as needed.

COLLABORATION & COMMUNICATION FOR INTERVENTION

SCHOOLWIDE SCREENING AND PROGRESS MONITORING USING:

- PREREFERRAL INTERVENTIONS TEAMS
- RESPONSE-TO-INTERVENTION (RTI) & MULTI-TIERED SYSTEMS AND SUPPORTS (MTSS)
 - STUDENT MONITORING FOR REFERRAL SHOULD INCLUDE COLLABORATIVE OBSERVATION AND PERFORMANCE DATA FROM GEN ED TEACHER, PARENT CONTACT AND CONFERENCES, STUDENT IN-CLASS PERFORMANCE, STUDENT INPUT, DOCUMENTED STUDENT PERFORMANCE WITH INTERVENTIONS, AND REFERRAL MEETING NOTES ACKNOWLEDGE BY THE RTI TEAM AND PARENTS/GUARDIANS

ESTABLISHING PARTNERSHIPS: TEACHERS, PARAS, AND FAMILIES

- **Interactive teaching (or team-teaching)**
 - Teachers take turns presenting and leading classroom activities and share responsibilities equally or one teacher assumes more responsibility for delivering instruction while the other teacher assists individual students (one teach, one drift) or observes individual students to improve instructional decision making (one teach, one observe).
- **Station teaching**
 - Smaller groups of students move through several independent workstations for new information, review, or practice while the teachers monitor different stations.
- **Parallel teaching**
 - The class is divided into skill or ability groups, and each teacher leads one group.
- **Alternative teaching**
 - One teacher leads the larger group while the other teacher (often, the special education teacher) provides additional practice or strategies to students who may require additional support.
- **General education and Special Education teachers must communicate roles and expectations clearly and consistently with paraeducators and consistently communicate with parents**