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The 3Cs to Being An A+ School Based Therapist: Communication, Collaboration and Consultation

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Learning objectives

As a result of this course, participants will be able to:

• Define at least two strengths tests and at least two personality tests that identify aspects of an individual's character.
• Define at least three teachers perceptions and three parents perceptions of teamwork supporting children with special needs.
• Identify at least three benefits of communication, collaborating, and teamwork to support children with special needs.
Learning objectives

As a result of this course, participants will be able to:

• identify at least three characteristics of effective service delivery models in special education.
• Identify at least three characteristics of effective consultation models in special education.
• Outline at least four strategies to improve teamwork and communications among school staff.

Strategies to improve teamwork and communications among school staff
Strategies to improve teamwork and communications among school staff

• 1) Understand generational differences
• 2) Know your strengths and the strengths of your team members
• 3) Know how your personality is an asset to the team
• 4) Understanding the role of each team member

1) Understand generational differences

• Employees in K-12 schools
• "A lack of understanding across generations can have detrimental effects on communication and working relationships and undermine effective services," —Constance Patterson

• Generational differences at work, Dittmann 2005
• http://www.apa.org/monitor/jun05/generational.aspx
Understand generational differences

Poll: yes or no?
• Did you learn of generational differences in the workplace in therapy school?
• Do you work in a mixed generations environment?
• Have you taken a generations quiz and explored the differences with your current colleagues?

Generations Quiz:

Understand generational differences

• How was your day?
  – Conversation
  – Letter
  – Text
  – Blog
  – Facebook
  – Twitter
  – Instagram
  – Snapchat

How was your day?
Influences of each generation

• Every generation is influenced by its period's economic, political and social events

• **Thus:** generational context may affect the way they work

  • [Generational differences at work](http://www.apa.org/monitor/jun05/generational.aspx), Dittmann 2005

Where do the Generational Personalities come from?

• Peer Influences
• Parenting
• Politics
• Culture
• Media
• Education/Teachers
• World events
• Religious figures
• War & Peace
• Family
• Technology
• Values

[Let’s Look: Evolution Of Mobile Phone Technology](http://www.magoda.com/technology/the-evolution-of-mobile-phone-technology/)

[Let’s Look: Computer platforms through the years](http://www.macworld.com/article/2013350/the-apple-family-tree-apple-platforms-through-the-years.html)
Technology Poll

• Poll: What did you have in high school?

Understand generational differences

• Generations Quiz:

  “Each generation imagines itself to be more intelligent than the one that came before it and wiser than the one that comes after it.” —George Orwell
Understand generational differences

• Score
  – If you scored near 20, you think like the Mature Generation; 15-19 points like a Baby Boomer; 10-14 points as Generation X; and 5-9 points like the Millennial (Generation Y)

<table>
<thead>
<tr>
<th>Points</th>
<th>20 points</th>
<th>15-19 points</th>
<th>10-14 points</th>
<th>5-9 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation</td>
<td>Mature Generation</td>
<td>Baby Boomer</td>
<td>Generation X</td>
<td>Millennial (Generation Y)</td>
</tr>
</tbody>
</table>

The Generations

• 4 different generations working side by side in the workplace, Define:
  • Traditionalists – born 1922 – 1943
  • Baby Boomers – born 1943 - 1960
  • Generation X – born 1960 - 1980
  • Gen Y/Millennials – born 1980 – 2000

• Quiz Results:
• Poll
  – 1: What generation are you?
  – 2: With what generation do you identify?
Generational diversity

• Affects work dynamics
  – Everyone may fit within their generational stereotype
  – Generational differences may cause clashes in the workplace

– **Bottom Line:** Taking note of generational diversity

  • [Generational differences at work](http://www.apa.org/monitor/jun05/generational.aspx), Dittmann 2005

Generational differences chart

Generational diversity: Workplace Success

- Thorough understanding of all 4 generations, similarities/differences
- Critical influences that have contributed to forming each generation
- Work styles, motivations and expectations of each generation in the workplace
- Communication and alignment best practices for each generation
- Ways to leverage social media as a key communication, alignment and engagement driver
- Opportunity to share experiences, interact with peers and have fun in the process
- Action plan for working with the different Generations

Teamwork: Generational Considerations

- **Balance is KEY:** Seek a balance between building on traditional procedures and supporting flexibility and creativity to effectively blend generations' work ethics
- How to accommodate to the needs and values of members of different generations?
  - Allows choices
  - Openly explores idea
  - Value learning
    - Generational differences at work, Dittmann 2005
  - [http://www.apa.org/monitor/jun05/generational.aspx](http://www.apa.org/monitor/jun05/generational.aspx)
Teamwork: Generational Considerations

• **Effective teams should:**
  • 1) Value different views
  • 2) Encourage active listening
  • 3) Decrease ambiguity among team members' roles
  • 4) Support the sharing of expertise
  • 5) Share recognition and appreciation
  • 6) Value hard work
  • 7) Build in humor and fun to their meetings

  • Generational differences at work, Dittmann 2005
    - [http://www.apa.org/monitor/jun05/generational.aspx](http://www.apa.org/monitor/jun05/generational.aspx)

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Teamwork: Generational Considerations

• **To be successful, teams must:**
  • Collaborate across generations
  • Apply historical knowledge
  • Raise others' awareness of generational differences
  • Each generation brings a unique perspective to work-related tasks
  • Be aware of current trends and applications

• **Open Communication**
  • Generational differences at work, Dittmann 2005
    - [http://www.apa.org/monitor/jun05/generational.aspx](http://www.apa.org/monitor/jun05/generational.aspx)
2) Know your strengths and the strengths of your team members

- "Hide not your talents. They for use were made. What's a sundial in the shade?" -- Benjamin Franklin

My Strengths

Understand our strengths

- Poll: Yes or no:
  1. Did you learn about your strengths via quiz in therapy school?
  2. Do you work in an environment that taps into the strengths of each employee?
  3. Have you taken a strengths quiz with your current colleagues?

Quiz:
http://www.worldpersonality.com/strength_and_weakness_printable_quiz.html
http://www.personalitypathways.com/type_inventory.html#
Strengths test

• Why take a strengths test?
• Too often, our natural talents go untapped
• Strengths test: help you find your preferred way of thinking, feeling, and behaving

“Being in touch with your strengths and weaknesses, as well as what motivates you, will help you be more successful in your job.”
― Joanie Connell, Flying Without a Helicopter: How to Prepare Young People for Work and Life

Strengths test

• What’s your internal motivation?
  — *One of the hardest skills to come by and build
• Know Thy Self: Knowing what motivates you is something you need to know before you can use your strengths best
• Insight into our communication styles
  — Colleagues: Learning the differences among these styles
Strengths test

• 1) MBTIs: Myers Briggs Type Tests
   http://www.worldpersonality.com/strength_and
   weakness_printable_quiz.html
   http://www.personalitypathways.com/type_inve
   ntory.html#

• 2) Multiple Intelligences Assessment: Find Your
   Strengths.
   http://www.literacynet.org/mi/assessment/findyour
   strengths.html

• 3) Strengths and Weaknesses Analysis: 123 Test:
   https://www.123test.com/strengths-weaknesses-
   analysis/

• 4) Workuno Strengths Test
   com

• 5) RichardStep Strengths and Weaknesses Aptitude
   Test (RSWAT)
   richardstep.com/richardstep-strengths-
   weaknesses-aptitude-test/

• 6) VIA Institute on Character: The VIA survey.
   http://www.viacharacter.org/www/The-Survey

• 7) VIA Institute on Character: Character Strengths
   Test.
   https://www.viacharacter.org/survey/account/registr
MBTI Test

• Let’s take a look:
• You will be evaluated on the following dimensions:
  - Introversion-Extroversion
  - Intuition-Sensing
  - Feeling-Thinking
  - Perceiving-Judging

What’s MBTI?

• What are the Myers-Briggs Type Indictors?
• Katharine Briggs and Isabel Briggs Myers – 1960’s
• The MBTI provides a framework for understanding communication and working preferences
• MB types and test have been validated
• Widely used in educational and professional settings
Four dichotomies of the MBTI

• **How do you prefer to...**
• Relate to people?
• Extroverts or E-types/ Introverts or I-types
• **Gather information?**
  – Sensors or S-types/ Intuitors or N-types
• **Make decisions?**
  – Thinkers or T-types / Feelers or F-types
• **Relate to the outside world?**
  – Judgers or J-types/ Perceivers or P-types

Benefits of using the MBTI’s?

• Increase self-awareness
• Understand how others perceive your actions
• Identify your assumptions when interpreting others’ actions
• Learning to adapt and change to others around you
• Improve communication
• Increase productivity
MBTI Test

- Poll: What are your 4 letters?

MBTI Chart

- Let’s Look
3) Know how your personality is an asset to the team

- Color tests (2)
  - Personality-Test-for-Teaming (Red, Blue, Yellow, or Green? Quiz)
    - [https://solvemymaths.files.wordpress.com/2015/03/personality-test-for-teaming.pdf](https://solvemymaths.files.wordpress.com/2015/03/personality-test-for-teaming.pdf)
  - True Colors Personality Quiz: (Blue, orange, gold, or green? Quiz)
    - See attached document

Color Tests

- Poll: Yes or no:
  1. Did you learn about color tests in therapy school?
  2. Have you taken a color test with your current colleagues?
Color Tests

• Why?
  – Recognition of different personality types helps identify and resolve conflict within relationships before it becomes detrimental
  – Once individuals understand why people act in certain ways, they tend to interact more amicably

• Purpose:
  – Identify characteristics of the four basic personality types

Color Tests

• 1) Personality-Test-for-Teaming
  – Circle one word or phrase per line on the Personality Test page that best describes you
  – https://solvemymaths.files.wordpress.com/2015/03/personality-test-for-teaming.pdf

• 2) True Colors Personality Quiz
  – In each box are groups of word clusters. Read the words and decide which of the four letter choices is most like you.
    • Ranking

continued
Personality-Test-for-Teaming

• Red
• Yellow
• Green
• Blue

Personality-Test-for-Teaming Chart

• Let’s Look

Poll: what is your color?
Color Test for Teaming-Discussion

• Why might more than one red personality type in a group lead to conflict?
• Why do you think yellow personality types need a red or green group member to keep them on task?
• How can you identify blue personality types in a group?
• Why should you ask “quiet” members of a group for their ideas?
• What can green personality types can contribute to groups.
• Why is it important to have a variety of personality types in a group?

True Colors- Personality Quiz

• Orange
• Gold
• Blue
• Green
True Colors- Personality Quiz

• Let’s Look

Poll: what is your color?

Colors Discussion

• Poll: Explain why productive groups are made up of a variety of personality types.

• Poll: Describe ways to diffuse personality conflicts in a group.
4) Understanding the role of each team member

- “Great discoveries and achievements invariably involve the cooperation of many minds.” ~ Alexander Graham Bell

- OT
- PT
- SLP
- School Psych
- Teachers
- Paraeducators
- Parents
- Etc.
4) Understanding the role of each team member

- Educate: What is the role/job description?
  - Get to know
    - Associations/publications/state guidelines
      - Related services: school versus medical model

- Inform: Everyone must be informed
  - Ourselves
  - Admin
  - Teachers
  - Support staff
  - Parents

- Document: Establish a school document/training guide

Benefits of communication, collaborating, and teamwork

To support children with special needs
Skills for collaboration

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

“Team”, “Teamwork”  
Baker et al. 2006

- **Team**- Consists of two or more individuals, who have specific roles, perform interdependent tasks, are adaptable, and share a common goal (Salas et al. 1992).

- **Teamwork**- To work effectively together, team members must possess specific knowledge, skills, and attitudes (KSAs), such as the skill in monitoring each other's performance, knowledge of their own and teammate's task responsibilities, and a positive disposition toward working in a team. (Cannon-Bowers et al. 1995, Sims, Salas, and Burke 2004)
“Team”, “Teamwork” Baker et al 2006

- Islands:
  - Despite the importance of teamwork in health care, most clinical units continue to function as discrete and separate collections of professionals (Knox and Simpson 2004)
- Why?
  - Members of these teams are rarely trained together
  - Come from separate disciplines and diverse educational programs

“Team”, “Teamwork” Baker et al 2006

- Teams whose members possess a shared commitment to KSAs have been shown to outperform teams whose members do not possess these attributes
  - Smith-Jentsch et al. 1996; Leonard, Tarrant 2001;
Characteristics of Effective Teams
Baker et al 2006

- Backup behavior
- Mutual performance monitoring
- Communication
- Adaptability

3 Ways to Encourage Smarter Teamwork
https://hbr.org/2015/09/3-ways-to-encourage-smarter-teamwork

- 1. Active listening
- 2. Giving and receiving honest feedback.
  – A LOT of communication
- 3. Valuing team contributions, not ego stroking
Benefits of communication, collaborating, and teamwork

**10 Tips for Teamwork in Special Education:**

1. Be clear about student strengths and concerns.
2. Work together to determine a desired goal or outcome.
3. Create a plan together to meet the goal.
4. Determine each person's role.
5. Plan ahead to discuss progress.
6. Constructively discuss the progress.
7. Determine if changes need to be made.
8. Keep it positive!
9. Ask for help!
10. Celebrate your achievements!

Benefits of communication, collaborating, and teamwork

- Efficient
- Effective
- Productive
- Positive work environment
- Positive Relationships
  - Parents
- = See Results!
  - Student strengths and needs are addressed, goals met
Perceptions: Teachers Perceptions and Parent Perceptions of teamwork supporting children with special needs

Teacher Perceptions

• 184 special education teachers, 3 surveys
  – Attitudes About Teamwork Survey, Team Characteristics Survey, Team Process Perception Survey
  – Positive perceptions of:
    • The team process in planning and implementing supports for children with disabilities
    • Performance characteristics of the teams on which they served

  – Malone et al 2010
Teacher Perceptions

• Teacher Views on Working with Others to Promote Inclusion
  – To achieve inclusive practices teachers need to be confident in their capabilities
  – Support of their ‘peers and colleagues’ is the most important aspect in assisting them to gain an understanding of working with students with disabilities
  – Beneficial to have effective collaboration between grade level teachers, special education teachers and team members to ensure inclusion is successful


Parent Perceptions

• Positive perceptions of IEP meeting when:
  – Educators' valued parents' input
  – Treated parents with respect and as equal decision makers
  – Ensured parents had a clear understanding of the IEP process and special education law

Esquivel 2008, Fish 2008
Parent Perceptions

• Of teamwork: ‘It should be teamwork’
  – 17 families: conducted interviews with parents, observing IEP meetings
  – Investigated the parent–school relationship when parents are seeking for more inclusive placements for their children
  – Finding: limited parent participation in IEP processes
  – Recommendations for schools and parents:
    • Enhance parent–school collaboration throughout IEP planning
    • Remember the end goal: Improving educational opportunities for students with disabilities

Bacon et al 2013

Parent Perceptions

• Barriers:
  – Traditional planning
  – Families having passive roles
  – Lack of communication

• Parent preferences:
  – Student centered approach to IEP planning
  – Increased communication and parent involvement
  – Results in
    • Increased family satisfaction
    • More collaborative participation by all IEP team members
    • Broader consideration of family and student input
    • Increased trust

Fish 2006, Angell 2009
Parent and Teacher Perceptions

- **Parent and Teacher Focus Groups:**
- **Findings:** needs for improved home/school partnerships in areas of:
  - Communication, understanding, and appreciation of the families’ experiences, contributions and funds of knowledge, and participation in special education processes
  - Post-intervention findings indicated:
    - Training helped participants to gain essential insight about each other’s perspectives.
  - Important considerations: effective training to foster partnerships
    Mereoiu et al 2016

Perceptions

- **Poll:** How can we foster partnerships between schools and families? Type your response
Characteristics of effective consultation models in special education

Consultation

• "a process for providing special education services to students with special needs in which special education teachers, general education teachers, other school professionals, or parents collaborate to plan, implement, and evaluate instruction conducted in classrooms for the purpose of preventing or ameliorating students' academic or social behavior problems"
Characteristics of effective consultation models in special education

• **Increased Collaboration** of team members (multiple perspectives, target goal)
• **More inclusion**: Fewer students need to be pulled out
• **Increased Communication**: An important benefit for students with special needs is that through consultation, multiple professionals are getting together to communicate and share knowledge about these students, which results in the students being addressed according to academic need

Characteristics of effective consultation models in special education

• **Provides direct and/or indirect instructional support** to students and their teachers which does not require removing the student from the general education classroom.
• **Accommodations, strategies**
Characteristics of effective consultation models in special education

- **Direct consultant:** specially designed individualized or group instruction
- **Indirect consultant:** provided to assist teachers 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

Characteristics of effective consultation models in special education

- **Consulting 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
Characteristics of effective consultation models in special education

Poll: How do you promote effective consultation? Type your response

Characteristics of effective service delivery models in special education

"Upon the subject of education," Abraham Lincoln firmly stated, "I can only say that I view it as the most important subject which we as a people may be engaged in."
Individuals With Disabilities Education Act (IDEA)

- Federal law (with state education agency oversight)
- Supports the provision of public education for all children—regardless of the nature or severity of their disability
- Part B of IDEA:
  - Mandates the education of children, 3-21 years old, who have a disability that interferes with their educational performance and their ability to benefit from their educational program

IDEA Implementation

- Who is Responsible for the Implementation of Part B?
  - Every school district or education agency
- What is FAPE?
  - Children with disabilities are entitled to a free, appropriate public education
IDEA Implementation

• Who supports these children?
  – Depending on the child’s individual needs, special education and/or related services are provided to meet these needs

• “Special education” means specialized instruction linked to a measurable annual goal

• Related services?
  – Defined by IDEA in 1997 as "transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education..."[section 300.24(a)]
    • OT, PT

- https://www2.ed.gov/about/offices/list/osers/osep/osep-idea.html; and http://idea.ed.gov/explore/home

IDEA Implementation

• LRE?
  – Special education and related services are to be provided in the least restrictive environment

- https://www2.ed.gov/about/offices/list/osers/osep/osep-idea.html; and http://idea.ed.gov/explore/home
The Individualized Education Program

• IDEA defines the components of the IEP process, including:
  – Referral, evaluation, reevaluation, eligibility determination for special education, creation of measurable goals, and identification of services needed to meet a student’s goal

- [www2.ed.gov/about/offices/list/osers/osep/osep-idea.html](https://www2.ed.gov/about/offices/list/osers/osep/osep-idea.html) and [idea.ed.gov/explore/home](http://idea.ed.gov/explore/home)
- Providing Physical Therapy in Schools Under IDEA 2004: Section on Pediatrics, APTA. 2009

The Individualized Education Program

• The IEP team: a collaborative, multidisciplinary team
  – Includes: parent/family, student, teachers, related service providers, administrators

• Role of the Team:
  – Identify the student’s needs
  – Set measurable goals
  – Identify the necessary resources needed to meet a goal
  – Decide the frequency and duration, location, and specific criteria of all services

- [www2.ed.gov/about/offices/list/osers/osep/osep-idea.html](https://www2.ed.gov/about/offices/list/osers/osep/osep-idea.html) and [idea.ed.gov/explore/home](http://idea.ed.gov/explore/home)
- Providing Physical Therapy in Schools Under IDEA 2004: Section on Pediatrics, APTA. 2009
Poll: What is the role of a school based OT and PT?
Type your response

Role of OT and PT as a Related Service

• Promote skill acquisition, fluency, and generalization to enhance overall development, learning, and student participation
  – Use creative problem-solving strategies to meet student’s needs
• Imbed therapy interventions into the context of student activities and routines

(Effgen et al 2007, McConlogue 2009)
Role of OT and PT as a Related Service

• Measure and document progress to assist students in meeting IEP goal(s)
• Assist students in accessing school environment and indiv. educational program
  – Various settings (i.e. classroom, music, art)
  – Adapt/Modify: environment, school materials, equip

-School-Based Physical Therapy: Conflicts Between Individuals With Disabilities Education Act (IDEA) and Legal Requirements of State Practice Acts and Regulations. 2014

Role of OT and PT as a Related Service

• Implement appropriate positioning, mobility, environmental, and ADL strategies into curriculum, classroom schedule and routines (Effgen et al 2007)
• Therapy Cannot Just Be About Motor Skills Anymore: Focus-meet the goal of maximizing children’s learning potential (Lobo et al 2013)
• ***Impacting student outcomes:
Role of OT and PT as a Related Service

- Support each student’s IEP
- Work collaboratively with each student’s IEP team: writing and implementing measurable goals
- Partake in screening, evaluation, program planning, and intervention
- Design and implement OT/PT interventions
- Teach and train school staff and family/caregivers

Role of OT and PT as a Coach

- Def: A training or development process that supports an indiv to achieve a competence, result or goal
- Over ~ 10 years: coaching has been adopted as an intervention for both children with special needs and for the parents of the child
- Provides a solution focused approach to helping a child achieve goals that are uniquely meaningful to him/her
- Purpose: Increase the knowledge, skills, and competence to enable participation in the context of daily life
- Promotes: self directed learning

Novak 2014
Role of OT and PT as a Coach

• Consists of:
  – Emotional support -Information exchange
  – Structured learning -Goal setting
  – Exploring options -Planning action
  – Carrying out plans in real-life environments
  – Generalization of skills -Checking performance

• Parent perceptions of coaching: good coaching involves a collaborative relationship with the therapist characterized by:
  – Open communication
  – Knowledge sharing
  – Reflection
  – Critical analysis

Novak 2014

Role of OT and PT as a Related Service

• School-based PTs seek to meet educationally relevant PT needs of students
  – Successes depend on several factors including therapist expertise, team dynamics, and district supports

Holt et al 2015

School therapists: Call to Action: Take the initiative:

Example (Myers et al 2011) 300+ School based PTs surveyed: Those who identified implementing practices that supported communication, collaboration, and strong, positive relationships between E.I. and preschool programs had greater involvement in the transition planning process
Role of the School Based Therapist

• *Medical model versus school based

• *Service delivery model in the school based setting: a continuum
  – Various team members

Deciding on intervention type

Poll: How do you decide on the intervention type for each student? Type your response
Role of the School Based Therapist

• *Deciding on intervention type
• *Embedding or pull out?
• *Integrating therapy into the classroom
• *Guidance for group therapy

Role of the School Based Therapist

• *Competencies
School Based Therapy Resources

- State OT/PT Guidelines
- AOTA
- APTA
- State OT associations
- State PT associations
- Example:

Characteristics of effective service delivery models in special education

- Multidisciplinary
- Interdisciplinary
Multidisciplinary- Define

• Several disciplines or professionals work in parallel
• Complementary between disciplines and professionals: one individual cannot answer to the whole problem
• Few interactions between professionals
• Families receive information from various professionals separately

Multidisciplinary- Barriers

• The concerns of some individuals perceived as 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
Multidisciplinary-Characteristics of Effective Delivery

- **Acknowledge:** 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

Multidisciplinary-Effective Delivery

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

Skills for collaboration
Multidisciplinary-Effective Delivery Values

- Client-centered
- Respect for colleagues
- Openness

Interdisciplinary- Define

- Specialists working together (and not in parallel), with families and the disabled persons
- The exchange between members- is coordinated
- 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
Interdisciplinary - Barriers

- Everything can’t be decided as a team
- Each professional must be able to make decisions and accept decisions of the group
- Interdisciplinary should not be used to dilute the Professional Liability of each member
- The division of labor may cause conflicts
- The prejudices between the professions

Interdisciplinary - Barriers

- The team became dependent on each member’s competence
- The team needs to deal with all team members’ personalities
- Organizational constraints, (i.e. geographical)
Interdisciplinary – Characteristics of Effective Delivery

• The objectives and goals are understood, accepted and shared by all members
• 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

Interdisciplinary – Characteristics of Effective Delivery

• Valuing Differences
• Opening for the unknown
• Personal and professional security
• Professional, mutual reliance on each other
• Systemic Approach
Characteristics of effective service delivery models in special education

- Links
- US Dept of Ed: OSERS:
  http://www2.ed.gov/about/offices/list/osers/osep/index.html

Effective service delivery models in special education

- Reflection
  – Application: What will you take back to your school and colleagues?
Final Thoughts

- *Communication* +
- *Consultation* +
- *Collaboration* +
- *Teamwork* is regarded as an efficient, productive way of achieving goals =
- Put all these together in a school context, and educators have a powerfully interactive climate in which to address student strengths and needs