**References and abstracts for lesson study and lesson study related professional development practices relevant to special needs and inclusive education.**

**Lesson study (14)**

1. **Simón. C., Echeita. G., & Sandoval, M. (2018) Incorporating students’ voices in the ‘Lesson Study’ as a teacher-training and improvement strategy for inclusion / La incorporación de la voz del alumnado a la ‘Lesson Study’ como estrategia de formación docente y mejora para la inclusión, Cultura y Educación, 30:1, 205-225, DOI: 10.1080/11356405.2017.1416741**

An experience of collaborative action research to improve teaching practices from an inclusive perspective is discussed. The aim of the project is to promote teaching practices for compulsory secondary education teachers that facilitate all students’ learning and participation. We have used two strategies as catalysts of change. The first is student participation and the second is teacher collaboration in developing what is called the Lesson Study. Different phases in the action research are discussed, as are the dynamics used. The didactic experience focuses particularly on student participation. The results show the potential of the planning process to help student voices to be heard and taken into account as a way to improve teaching practice and reduce marginalization. Finally, we examine some lessons learned, including conditions and barriers that may limit these processes, as well as challenges. <https://www.tandfonline.com/doi/full/10.1080/11356405.2017.1416741>

1. **Roberts, C. A., Benedict, A. E., Kim, S. Y., & Tandy, J. (2018). Using lesson study to prepare preservice special educators. Intervention in School and Clinic, 53(4), 237-244.**

Learning to teach students with disabilities is challenging. Preservice special educators must develop critical knowledge of content as well as skill for enacting evidence-based practices effectively. Preservice special educators need increased opportunities to learn core knowledge coupled with a mechanism to support them in situating their newly acquired knowledge and skills in classroom practice. This column describes lesson study (LS), a practice-based approach that can be integrated within a teacher preparation program preparing preservice special educators to teach students with high-incidence disabilities. The column includes (a) a description of steps that teacher educators can take to integrate the LS process into their teacher preparation program, (b) reproducible items needed to facilitate LS, and (c) recommendations for evaluating the effect of LS on preservice special educators’ knowledge and skills. <https://journals.sagepub.com/doi/abs/10.1177/1053451217712974>

1. **Norwich, B. & Ylonen, A. (2015), Lesson study practices in the development of secondary teaching of students with moderate learning difficulties: a systematic qualitative analysis in relation to context and outcomes. British Educational Research Journal, 41: 629-649. doi:10.1002/berj.3167**

This paper examines data from the novel use of Lesson Study (LS), an internationally known strategy for professional development, to improve the teaching of students (11–14 years old) with moderate learning difficulties (MLD). The paper aims to use a systematic qualitative analytic approach to identify variations in LS practice in a development and research project with about 100 teachers across 30 schools in two LS phases. It also examines the extent to which the immediate context of undertaking the LSs relates to the LS practices and the outcomes for teachers and learners. Different data sources were used to examine the LS context, LS practices and outcomes. Analysis showed how teachers adapted the LS strategy to their particular subject areas, the needs of students identified with MLD and their teaching contexts, while mainly keeping to the expected LS procedures. Co‐variation analysis showed how the degree to which contexts were supportive of LS could be related to student learning gains and teacher outcomes, but no mediating factors were identified. The conclusions indicate the importance of context for successful LS use. The findings are discussed in terms of possible mediating factors to better understand what is involved in quality and effective LS. <https://onlinelibrary.wiley.com/doi/abs/10.1002/berj.3167>

1. **Schipper, T., Goei, S., De Vries, S., & Van Veen, K. (2017) Professional growth in adaptive teaching competence as a result of Lesson Study. Teaching & Teacher Education. Nov2017, Vol. 68, p289-303. 15p.**

Since classrooms have become more diverse, professional development on adaptive teaching seems critically important, yet turns out to be complex. Lesson Study may address this issue due to its explicit focus on student learning. In total, 22 Lesson Study participants from" different school contexts were interviewed. Clarke and Hollingsworth's Interconnected Model of Professional Growth was used as the analyzing framework to explore its adequacy for understanding teacher professional growth. The results reveal teacher professional growth in adaptive teaching competence and show how the intensive focus on student learning, collaborative professional experimentation and the facilitators' role may contribute to this. (C) 2017 Elsevier Ltd. All rights reserved. <https://www.sciencedirect.com/science/article/pii/S0742051X16307727>

1. **Mutch-Jones, K., Puttick, G. & Minner, D. (2012) Lesson Study for Accessible Science: Building Expertise to Improve Practice in Inclusive Science Classrooms. Journal of Research in Science Teaching, v49 n8 p1012-1034 Oct 2012. 23 pp.**

The Lesson Study for Accessible Science (LSAS) project created middle school teams comprised of both science and special education teachers who engaged in collaborative work to improve instruction in inclusive classrooms. The intervention is based on Lesson Study, a professional development approach that originated in Japan, which supports the systematic examination of practice and student understanding. Using an experimental design, teams of teachers were randomly assigned to the LSAS intervention or to a wait-list comparison group. The results of this study suggest that science and special educators in the LSAS intervention were able to generate more accommodations for students with learning disabilities, and they increased their ability to set an instructional context and adapt an instructional plan to meet science learning goals for all students in an inclusive classroom. They did not, however, show significant increases in their knowledge of science content or learning disabilities. (Contains 1 note, 2 figures, and 6 tables.) <https://onlinelibrary.wiley.com/doi/epdf/10.1002/tea.21034>

1. **Norwich, B., Koutsouris, G., Fujita, T., Ralph, T., Adlam, A., & Milton, F. (2016) Exploring knowledge bridging and translation in Lesson Study using an inter-professional team. International Journal for Lesson and Learning Studies, Emerald, DOI https://doi.org/10.1108/IJLLS-02-2016-0006**

Purpose – It is argued that the issues of translating basic science, including knowledge from neuroscience, into relevant teaching are similar to those that have been experienced over a long period by educational psychology. This paper proposes that such a translation might be achieved through Lesson Study (LS), which is an increasingly used technique to stimulate teacher enquiry. To explore these issues, this paper presents the findings from a modified LS approach that involved psychologists and mathematics lecturers working together with school-based teachers to prepare a series of lessons on mathematics. Design/methodology/approach – The LS team review and planning meetings and subsequent interviews were recorded and analysed for common themes, with reference to patterns of knowledge bridging. Particular attention was paid to translational issues and the kind of knowledge used. Findings – Overall, there was some successful bridging between theory and practice, and evidence of translation of theoretical knowledge into relevant teaching practice. However, the analysis of the team’s interactions showed that relatively little involved a useful applied neuroscience/neuropsychology element, whereas other psychological knowledge from cognitive, developmental, educational and clinical psychology was considered more relevant to planning the LS. Originality/value – This study illustrates how reference to brain functioning has currently little specific to contribute directly to school teaching, but it can arouse increased interest in psychological processes relevant to teaching and learning. This approach reaffirms the central role of teacher-led research in the relationship between theory and practice. The findings are also discussed in relation to the SECI model of knowledge creation.

<https://ore.exeter.ac.uk/repository/handle/10871/21138>

1. **Norwich, B., Fujita, T., Adlam, A., Milton, F., & Edwards-Jones, A. (2018) Lesson study: an inter-professional collaboration approach for Educational Psychologists to improve teaching and learning, Educational Psychology in Practice, 34:4, 370-385, DOI: 10.1080/02667363.2018.1468733**

This paper describes an innovative use of Lesson Study (LS), an internationally used collaborative approach in which teachers develop their teaching knowledge and practices. It aimed to evaluate how EPs join teachers in LS teams, using working memory and other knowledge to inform the teaching of pupils with learning difficulties. The study uses a case study methodology to evaluate LS teams (three teachers and EP) in a primary, secondary and special school. The findings show how working memory knowledge is used in reviewing and planning research lessons, how the teams interact, including the teachers’ perceived EP contribution to the Lesson Study process. The paper illustrates the potential of an inter-professional LS study to embody collaborative reflective practice in order to improve the teaching of pupils with learning difficulties.

<https://www.tandfonline.com/doi/pdf/10.1080/02667363.2018.1468733?needAccess=true>

1. **Saito, E., Watanabe, M., Gillies, R., Someya, I., Nagashima, T., Sato, M. & Murase, M. (2015) School reform for positive behaviour support through collaborative learning: utilising lesson study for a learning community, Cambridge Journal of Education, 45:4, 489-518, DOI: 10.1080/0305764X.2014.988684**

Recent research has emphasised educating children about positive behaviours to overcome delinquency issues, but there is little clarification of what factors lead to positive behaviours. This study analyses factors that led to children’s positive behaviours at a junior high school in Japan, which experienced a dramatic turnaround after implementing school reform using Lesson Study for Learning Community (LSLC). In this study, the results of a mixed-methods analysis show that if children receive psychological support they are likely to psychologically support others and, similarly, those who receive concrete help tend to offer concrete help to others. To foster learning cultures in which this happens, it is critical to engage the entire school in appropriate changes: for example, teachers’ positive attitudes towards children and learning are important factors encouraging children to support others. <https://www.tandfonline.com/doi/pdf/10.1080/0305764X.2014.988684?needAccess=true>

1. **Benedict, A., Park, Y., Brownell, M., & Lauterbach, A. (2013) Using Lesson Study to Align Elementary Literacy Instruction within the Response to Intervention Framework. TEACHING Exceptional Children, v45 n5 p22-30 May-Jun 2013. 9 pp.**

The purpose of this article is to inform teachers about the dangers of misalignment between core (Tier 1) instruction and Tiers 2 and 3 supplementary instruction for struggling readers and students with learning disabilities. Misalignment between core and supplementary instruction is problematic for students at risk of academic failure because it may result in heightened confusion and decreased practice opportunities. Lesson study (LS), a collaborative planning process, can be used as a vehicle to support general and special education teachers in aligning their instructional goals, strategies, and practice opportunities throughout the response to intervention (RTI) multi-tiered instructional framework. The authors identify and explain the traditional features of the LS cycle. In addition, each phase of the LS cycle has been broken down to include practical steps to support general and special education teachers in aligning the curricula, goals, and strategies throughout the instructional tiers of the RTI framework. <http://ncipp.education.ufl.edu/files_34/UsingLessonStudytoAlignInstruction.pdf>

1. **Emerson, A., & Dearden, J. (2016) Adapting Lesson Study to support teachers in meeting the needs of complex learners. Scientific Oral Presentations. Journal of Intellectual Disability Research, 60: 628-767. doi:10.1111/jir.12305**

Aim: In Lesson Study, groups of teachers collaborate to devise a research question regarding a student. They then design, deliver and evaluate pedagogical approaches to meet the pupil’s needs. We utilised an adapted version of this approach as part of professional development of teachers and teaching assistants in a school for children with profound intellectual and multiple disabilities (PIMD). We then evaluated how useful the staff found the process. Method: School staff(n=10) participated in action research. Data comprised records of meetings, student proﬁles and staff interviews. Data were analysed thematically. Results: Staff found the Lesson Study process assisted them in developing insight into their students and devising pedagogical approaches to meeting student needs. Conclusions: Staff working with the most complex students often work in relative isolation. Lesson Study provided a format for collaboration and mutual support and was effective in contributing to professional development. The process enabled teaching assistants to have a fully participatory role and all participants intend to continue to use the process. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/jir.12305>

1. **Schipper, Tijmen; Goei, Sui Lin; de Vries, Siebrich; van Veen, Klaas.** Developing teachers’ self-efficacy and adaptive teaching behaviour through lesson study **International Journal of Educational Research. Mar2018, Vol. 88, p109-120. 12p.**

Abstract: Teachers are expected to address a broad range of diverse pupil needs but do not always feel capable or lack the skills to meet these high expectations. The professional development approach Lesson Study may address this. Therefore, this study examines whether participating in Lesson Study influences teachers’ beliefs of self-efficacy and (adaptive) teaching behaviour. A quasi-experimental mixed methods design was used to compare pretest and posttest data of intervention and comparison group teachers (N  = 48). Significantly different results between the two groups arise in terms of efficacy in pupil engagement as well as classroom management and instructional behaviour. Immediate stimulated recall interviews provide insight in these outcomes and illustrate to what extent teachers addressed pupils’ educational needs.

1. **Messiou, K., Ainscow, M., Echeita, G., Goldrick, S., Hope, M., Paes, I., Sandoval, M., Simon, C., & Vitorino, T. (2016) Learning from differences: a strategy for teacher development in respect to student diversity, School Effectiveness and School Improvement, 27:1, 45-61, DOI: 10.1080/09243453.2014.966726**

Drawing on evidence gathered as a result of collaborative action research carried out in 8 secondary schools in 3 European countries, this paper proposes an innovative strategy for helping teachers respond positively to learner diversity. The strategy merges the idea of lesson study with an emphasis on listening to the views of students. The research suggests that it is this latter emphasis that makes the difference as far as responding to learner diversity is concerned. It is this that brings a critical edge to the process that has the potential to challenge teachers to go beyond the sharing of existing practices in order to invent new possibilities for engaging students in their lessons. The paper also considers some of the difficulties involved in using this strategy

1. **Messiou, K. (2018) Collaborative action research: facilitating inclusion in schools. Educational Action Research, 1-13. (doi:10.1080/09650792.2018.1436081).**

This paper explores the ways in which collaborative action research can facilitate the development of inclusive practices and thinking in schools. The paper uses examples from a study that involved three countries and eight secondary schools to illustrate how the process of collaborative action research promoted inclusive thinking and practices. The study combined a well-established approach of professional development - lesson study - and a framework for engaging with the views of students. This led to a distinctive model of teacher professional development that has at its core the idea of engaging with the views of students. Thematic analysis of data collected from all the settings over three years, highlighted three ways in which collaborative action research led to the promotion of inclusive practices and thinking in schools: through teacher collaboration; through the development of reflective practice; and through student active participation. It is argued that what was distinctive through the process was the fact that collaboration occurred between adults and students, something that is less evident in the collaborative action research literature. Through this process inclusive thinking and practices were developed.

1. **Kikkawa, Y., & Bryer, F. (2013). *Working together: Insights from a special education unit in japan.* Special Education Perspectives, 22(1), 35-47.**

The rapid international expansion of literature on Japanese lesson study in regular education does not apply to special education. Education in English-speaking countries values interpersonal relationships of children with Autism Spectrum Disorders (ASDs) but needs more research. The professional experience of Japanese special educators provides a natural laboratory to observe interpersonal relationship practice in everyday classroom activities. Short stories from a special education unit in a Japanese elementary school provide snapshots of three teachers' collaborative approach to teaching groups of children including those with a dual diagnosis of ASD and intellectual disability. The prosocial alignment in this unit encourages these special educators to engage in interpersonal teaching with a whole class. The school emphasises peer relationships, supported by its prefectures' focus on social-emotional skills as part of its whole-person educational philosophy. Within the unit, teachers scaffold interpersonal capabilities among children across the elementary years, supported by collaboration among teacher in the unit and schools. [Author abstract, ed]

**Lesson study related (80)**

1. **Robinson, D. (2017). Effective inclusive teacher education for special educational needs and disabilities: Some more thoughts on the way forward. Teaching and Teacher Education, Volume 61, January 2017, Pages 164-178** [**https://doi.org/10.1016/j.tate.2016.09.007**](https://doi.org/10.1016/j.tate.2016.09.007)

This study sought to identify the principles and practices underpinning effective inclusive teacher education for special educational needs (SEN) in ordinary schools through an inclusive action research project. The findings demonstrate that where practitioner development involves critical-theoretical, reflexive, research-oriented collaborations among a professional learning community, practitioners become more confident and skilful in enacting inclusive practice. This community was formed in the context of a school-university partnership and included pre-service teachers, experienced teachers, teaching assistants and university tutors. Its findings cast serious doubt over the efficacy of de-intellectualised, ‘on the job’ training models favoured by policy makers in England and elsewhere. <https://www.sciencedirect.com/science/article/pii/S0742051X16303869>

1. **Mombourquette, C., & Head, A. (2014) BUILDING FIRST NATIONS CAPACITY THROUGH TEACHER EFFICACY Canadian Journal of Native Studies; 2014; 34, 2; Canadian Business & Current Affairs Database p.105**

A First Nations high school used the professional learning community (PLC) format to build teacher capacity and by so doing discovered that enhanced teacher efficacy led to increased student success. A primary focus of the PLC sessions was the development of linguistically and culturally fair teaching and learning strategies, along with the introduction of assessment tools used to monitor student progress. The findings demonstrated that the improved instructional practices, emanating from a heightened sense of collective teacher efficacy, coupled with fair and appropriate student assessment led to students attending classes more regularly, successfully completing more courses, and graduating from high school in greater numbers. <https://www.researchgate.net/publication/285378109_Building_First_Nations_capacity_through_teacher_efficacy/download>

1. **Duchaine, E., Jolivette, K., & Fredrick, L. (2011). The Effect of Teacher Coaching with Performance Feedback on Behavior-Specific Praise in Inclusion Classrooms. Education and Treatment of Children. 34. 209-227. 10.1353/etc.2011.0009.**

This study extends teacher coaching with written performance feedback as a means to increase behavior-specific praise statements (BSPS) in inclusion classrooms at the high school level. Three inclusion math teachers increased their use of BSPS during mathematics instruction. On-task intervals and frequency of BSPS were measured throughout the study. The study provides support for teacher coaching with performance feedback as an effective method for teacher training. Favorable teacher responses indicate it may be an acceptable source of professional development. Future researchers may explore introducing other teaching strategies and feedback on other dependent variables into the teacher coaching sessions. Limitations are inconclusive findings on the effectiveness of BSPS to influence student time on-task. Future research should include a more sensitive, systematic measurement of on-task and disruptive behaviors. <https://www.researchgate.net/publication/236805124_The_Effect_of_Teacher_Coaching_with_Performance_Feedback_on_Behavior-Specific_Praise_in_Inclusion_Classrooms/download>

1. **Chamberlain, S., & Spencer, S. (2005). Lynne Cook and June DowningThe Practicalities of Collaboration in Special Education Service Delivery. Intervention in School and Clinic - INTERVENTION SCHOOL CLINIC. 40. 296-300. 10.1177/10534512050400050701.**

This article presents an interview with Lynne Cook and June Downing, who both serve as professors in the Department of Special Education at California State University, Northridge. They discussed the practicalities of collaboration in special education service delivery. Collaboration and team approaches have always been key elements in special education. A team approach to assessment and decision making for students with disabilities has been mandated since the passage of Public Law 94-142. Special educators have long advocated collaboration with parents and specialists in making decisions and delivering services to kids. Co-teaching requires some big paradigm shifts for everyone concerned, but it can be said that the special educator's role has changed more than the general educator's role. The general educator is still expected to be in the classroom and carry the curriculum, but the special educator in a true co-teaching model does not have a classroom anymore. People are asked to share rooms with several other adults, and that is one of the areas where they often become uncomfortable; they want to have their own room. Special educators need to collaborate with general educators in order to understand the curriculum and the standards, whether their students are pulled out, in a self-contained classroom,or in some combination of the two. <https://www.researchgate.net/publication/249832875_Lynne_Cook_and_June_DowningThe_Practicalities_of_Collaboration_in_Special_Education_Service_Delivery>

1. **Rimpola, R. (2014) Collaborative Planning and Teacher Efficacy of High School Mathematics Co-teachers. Educational Planning, Vol. 21, No. 3.**

Current educational policies such as NCLB and IDEA have led to the adoption of inclusive classrooms in schools. This presents challenges to teachers because they are held accountable for the learning experiences o f both general and special education students. The situation is especially challenging in high school mathematics inclusion classes where the special education co-teachers may not necessarily possess the content expertise to teach advanced levels o f mathematics. Collaboration between co-teachers is necessary in order to successfully plan effective lessons that address the needs o f all students. A quantitative research design was used, with follow up interviews for further explanation o f the findings. This study provides information about the teacher efficacy of high school mathematics co-teachers when various collaborative planning times were considered. Implications for future studies and school practice were presented, while considering the efficacy of co-teachers in inclusive contexts. <http://isep.info/wp-content/uploads/2016/02/21-3_4CollabortativePlanning.pdf>

1. **Brusca-Vega, R., Alexander, J. & Kamin, C. (2014). In Support of Access and Inclusion: Joint Professional Development for Science and Special Educators. Global Education Review, 1 (4). 37-52**

Collaborative professional development of science and special educators leads to improved access and inclusion of students with disabilities. Yet, despite poor science achievement of students with disabilities, their increasing presence in general education science classrooms, and research that demonstrates effective teaching strategies for students with special education needs, there have been few reports of joint professional development in the literature. The purpose of the study was to examine changes in the teaching practices of science and special educators, grades 4 to 8, as they completed an intense year-long professional development program designed to promote hands-on, inquiry-based science in their classrooms and expand their instructional repertoires to better serve students with disabilities and other learning problems. Quantitative and qualitative measures, including pre and post ratings of teacher classroom performance, action research projects, and teacher self-reports were used to determine changes in teaching practices. Findings indicated all teachers showed improvement in the classroom on many elements related to classroom culture, instructional content, and lesson design and implementation, and the ability to adjust instruction <https://files.eric.ed.gov/fulltext/EJ1055256.pdf>

1. **Nevin, A., & Hood, A. (2002) Improving the Learning Outcomes of Preschool-Grade 12 Students with Disabilities through Collaborative Action Research and Data Based Instruction.**

Data based instruction reflects the teachers implementation of a carefully planned system of instruction for a selected learner. The purpose is to provide documentation of the effect of instruction implemented for learner(s) with special needs; evaluate the effect of using specific instructional organization and delivery systems; perform an ongoing monitoring of the academic performance of students with special needs; make appropriate data based decisions to modify instruction based on student performance; make connections between instruction and appropriate authentic assessment; and understand the relationship between researched best practices and lesson planning. This report contains a collection of narratives from 16 preschool, elementary, and secondary teachers who have implemented data based instruction and have used collaborative action research steps to analyze the experience. The data-based instruction projects targeted students with a range of disabilities, including autism, speech and language impairments, visual and auditory processing disabilities, learning disabilities, mental retardation, and serious emotional disturbances. Each report details the classroom setting, teaching philosophy, learner characteristics, data based decisions and interventions, and outcomes. Students were helped with social interactions, oral language expression, letter-sound recognition, language arts, and work habits. (Individual reports contains references.) <https://files.eric.ed.gov/fulltext/ED467726.pdf>

1. **Magiera, K., Lawrence-Brown, D., Bloomquist, K., Foster, C., Figueroa, A., Glatz, K., et al. (2006). On the road to more collaborative teaching: One school’s experience. TEACHING Exceptional Children Plus, 2(5) Article 6.**

Co-teaching is undertaken because students with disabilities are more likely to have their needs met if their supports are moved to the general education classroom. In co-taught lessons, a special educator and a general educator teach together in the general education classroom during some portion of the instructional day in order to accommodate the needs of students both with and with out disabilities. The purpose of this action research was to provide a more in-depth analysis of co-teaching at one elementary school by individually interviewing a total of twenty staff members. The participants included general education teachers, special education teachers, related service personnel, and administrators. Participants repeatedly described four elements as critical to effective co-teaching: strong communication between the teachers, flexibility in co-teaching practice, respect between the co-teachers, and the organization of the instruction. Faculty also described the process of how co-teaching evolved within the school. (Contains 2 figures and 1 footnote.) <http://escholarship.bc.edu/education/tecplus/vol2/iss5/art6>

1. **Panayiotis. A., Renos. G., & Kyriaki. K., (2008) The implementation of a collaborative action research programme for developing inclusive practices: Social learning in small internal networks. Educational Action Research 16(4):557-568. DOI: 10.1080/09650790802445742**

The idea of inclusive education has featured very highly in the educational priorities of many educational systems. However, the same educational systems are very often criticised because of the difficulties of their teachers to respond to inclusive environments of learning, where all children, despite their abilities, receive equal opportunities in teaching and learning. In this study, we implement a programme of collaborative action research with the purpose of investigating the degree to which it could contribute to the development of inclusive practices. The research reported here took place in a primary school classroom in Cyprus. Our findings from this research shed further light on the nature of differentiation in the preparation and teaching of teachers in relation to inclusive education as well as on the role of teachers as leaders in this process. The collaborative process was successful because it supported experimentation and reflection and provided to all involved opportunities to consider new possibilities. Our experience from this process suggests that if we are interested in developing such practices we cannot follow simple formulas. Rather what we need is a system of social learning within the workplace that builds on existing conditions. Inclusive practices in Cyprus schools, then, should not be approached as simplistic recipes or trite formulas but as social learning that will be developed in small networks and communities of practice

Requested twice. Data from abstract only. <https://www.researchgate.net/publication/249020565_The_implementation_of_a_collaborative_action_research_programme_for_developing_inclusive_practices_Social_learning_in_small_internal_networks>

1. **Solis, M. , Vaughn, S. , Swanson, E. and Mcculley, L. (2012), Collaborative models of instruction: The empirical foundations of inclusion and co‐teaching. Psychol. Schs., 49: 498-510.** **doi:10.1002/pits.21606**

A summary of inclusion and co-teaching syntheses was conducted to better understand the evidence base associated with collaborative models of instruction. Six syntheses were identified: four investigated inclusion, and two investigated co-teaching. Collectively, the syntheses represented 146 studies. The syntheses investigated research on collaborative models; student outcomes; teachers' attitudes, beliefs, and perceptions; and students' perceptions. Common themes of collaborative models were identified across the six syntheses, which included collaborative models; student outcomes; teacher support issues; and attitudes, beliefs, and perceptions of collaborative models. Findings provide an empirical foundation to assist school psychologists in evidence-based decision making.

Studies reviewed to see how they may contribute to school psychologists recommendations - possibe exclude? <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=f8f9d991-68ef-45ba-8871-0427cb0f44de%40sessionmgr101>

1. **Ainscow, M., Booth, A. J. and Dyson, A. (2006) Inclusion and the standards agenda: negotiating policy pressures in England. International Journal of Inclusive Education, 10 (4-5). pp. 295-308. ISSN 1360-3116.**

This paper reports on some aspects of a collaborative action research project involving teams from 25 schools in England working with researchers from three universities in an attempt to understand how schools can develop more inclusive cultures, policies and practices. Unusually in this field, the schools were not selected because of any exceptional and explicit commitment to "inclusion". A common process of development emerged across the schools, which started with the disturbance of existing practices and was nurtured by a range of institutional and external factors that included ideas about inclusion. The national "standards agenda" was a major force shaping the directions taken by schools. Whilst it constrained inclusive development it also provided that development with a particular focus and led schools to consider issues that might otherwise have been overlooked. The paper concludes that inclusive developments--albeit of a highly ambiguous nature--are possible even in apparently unpromising circumstances and that there may be specific ways in which these developments can be supported. Encouraging such developments may be a necessary complement to the continued radical critique of current educational polices. Y - my responses based on typical school approach. <https://www.humanities.manchester.ac.uk/medialibrary/edutest/files/cee/intern_jounal_of_ied_paper_2006.pdf>

1. **Forey, Gail & Firkins, Arthur & Sengupta, Sima. (2012). Full circle: Stakeholders’ evaluation of a collaborative enquiry action research project. English Teaching: Practice and Critique. 11. 70-87.**

This paper reports on school-university collaboration during an action research project, which aimed to build a writing pedagogy for students with Learning Disabilities in the trilingual, biliterate educational context of Hong Kong. The project was established through interpersonal relationships built from the ground up between stakeholders from a university department and a secondary school. The informal social networks were the locus of innovation and creativity within the project. This paper examines four broad dimensions of collaboration: the relationships created, the resources shared, the action taken and the pedagogy created. We discuss these dimensions of collaboration from the perspectives of the stakeholders. We found that each stakeholder aligned their motivations and expectations with other stakeholders to achieve the common goals of the research and consequently we call such alignments of interests "research networks". Finally, we suggest that "research networks" constitute an important, yet overlooked component of action <https://www.researchgate.net/publication/269109265_Full_circle_Stakeholders%27_evaluation_of_a_collaborative_enquiry_action_research_project>

1. **Levine, E. (1997) Collaborative Consultation for Learning Disabled and At-Risk Students. Teaching and Change, v4 n2 p107-21. ISSN: ISSN-1068-378X**

Describes a project to improve the education of learning disabled and at-risk ninth graders included in challenging courses by the school district. Regular and special educators used collaborative consultation (analysis of teaching styles and learner needs and creation of responsive strategies) to share responsibility and bring their various skills and strengths to the classroom

I cannot find full text

.

1. **Tragoulia, E., & Strogilos, V. (2013) Using dialogue as a means to promote collaborative and inclusive practices, Educational Action Research, 21:4, 485-505, DOI: 10.1080/09650792.2013.832342**

This study discusses the results of a collaborative action research project in a multi-disciplinary school for children with disabilities. The aim was to alter practices and views of the professionals concerned in order to promote the inclusion of four children in mainstream schools. Three interrelated programmes were designed and implemented over two years in order to foster the process of collaboration and inclusion. The main purpose was to prompt the different professionals to adopt new roles, and the dialectic method was used as the main means to this end. To collect data, a systematic research diary, a number of participant observations and interviews with the professionals were used. The findings indicate that the result of collaborative action research that integrated the dialectic as a method of interpreting and deconstructing the practices and the views of professionals was to promote the children's inclusion through the enhancement of effective and just practices. <https://www.tandfonline.com/doi/abs/10.1080/09650792.2013.832342>

1. **Gettinger, M., Stoiber, K. C., & Lange, J. (1999). Collaborative investigation of inclusive early education practices: A blueprint for teacher-researcher partnership. Journal of Early Intervention, 22(3), 257-265.**

This article describes the rationale, development, and first-year implementation of Wisconsin's Preschool Action Research and Development Initiative, a school-university partnership that creates opportunities for researchers and teachers to work collaboratively while examining issues related to early childhood inclusion. Findings on the impact on teachers' (n=38) practices are discussed. <https://journals.sagepub.com/doi/10.1177/105381519902200308>

1. **Lundblom, E. E. G. (2012). Collaborative service delivery: From instruction to implementation. The Florida State University.**

Legal mandates, educational reform, and professional policy changes, have emphasized the need to promote the integration of services for students with communication impairments within the general education curriculum. However, speech-language pathologists (SLPs) continue to report the provision of primarily pull-out services with intervention content separate from the general education curriculum. SLPs report minimal use of collaboration required for evidenced-based models of service delivery--like response to intervention (RTI). Graduate training programs are challenged to provide coursework targeting competencies consistent with educational reform and professional policy efforts. Graduate students in the School of Communication Science and Disorders (SCSD) distance education master's degree program received instruction infused with experiential learning opportunities related to evidence-based practice, collaboration, problem solving models such as response to intervention, and embedding social communicative intervention in the curriculum to measure change in content knowledge and application. This study documented changes in content knowledge related to the preceding content areas, practical application of content knowledge through an action research project, and practices and perceptions related to collaboration and service delivery through questionnaires completed by graduate students and school personnel (e.g. collaborating teachers, graduate supervisors, and principals). The course led to gains in content knowledge and offered meaningful practical experiences to apply through implementation of a social communicative intervention in an elementary or secondary general education classroom. Significant change did not occur in practices related to collaboration and service delivery as supported by questionnaire results; however, some positive changes were noted in perceptions. Common themes emerged and informed results related to the selection of service delivery models and obstacles to collaboration. Overall results indicate sustained efforts may be needed to change actual behaviors in practice as future SLPs will continue to be challenged to use service delivery options compatible with including students with disabilities in general education settings. <https://diginole.lib.fsu.edu/islandora/object/fsu%3A182989>

1. **Bonati, M. L. (2018). Collaborative Planning: Cooking Up an Inclusive Service-Learning Project. Education and Treatment of Children, 41(1), 139-151.**

Collaborative planning between special education teachers and general education teachers that focuses on curriculum, instruction, and assessment can improve learning outcomes for students with and without disabilities. Service-learning is a teaching practice that can provide a flexible approach for teachers to collaboratively plan to meet the diverse learning needs of students, including students with severe disabilities who are also addressing individualized learning goals focused on life skills. This article presents a service-learning project, co-led by the author, in which students in a media arts class and students with severe disabilities in a life skills special education class created a photographic cookbook. The Cookbook Project illustrates the collaborative planning process for a special education teacher and general education teacher at one high school engaged in service-learning. <https://muse.jhu.edu/article/689030/pdf>

1. **Xin, Y., Hunt, J., Thouless, H., & Tzur, R. (2018) Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Greenville, SC: University of South Carolina & Clemson University.**

This Working Group will continue the conversation started since PME-NA-34, with a goal to move forward the teaching and learning of mathematics involving students with learning disabilities or difficulties in mathematics (LDM). This Working Group is rooted in following premises: (1) students with LDM are capable of and need to develop conceptual understanding of mathematics, and (2) special education as well as inclusive classroom instruction need to transition toward this focus. Participants will continue (a) the collaborative research agenda for the group, and (b) the dissemination effort through publications that reflect the cross-disciplinary collaborative work of this group within the context of international perspectives <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=84cfd23a-a605-4d7e-bf92-20d6e761106e%40sdc-v-sessmgr06>

1. **Bentley-Williams, R., Grima-Farrell, C., Long, J., & Laws, C. (2017). Collaborative partnership: Developing pre-service teachers as inclusive practitioners to support students with disabilities. International Journal of Disability, Development and Education, 64(3), 270-282.**

Since the introduction of anti-discrimination legislation including Australian Disability Discrimination Act, 1992 and the Disability Standards of Education, 2005, there is an increasing demand on all schools to cater effectively for more students with disabilities within an inclusive school community context. This investigation explored a proactive partnership model designed to equip pre-service teachers with deeper role understandings in teaching students with disabilities. This collaborative model involved sustained professional experiences in schools on four mornings each week over 38 weeks, offered in conjunction with their final-year teacher education studies in Diversity and Inclusive Education. A unique emphasis of this qualitative study was a focus on identifying conducive real-life experiences and ideal teacher qualities for undertaking challenging inclusive practitioner roles. Findings highlighted the perspectives of school leaders, special education mentors and pre-service teachers in improving inclusive learning outcomes for all students while developing an effective collaborative partnership model for teacher education. <https://www.tandfonline.com/doi/pdf/10.1080/1034912X.2016.1199851?needAccess=true>

1. **Vaughan, M. & Henderson, A. (2016), Exceptional educators: a collaborative training partnership for the inclusion of students with Down's syndrome. Support for Learning, 31: 46-58. doi:10.1111/1467-9604.12113**

This article discusses the results of a teacher training initiative in the United States. Exceptional Educators is the result of an inter-organisational collaboration between a community-based organisation (Gold Coast Down Syndrome Organization), the local public school system and a university professor. The training focuses on three distinct objectives; understanding the physical and emotional needs of the disability, creating modified curriculum units based on individual learning goals and recognising common behavioral problems that arise in school settings. Overall, the results showed positive outcomes, with gains in knowledge of curriculum modification, behavioural strategies and overall understanding of Down's syndrome, as well as an increase in confidence level. A six-week follow-up survey indicated that the majority of the participants used the information presented back in their teaching environments. This study also investigated the added value of this collaboration, finding that the community connection often continues past the training and has provided teachers additional avenues for support. <https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9604.12113>

1. **Vostal, M., LaVenia, K. N., & Horner, C. G. (2019). Making the Shift to a Co-Teaching Model of Instruction: Considering Relational Trust as a Precursor to Collaboration. Journal of Cases in Educational Leadership, 22(1), 83–94.** [**https://doi.org/10.1177/1555458918796876**](https://doi.org/10.1177/1555458918796876)

Collaboration among teachers is necessary for school improvement efforts. In the case below, a high school shifts its instructional model to include students with disabilities in general education classes. The school needs to raise state test scores for students with disabilities and hopes this instructional change will help. To implement a full-inclusion model, general education and special education teachers will be assigned to teach classes together as co-teachers. Co-teaching, however, is a collaborative model that requires relational trust among colleagues. Leaders are encouraged to consider how developing trust for collaboration may be difficult during times of school improvement. <https://journals.sagepub.com/doi/abs/10.1177/1555458918796876?journalCode=jela>

1. **Everett, D. (2017). Helping New General Education Teachers Think about Special Education and How to Help Their Students in an Inclusive Class: The Perspective of a Secondary Mathematics Teacher. International Journal of Whole Schooling, 13(3), 1–13.**

Often, general education teachers receive minimal instruction in working with students with disabilities. While most undergraduate programs require general educators to take a basic course on the requirements relative to differentiation for an individual with exceptional needs, it was my experience that this course offered more information on characteristics of disabilities rather than knowledge, strategies, and interventions needed to help meet the individual student needs within an inclusive environment. This paper focuses on strategies that I implemented with the guidance from my graduate course instructor. I found these strategies and collaborative experiences to be successful during my first years as a general education math teacher at the secondary level. The purpose of this paper is to share my experience to support student success that centers on whole schooling - particularly secondary classrooms. Special education aspects examined include: co-teaching, secondary math strategies or interventions such as visual cues and mnemonics, Individual Education Programs, accountability among students, and successful self-advocacy. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=124509821&site=ehost-live>

1. **Faraclas, K. (2018) A Professional Development Training Model for Improving Co-Teaching Performance Iinternational Journal of Special Education Vol.33, No.3, 2018**

Co-teaching is a promising practice for educating students with disabilities in regular education classes. However, teachers often report being given co-teaching assignments without requisite training. Without adequate preparation, many teachers have difficulty conceptualizing coteaching as a model and working collaboratively as teaching partners, often creating a division of labor that relegates special educators to a "helper" role in the classroom. This experimental study utilized a randomized pretest-posttest control group design to study the effects of a professional development training package on the collaborative teaching performance of regular and special education teachers. Analysis of covariance showed that teachers who participated in professional development training on co-teaching had significantly higher posttest scores on a co-teaching performance assessment than those who did not participate in training. <https://files.eric.ed.gov/fulltext/EJ1196707.pdf>

1. **Embury, D. & Dinnesen, M. (2013) Co-teaching in Inclusive Classrooms Using Structured Collaborative Planning,Kentucky Journal of Excellence in College Teaching and Learning: Vol. 10 , Article 3.**

A pair of co-teachers in a U.S., mid-western, suburban school district participated in a co-teacher training and subsequent research study, in an effort to encourage role changes that would increase the engagement of students with disabilities in the classroom, This case study presents the experiences of two co-teachers teaching in an inclusive, seventh grade science class. The teacher participants were first trained through voluntary participation in countywide, three-day in-service on co-teaching and brain-based learning and then interviewed. Over the course of the ten-week study, the co-teachers used a structured collaborative planning protocol to prepare for weekly co-teaching. Teachers and students were observed in the classroom and data was collected regarding teacher behavior and student engagement. At the conclusion of the ten weeks, teachers participated in a collaborative interview. A grounded theory approach to analysis of the pre- and post-interviews and the structured planning protocols illustrated that when the teachers met consistently and used a structured planning protocol to prepare for co-teaching in their inclusive classroom, they were able to make changes to their classroom teaching behaviors and traditional roles. These changes modified their professional relationships with one another, their roles in the classrooms, and their perceptions of their own roles as co-teachers. Implications for practice are discussed. <https://encompass.eku.edu/cgi/viewcontent.cgi?article=1031&context=kjectl>

1. **Kleyn, T., & Valle, J. (2014) Modeling Collaborative Teaching in Teacher Education: Preparing Pre-service Teachers to Teach All Students. In Research on Preparing Preservice Teachers to Work Effectively with Emergent Bilinguals. Published online: 08 Oct 2014; 137-164.** [**https://doi.org/10.1108/S1479-368720140000021005**](https://doi.org/10.1108/S1479-368720140000021005)

In an effort to better prepare pre-service candidates to work with all students and to respond to the current collaborative team teaching trend within New York City public schools, the authors who are professors of bilingual education and inclusive education/disability studies, respectively, combined their student teaching seminars in bilingual education and childhood education, in order to: (1) provide a model of co-teaching as well as an experience and perspective of being a student in a classroom with two teachers; (2) provide pre-service candidates with ongoing access to the expertise of two professors during their student teaching experience; (3) engage pre-service teachers in critical conversations about identifying and resisting deficit constructions of both emergent bilingual students and students with disabilities; (4) engage in a self-study of teaching practice within this collaborative context; (5) consider how well our respective programs currently prepare pre-service teachers. The Self- Study of Teacher Education Practices approach gleaned data from the co-instructors' weekly reflective journals and student evaluations to reveal multiple benefits of a collaborative classroom context for pre-service teachers as well as the professors. These benefits included a rethinking of academic structures, spaces for interconnectedness across fields, and increased professor and student learning. The findings challenge teacher educators to consider whether or not a traditional approach to teacher preparation truly offers pre-service teachers the tools to serve diverse students. The authors call on schools of education to transgress traditional academic boundaries to adequately prepare pre-service teachers for the 21st century classroom. <https://www.emeraldinsight.com/doi/abs/10.1108/S1479-368720140000021005>

1. **Rivera, E., McMahon, S., & Keys, C. (2014). Collaborative Teaching: School Implementation and Connections With Outcomes Among Students. With Disabilities, Journal of Prevention & Intervention in the Community, 42:1, 72-85, DOI:10.1080/10852352.2014.855067**

Collaborative teaching is a widely used method of including and supporting students with disabilities to provide all students equal access to education. Yet, there is a dearth of research on its implementation and outcomes, and the few existing studies are limited to academic and testing outcomes. This study assesses the degree to which schools are implementing co-teaching practices and the relation between co-teaching and student psychosocial outcomes using a mixed method design. Data from 12 schools, which included 16 school leaders and staff, 13 teachers, and 56 students with disabilities, were examined. Schools achieved 0–75% of the co-teaching best-practices criteria, with the majority achieving 25%–50% of the criteria. Higher levels of teacher-reported co-teaching were related to higher levels of student-reported school belonging, school satisfaction, and self-efficacy for new experiences. The benefits and challenges of co-teaching, as well as implications for intervention and research are addressed. <https://www.tandfonline.com/doi/abs/10.1080/10852352.2014.855067>

1. **Healy, L., & Ferreira dos Santos, H. (2014). Changing perspectives on inclusive mathematics education: Relationships between research and teacher education. Education as Change, 18, S121–S136.** [**https://doi.org/10.1080/16823206.2013.877847**](https://doi.org/10.1080/16823206.2013.877847)

This paper focuses on the challenges associated with teaching in inclusive mathematics classrooms and the kinds of experiences that may contribute to the development of knowledge about teaching mathematics in ways that respect student diversity. More particularly, we examine issues related to preparing teachers to include learners with disabilities within mainstream mathematics classes. Recognising the need to adopt a view of difference as difference not deficit, we present an approach that involves building collaborative research partnerships in which teachers and researchers design and analyse inclusive scenarios for mathematics learning. Using an example scenario in which a group of deaf and hearing students explore the mathematical concepts of symmetry and reflection, we point to how this process involved us in re-signifying our views of mathematics and its teaching, in order that we might ‘hear’ and recognise mathematics even when it is expressed in forms that differ from the conventional <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=109455822&site=ehost-live>

1. **Hughes, M. T., Parker-Katz, M., & Balasubramanian, A. (2013). Learning to teach literacy through collaborative discussions of student work. Teacher and Teaching: Theory and Practice, 19, 543-555**

Despite the high numbers of students with disabilities struggling with literacy, few teachers report feeling well prepared to address it. Most students with disabilities encounter challenges in reading and professional development can help teachers learn a range of ways to address those. In this article, we discuss a professional development project in which prospective teachers work collaboratively with practicing teachers throughout their university preparation. The professional development provided builds on the idea of ‘literacy artifacts’, which are samples of students’ and teachers’ work. Using guided discussions, teachers across the career continuum construct understandings and practices in which they learn how to infuse literacy instruction into all teaching and learning. By conjoining the literacy artifact with instructional resources teachers use, participants make visible the complexity of literacy instruction and how literacy could be embedded in teaching content for students with disabilities especially in general education classrooms. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=90310478&site=ehost-live>

1. **Hunt, P., Soto, G., Maier, J., Liboiron, N., & Bae, S. (2004). Collaborative Teaming to Support Preschoolers With Severe Disabilities Who Are Placed in General Education Early Childhood Programs. Topics in Early Childhood Special Education, 24(3), 123–142.** [**https://doi.org/10.1177/02711214040240030101**](https://doi.org/10.1177/02711214040240030101)

Researchers in 2 studies investigated the effectiveness of a general education/special education collaborative teaming process in increasing the engagement, development, and learning of preschoolers with severe disabilities who were placed in general education early childhood programs that operated under a team-teaching model. The process included monthly team meetings to develop educational and social supports for targeted preschoolers, which were then collaboratively implemented by the educational team members. Study 1 focused on 3 teams composed of early childhood and special education teachers, instructional assistants, speech--language therapists, and parents who supported a child with significant disabilities attending one of the 3 participating preschools. Study 2 extended the collaborative teaming model to include all preschoolers with disabilities attending one of the preschool programs from the first study who required intensive levels of support (4 children). The effectiveness of the collaborative development and implementation of support plans--and the extent to which the collaborative teaming process was judged to be natural to the existing classroom culture and useful in producing positive child outcomes--was evaluated in both studies <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=33ba5a3a-32c4-458e-bd7e-1cf3596ea5f8%40sessionmgr4008>

1. **Brendle, J., Lock, R., & Piazza, K. (2017). A Study of Co-Teaching Identifying Effective Implementation Strategies. International Journal of Special Education, 32(3), 538-550.**

Co-teaching models have been established in research as an instructional delivery method to provide instruction to diverse students in an inclusive general education setting. Research of inclusive classrooms where general education and special education teachers co-instruct indicates learning for students with learning disabilities (LD) is improved (Cramer, Liston, Nevin & Thousand, 2010). Co-teaching models have been addressed in the literature, however, responsibilities of general and special education teachers regarding co-planning, co-instruction and co-assessing to implement coteaching effectively requires further investigation (Mastropieri et al., 2005). This qualitative study investigated two co-taught elementary classrooms. The case study examined information from teachers in reading and math co-taught classrooms to document method of implementation and to gain insight into participants' knowledge and perceptions of co-teaching. Information was gathered from two elementary general education and two elementary special education teachers concerning co-teaching roles, collaborative, instruction, and assessment. Data were gathered utilizing interviews, rating scales, and classroom observations. The experience of elementary co-teachers in co-taught classrooms provided descriptive data allowing examination and analysis of coteachers' knowledge, perceptions and implementation of co-teaching. Results indicate teachers lack expertise in implementing collaborative co-planning, co-instructing and coassessing to effectively implement co-teaching. The study identified recommendations for administrative support and teacher training. <https://files.eric.ed.gov/fulltext/EJ1184155.pdf>

1. **Knackendoffel, E.A. (1996). Collaborative teaming in the secondary school. In D.D. Deshler, E.S. Ellis. & B.K. Lenz (Eds.), Teaching adolescents with learning disabilities: Strategies and methods (2nd ed., pp. 579-616). Denver, CO: Love Publishing.**

The article focuses on collaborative teaming in education. Collaborative teaming is described as cooperation between teachers with different expertise in the education of children with special needs. Key characteristics of collaborative teams are outlined, including equality, innovation, and teamwork. Problem solving and teaching partnership methods are described. Collaboration between general education and special education teachers is discussed. The impact of individual teaching philosophy on collaboration is highlighted. Techniques for conflict resolution between teams members are presented. Practical applications in the education of students with learning disabilities are discussed. <https://www.researchgate.net/publication/234562259_Collaborative_Teaming_in_the_Secondary_School>

1. **Gerber, P. J., & Popp, P. A. (1999). Consumer Perspectives on the Collaborative Teaching Model: Views of Students With and Without LD and Their Parents. Remedial and Special Education, 20(5), 288–296.** [**https://doi.org/10.1177/074193259902000505**](https://doi.org/10.1177/074193259902000505)

Collaborative teaching, or co-teaching, is a service delivery option frequently being selected to support students with learning disabilities (LD) in general education classrooms. Despite a wealth of literature on collaborative teaching, little empirical data exist about this model. Moreover, little is known about the consumers of collaborative classes, that is, students and their parents, This article reports the findings of research employing focus groups to study the perspectives of students with and without LD and their parents regarding collaborative teaching. Responses of students and parents reflect a high level of satisfaction with the model, with students' self-esteem and academic understanding increasing, Concerns include poor communication regarding the model to parents, the need to ensure alternative models when students do not make progress in co-taught classrooms, and lack of continuity of the model across grade levels. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=2389826&site=ehost-live>

1. **McLaughlin (2002) studies included Henderson (2002) COMMENTARY: Collaboration to Benefit Children With Disabilities: Incentives in IDEA; Wallace and Anderson (2009) Collaboration: An Element Associated With the Success of Four Inclusive High Schools; Morrocco and Aguilar (2009) Coteaching for Content Understanding: A Schoolwide Model; Schulte (2002) Moving From Abstract to Concrete Descriptions of Good Schools for Children With Disabilities**

Collaboration between special and general education teachers has received increased attention over the past decade as part of the effort to create inclusive classrooms and to blur the boundaries between programs and students. Yet collaboration can have multiple meanings. This special issue presents data related to collaborative practices derived from three projects funded under a U.S. Department of Education, Office of Special Education Programs research priority, Beacons of Excellence. Research projects funded under this priority were to identify schools achieving exemplary results with students with disabilities, as well as with their peers. Researchers from the separate projects whose results are presented in this issue studied schools in very different contexts using different methodologies. Researchers identified characteristics of their schools and then came together to identify features common across all schools that appeared to be dominant forces in creating the exemplary schools. Collaborative practices were among a handful of such features that emerged across projects. Collaboration in these exemplary schools included both specific teaching practices as well as a climate and culture that supported a community of professionals working together to improve teaching and achievement for all students. Findings from these projects provide important insights into how schools are defining and implementing collaboration. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=10945283&site=ehost-live>

1. **Costas, F., & Honnef, C. (2015). Special Education in Perspective: Implications for Articulated Teaching in High School and Technological. education policy analysis archives, 23, 35. doi:http://dx.doi.org/10.14507/epaa.v23.1632**

Articulated teaching is proposed as an adaptation to collaborative teaching and aims the joint work between the regular class teacher and the special education teacher in planning, developing and evaluating a class. The aim of this study was to analyze how high school teachers and technology education teachers of a Federal Education Institute in Rio Grande do Sul, Brazil, realize articulated teaching, what their limitations and possibilities are before the inclusion of students with disabilities and/or special educational needs, intensified after the National Policy of Special Education (2008). The research was qualitative, using a field diary and a questionnaire answered by seven professors from a student with intellectual disabilities included in the medium and technology education. To interpret the data we used in Content Analysis. The results showed that articulated teaching is important, however, few teachers have cited difficulties in performing it, for example, the low number of special education teachers and regular class teachers, and little time to this work. We conclude that the articulated teaching has obstacles to overcome, but we believe in its potential to mobilize learning, particularly for pupils with special educational needs, through special education in the perspective of inclusive education, which in the current educational context massified the idea of inclusive school education, with no sufficient investment to ensure conditions for it to be extended to all subjects Y - only abstract is translated. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=101551606&site=ehost-live>

1. **itendra, A. K., Edwards, L. L., Choutka, C. M. and Treadway, P. S. (2002), A Collaborative Approach to Planning in the Content Areas for Students with Learning Disabilities: Accessing the General Curriculum. Learning Disabilities Research & Practice, 17: 252-267. doi:10.1111/0938-8982.t01-1-00023**

The purpose of this article is to describe a collaborative approach to planning in the content areas to include and allow students with learning disabilities access to the general education curriculum. Procedures for selecting and organizing content, determining activities, identifying accommodations and modifications necessary to enhance content learning, and assessing student performance are presented. In addition, a sample unit plan and a lesson plan are included to illustrate the outcomes of collaborative planning based on effective teaching practices. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=7416935&site=ehost-live>

1. **Chan, C. & Lo, M. (2017) Exploring inclusive pedagogical practices in Hong Kong primary EFL classrooms, International Journal of Inclusive Education, 21:7, 714-729, DOI: 10.1080/13603116.2016.1252798**

Social diversity is now commonplace in many communities in today’s globalised world. This diversity can be seen in any classroom of learners, and international studies have shown the complex ways in which disabilities, race, ethnicity, gender and social class can determine a child’s opportunity to succeed or fail in the education system. In Hong Kong, like in many educational contexts around the world, teachers are grappling with increasing diversity amongst their students, including teaching students with special educational needs (SEN) and non-Chinese speaking students (NCS) living in Hong Kong. This paper examines how three primary TEFL (Teaching English as a Foreign Language) teachers are constructing identities as inclusive practitioners as they grapple with enacting the inclusive education policy recently introduced into Hong Kong schools. The data are drawn from a small-scale collaborative reflective inquiry for teacher professional development. Drawing upon a sociocultural and critical framing of identity theory, we trace the three teachers’ identity construction as EFL teachers and inclusive education practitioners. We view the role of discourse, self-positioning and social context as key processes in teacher identity formation. Implications for furthering the development of inclusive education in EFL classrooms are offered. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=123479301&site=ehost-live>

1. **Rea, P. J., & Connell, J. (2005). Minding the Fine Points of Co-Teaching. Education Digest, 71(1), 29–35.**

This article discusses co-teaching classes of both regular and disabled students. More students than ever get their special education services in general education classrooms due to the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB). Among the most common delivery systems is collaborative teaching, or co-teaching, where a general and a special educator work together to teach a group of predominantly nondisabled students along with disabled ones. This increase in co-teaching requires changes in the structures and processes in general education classrooms. Adjustments to lesson plans, classroom management, student evaluation, professional interactions, and instruction may require teachers to learn and demonstrate new skills. This may not be easy, and teachers who succeed at it may need renewed supervision, evaluation, and support. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18260417&site=ehost-live>

1. **Krüger, Deirdré, & Yorke, Claire. (2010). Collaborative co-teaching of Numeracy and Literacy as a key to inclusion in an independent school. South African Journal of Education, 30(2), 293-306.**

Inclusion of learners with diverse needs implies a shift from a medical deficit model of disability to a social systems model. The latter does not view these learners as a problem; instead the environment or society's response to these individuals is viewed as a barrier to learning. I focus on collaborative co- teaching as a key to inclusion. Collaborative co-teaching requires the learning support teacher and the general education teacher to partner in all aspects of instruction. The outcome of collaborative co-teaching includes effective instruction, a cohesive, accepting class community, positive learner development and the professional and personal growth of the learning support teacher and the general education teacher. A literature review provided the background to an empirical inquiry using a qualitative approach. Data were collected from a small group of participants by interviews, observations and documents and inductively analysed. The study shows that if the learning support teacher responds to learners' behaviour within the framework of inclusive practices, the positive effects of the teacher's work and interactions may be far-reaching. Learning support teachers have an important role to play in accommodating and ensuring the integration of learners with diverse needs. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=52563750&site=ehost-live>

1. **Fenty, N. S., McDuffie-Landrum, K., & Fisher, G. (2012). Using Collaboration, Co-Teaching, and Question Answer Relationships to Enhance Content Area Literacy. Teaching Exceptional Children, 44(6), 28–37.** [**https://doi.org/10.1177/004005991204400603**](https://doi.org/10.1177/004005991204400603)

The article discusses cooperation between content area experts in education, such as special education and general education teachers, to improve content area literacy and reading proficiency for students with learning disabilities (LD). Teaching text comprehension through Question Answer Relationships (QAR) is described, as well as inclusive education, student achievement, and content acquisition. Collaborative lesson plans are presented for teaching science, language arts, and literature, and the article describes implementing the QAR method using group work in class, educational materials, and guided practice. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=77476085&site=ehost-live>

1. **White, A. E., & White, L. L. (1992). A Collaborative Model for Students with Mild Disabilities in Middle Schools. Focus on Exceptional Children, 24(9), 1–10.** [**https://doi.org/10.17161/fec.v24i9.7542**](https://doi.org/10.17161/fec.v24i9.7542)

The article relates the study on the collaborative model for students with mild disabilities in middle schools. Collaborative teaching model was designed as an alternative to the traditional resource, or pull-out model for serving students with mild disabilities. Collaborative teaching should be viewed as an arrangement between specialists in content and methodology that delivers the strengths of both special and general education within a single instructional setting. Finally, it is recognize that the collaborative model should not be considered as the best and only way to provide instruction <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=19360325&site=ehost-live>

1. **Damore, S. J., & Murray, C. (2009). Urban Elementary School Teachers’ Perspectives Regarding Collaborative Teaching Practices. Remedial and Special Education, 30(4), 234–244. https://doi.org/10.1177/0741932508321007**

Collaborative teaching has grown in popularity as students with disabilities have been increasingly moved to general education classrooms. Despite the growth of these models, little empirical evidence exists regarding the effectiveness of these practices. In this investigation, general and special education teachers (N = 118) from 20 urban elementary schools were surveyed regarding their perceptions of collaborative teaching. The survey instrument elicited teacher perceptions about collaboration, their views regarding inclusion, and what is needed to ensure effective collaborative teaching. Findings indicate that 92% of respondents thought that collaboration was occurring in their school but that only 57% reported use of the practices in their own classrooms. Respondents valued inclusive practices, although special educators had more positive perceptions than did general educators. The interpersonal and structural factors valued by these teachers included team processes, positive attitudes, resources, professional development, leadership, university training, accountability, shared responsibility, and communication. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=43288592&site=ehost-live>

1. **D. Antonio Cantu , (2015), Role of General Educators in a Multidisciplinary Team for Learners with Special Needs, in (ed.) Interdisciplinary Connections to Special Education: Important Aspects to Consider (Advances in Special Education, Volume 30A) Emerald Group Publishing Limited, pp.35 - 57**

We have witnessed, over the past century, an evolution in the manner in which students with disabilities are educated. Indeed, the quality of education students with special needs receive, in many ways, may be more aptly termed a revolution -- from a legal and pedagogical perspective. The tremendous strides special education has made during this period of time has resulted in the current situation in which students with special needs are placed in the least restrictive environment, which often is an inclusive classroom in which general education and special education teachers work together in a collaborative, co-teaching environment. This chapter traces the events, legislation, and court cases that provide the historical context for this situation. In addition, models and essential components of co-teaching are examined, as well as the roles and requisite skills of general education and special education co-teachers. Of critical importance, in the success of co-teaching, is the need for special education and general education teachers to approach the curriculum planning and instructional processes in a collaborative and cooperative manner in order to achieve optimum results from the resulting co-teaching partnership. Finally, the assessment of special education and general education co-teaching efficacy is discussed, specifically through the use of three assessment rubrics used to evaluate co-teaching, co-planning, and co-assessment. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=110556849&site=ehost-live>

1. **Lyons, W., Thompson, A. & Timmons, V. (2016) ‘We are inclusive. We are a team. Let's just do it’: commitment, collective efficacy, and agency in four inclusive schools, International Journal of Inclusive Education, 20:8, 889-907, DOI: 10.1080/13603116.2015.1122841**

Implementation of inclusive education for children with disabilities continues to vary across and within Canadian provinces and territories leading us to question why some schools move forward while others maintain traditional segregated approaches. Drawing from Appreciative Inquiry methodology, this study used semi-structured interviews to gather and document successful practices within four inclusive elementary schools within a Canadian province. Interviews were conducted with students, parents, teachers, educational assistants, and principals. Thematic analysis revealed a common belief in the central importance of learning and relationships for all students, shared commitment to inclusion, general classroom teacher responsibility, and collaborative team work characterised by a belief in collective efficacy. The predominant finding in this study was individual and collective agency that transcended themes. Participants reported ongoing and conjoint processes of planning, teaching, reflecting on current practice, sharing knowledge and ideas, solving problems together, and attending to relationships <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=118193504&site=ehost-live>

1. **Kohler-Evans, P. A. (2006). Co-Teaching: How to Make This Marriage Work in Front of the Kids. Education, 127(2), 260–264.**

The article introduces the collaborative practice of co-teaching as a means of meeting the requirements of the U.S. No Child Left Behind Act (NCLB) and the Individuals with Disabilities Act (IDEA). The author explains that students do not benefit as much from the instruction in a resource setting as they do in an inclusive general education classroom, but general education teachers do not possess the expertise to teach students with disabilities, effectively forcing a team-teaching situation. While much information exists on effective co-teaching, many schools overlook the value of preparing teachers and simply use the technique to meet the requirements of the law. Results of a teacher survey carried out by the author indicate that the majority of co-teachers believe co-teaching influences student achievement <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=23761150&site=ehost-live>

1. **Waters, F., & Burcroff, T. (2007) Collaborative teaching at the university level: Practicing what is preached, The Teacher Educator, 42:4, 304-315, DOI: 10.1080/08878730709555409**

The purpose of this article is to describe the development and implementation of a co-teaching model at a small state university in the northeast. In addition, this article will share lessons learned from this experience by two professors, as well as describe the impact on the beliefs and teaching behaviors of their students. One of the professors is a member of the Department of Special Education and Rehabilitation, and the second is from the Department of Professional and Secondary Education. The co-teaching initiative began in 1996 and continues until the present, with a graduate course on inclusionary practices taught collaboratively each fall. The impetus for the initiative came from an identified need for general education and special education teachers to co-teach in classrooms where students with disabilities are included. Given that co-teaching is an expected teacher behavior, the practice must be taught with intent and modeled by professors to increase the likelihood that it will be implemented successfully in P-12 classrooms. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=26362557&site=ehost-live>

1. **Osipova, A. , Prichard, B. , Boardman, A. G., Kiely, M. T. and Carroll, P. E. (2011), Refocusing the Lens: Enhancing Elementary Special Education Reading Instruction Through Video Self‐Reflection. Learning Disabilities Research & Practice, 26: 158-171. doi:10.1111/j.1540-5826.2011.00335.x**

This article presents the findings from a pilot study exploring the use of video as a self-reflection tool combined with high-quality, collaborative professional development (PD). Participants were in-service, upper-elementary, special education instructors teaching word study and fluency to students with learning disabilities. Participants watched multiple video-recordings of their instructional practice throughout one school year and reflected on their video by: rating their instruction, noting what worked, and making suggestions for future lessons. Findings indicated that teachers' self-reflections changed from overestimations of their practice to more critical self-examinations. Their comments initially were vague but became more descriptive over time. Four teacher groups emerged in the analysis, ranging from teachers who did not believe they needed to improve their practice to teachers who became instrumental in conducting their own research about what worked in their practice. Overall, video self-reflection combined with high-quality PD was a positive tool for enhancing teacher change <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=64902448&site=ehost-live>

1. **DUCHARDT, B., MARLOW, L., INMAN, D., CHRISTENSEN, P., & REEVES, M. (1999). Collaboration and co-teaching: General and special education faculty. Clearing House, 72(3), 186.** [**https://doi.org/10.1080/00098659909599625**](https://doi.org/10.1080/00098659909599625)

Explores collaborative teaching in higher education in the United States. Elaboration on co-planning and co-teaching; Details on the Individuals with Disabilities Education Act (IDEA); Questions involving faculty members during a collaborative meeting; Application and conclusion <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=1483978&site=ehost-live>

1. **Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education. Journal of Educational & Psychological Consultation, 20(1), 9–27.** [**https://doi.org/10.1080/10474410903535380**](https://doi.org/10.1080/10474410903535380)

Although collaboration among service providers has been a hallmark of special education almost since its inception, co-teaching, the sharing of instruction by a general education teacher and a special education teacher or another specialist in a general education class that includes students with disabilities, is a relatively recent application. As a result of recent federal legislation and related policy changes, co-teaching has evolved rapidly as a strategy for ensuring that these students have access to the same curriculum as other students while still receiving the specialized instruction to which they are entitled. Despite considerable enthusiasm expressed by those who write about co-teaching and those who implement it, co-teaching illustrates the complexity of conceptualizing and studying collaboration in special education. Most inquiry on co-teaching has emphasized co-teachers' roles and relationships or program logistics rather than demonstrating its impact on student achievement and other key outcomes, and far more literature exists describing co-teaching and offering advice about it than carefully studying it. Contributing to the admittedly equivocal evidence base for co-teaching are factors such as the still emerging understanding of this special education service delivery vehicle, inconsistencies in definitions and implementation, lack of professional preparation, and dilemmas related to situating co-teaching in a supportive, collaborative school culture. The future of co-teaching may be dependent on increasing the quantity and quality of research on it and placing co-teaching in the larger context of school reform and improvement. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=48361828&site=ehost-live>

1. **Stanovich, P. J. (1996). Collaboration--the key to successful instruction in today’s exclusive schools. Intervention in School & Clinic, 32(1), 39.** [**https://doi.org/10.1177/105345129603200108**](https://doi.org/10.1177/105345129603200108)

Discusses types of collaborative relationships aimed at aiding general education teachers in teaching students with a variety of disabilities. Characteristics of collaboration; Relationship with special education teachers; Role of parents in children's education; Relationship with paraprofessionals; Role of the principal. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=9609060983&site=ehost-live>

1. **Strogilos, V. (2012). The cultural understanding of inclusion and its development within a centralised system. International Journal of Inclusive Education, 16(12), 1241–1258.** [**https://doi.org/10.1080/13603116.2011.557447**](https://doi.org/10.1080/13603116.2011.557447)

This paper discusses inclusion in relation to centralised systems, in particular the constraints central control makes upon decisions at school level. The discussion is empowered by an evaluative case study research undertaken to understand the development of inclusion in contexts where flexible teaching and curriculum change are sometimes hard to find. In particular, based on a systems approach, this research describes and evaluates an attempt in a Greek primary school to implement inclusive practices, aiming to analyse the problems and prospects of inclusion in a highly centralised system, entirely controlled by the Ministry of Education. The inclusive practices developed in this school were based on a collaborative teacher model, offering new roles to mainstream teachers. The research data come from a diary, group interviews, classroom and meetings observations, and document analysis. The study reveals several obstacles to inclusion, besides the good practices which promote it. The main argument is that a centralised system favours the integration of students with disabilities more than their inclusion. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=83561858&site=ehost-live>

1. **Rice, N., Drame, E., Owen, L., & Frattura, E. M. (2007). Co-Instructing at the Secondary Level. Teaching Exceptional Children, 39(6), 12–18.** [**https://doi.org/10.1177/004005990703900602**](https://doi.org/10.1177/004005990703900602)

The authors discuss strategies for successful collaborative teaching at the secondary level. Some tips for success include understanding your partner's teaching style, determining that all involved parties have a willingness to co-teach, and scheduling shared planning time. The United States Individuals With Disabilities Education Improvement Act of 2004 (IDEA 2004) along with the United States No Child Left Behind Act (NCLB) mandate that special education instruction must be closely tied to the general education curriculum, making successful collaborative teaching all the more important. It is noted that a study conducted with general educators revealed that some of the most relevant qualities for a special education instructor include professionalism and content knowledge <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=25928526&site=ehost-live>

1. **Friend, M., Embury, D. C., & Clarke, L. (2015). Co-Teaching Versus Apprentice Teaching: An Analysis of Similarities and Differences. Teacher Education & Special Education, 38(2), 79–87.** [**https://doi.org/10.1177/0888406414529308**](https://doi.org/10.1177/0888406414529308)

Although the term co-teaching has for many years described a service delivery option for students with disabilities or other special needs, recently, it has been used as a label for an alternative approach to student teaching. In this article, the authors describe the essential characteristics of co-teaching and what is appropriately called apprentice teaching and outline the similarities and differences between these two collaborative practices, including overall program structure, the contributing characteristics of the participating individuals, and the nature of the professional relationships. The authors provide conclusions regarding the risks for teacher candidates and faculty members of using the same term for significantly different models http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=102007374&site=ehost-live

1. **Hoppey, D., Yendol-Silva, D., & Pullen, P. (2004). We Became Teachers Together: Understanding Collaborative Teaching as Innovation in Unified Teacher Education. Action in Teacher Education (Association of Teacher Educators), 26(1), 12–25.** [**https://doi.org/10.1080/01626620.2004.10463309**](https://doi.org/10.1080/01626620.2004.10463309)

With the re-authorization of the Individuals with Disabilities Education Act (IDEA) in 1997 and No Child Left Behind legislation (2001), teacher education programs are recognizing the importance of helping general and special education prospective teachers gain the skills necessary to share the responsibility for educating students with disabilities. One approach for developing shared responsibility within teacher education programs is the development of cooperative teaching placements that nurture the skills necessary for collaboration. This study explores how co-teaching within a pre-internship cultivates prospective teacher collaboration and enhances teacher learning. The findings of this study are revealed through three metaphorical themes. "Teachers playing together: Collegiality, Job Satisfaction, and Shared Responsibility," "The Gift of the Gab: A Cycle of Teacher Talk," and, "Cruising Together: Navigating the Politics of Schools." These themes suggest that co-teaching field placements show promise for prospective teacher development, preparing teachers to work in collaborative school cultures, and shifting the gaze toward partnering to meet the needs of diverse students. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=14200682&site=ehost-live>

1. **Roach, V., & Salisbury, C. (2006). Promoting Systemic, Statewide Inclusion From the Bottom Up. Theory Into Practice, 45(3), 279–286.** [**https://doi.org/10.1207/s15430421tip4503\_10**](https://doi.org/10.1207/s15430421tip4503_10)

Educators have been challenged to meet the needs of students with disabilities in the least restrictive environment. Although this mandate has existed for 30 years, local educators report difficulties with program planning; graduation and grading of students with disabilities; recruitment and retention of qualified teachers; ensuring access of all students to the general education curriculum; training in collaborative planning and teaching; and placing students in the least restrictive setting. These challenges inhibit educators' ability to include students with disabilities in general education and are largely the by-product of district and state policy. This article describes a bottom-up, context-specific change model that focused on providing professional development at each level (local to state) of the system and fostering communication across the levels. This strategy produced lasting change in 2 states in policy and local implementation of policy and serves as a model for teachers and principals seeking to promote inclusion <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=21491334&site=ehost-live>

1. **Fontana, K. C. (2005). The Effects of Co-Teaching on the Achievement of Eighth Grade Students with Learning Disabilities. Journal of At-Risk Issues, 11(2), 17–23.**

The purpose of this study was to investigate the effectiveness of co-teaching on the academic achievement of eighth graders with learning disabilities (LD) who were at risk for school failure. The final averages of students with LD in co-taught classes when compared with their final averages as seventh graders were significantly higher than a similar comparison of averages of students with LD who did not attend co-taught classes. The students with LD who attended co-taught classes also demonstrated significant improvement in self-concept and math scores, but not writing scores as measured on standardized instruments. The teachers who co-taught during this investigation reported both an increased use of instructional adaptations and a satisfaction with collaborative teaching. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=19083400&site=ehost-live>

1. **Jobling, A, & Moni, K. B. (2004). “I never imagined I’d have to teach these children”: providing authentic learning experiences for secondary pre-service teachers in teaching students with special needs. Asia-Pacific Journal of Teacher Education, 32(1), 5–22. https://doi.org/10.1080/1359866042000206026**

This article describes a collaborative and cross-curricula initiative undertaken in the School of Education at the University of Queensland, Brisbane, Australia. The project involved developing an integrated approach to providing professional year pre-service secondary teacher education students with experiences that would assist them to develop their knowledge and skills to teach students with special needs in their classrooms. These experiences were undertaken in the authentic teaching and learning context of a post-school literacy program for young adults with intellectual disabilities. In preliminary interviews pre-service teachers revealed that they lacked experience, knowledge and understanding related to teaching students with special needs, and felt that their teacher education program lacked focus in this field. This project was developed in response to these expressed needs. Through participating in the project, pre-service teachers' knowledge and understanding about working with students with diverse learning needs were developed as they undertook real and purposeful tasks in an authentic context <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=12917244&site=ehost-live>

1. **Hamilton-Jones, B., & Vail, C. O. (2013). Preparing Special Educators for Collaboration in the Classroom: Pre-Service Teachers’ Beliefs and Perspectives. International Journal of Special Education, 28(1), 56–68.**

Inclusion of students with disabilities in general education classrooms and programs continues to be a focus in the international field of special education. In the USA where the history of inclusion is over three decades old, current special educator's professional standards clearly expect that certified special educators will enter the field with adept collaboration and co-teaching skills in order to optimize services for students with disabilities in inclusive settings. Coursework in collaboration for pre-service special educators is a common mechanism for providing this training within the United States (McKenzie, 2009). This qualitative case study (n=12) conducted over a semester of coursework on collaboration in a distance education format utilized grounded theory, through document analysis and interviewing (n=5), to build a better understanding of pre-service special educators' perceptions and beliefs about collaborating with general educator partners in school settings. Five themes emerged from over 300 participant quotations: 1) definitions of collaboration, 2) outcomes of collaboration, 3) collaborative behaviors between teachers, 4) challenges to collaboration, and 5) preparedness to collaborate. These pre-service special educators most often commented on the challenges they experienced in school settings. Implications for teacher education programs worldwide and future research are discussed <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=92032677&site=ehost-live>

1. **Whinnery, K. W., & King, M. (1995). Perceptions of students with learning disabilities. Preventing School Failure, 40(1), 5.** [**https://doi.org/10.1080/1045988X.1995.994464**](https://doi.org/10.1080/1045988X.1995.994464)

Compares attitudes of students with learning disabilities who receive services in traditional resource rooms and those being educated in regular classrooms through collaborative consultation and cooperative teaching. General procedures; Students' feelings about themselves and special education services; Acceptance by classroom teachers <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=9601160710&site=ehost-live>

1. **Tobin, R. (2005). Co-Teaching in Language Arts: Supporting Students with Learning Disabilities. Canadian Journal of Education, 28(4), 784–801.** [**https://doi.org/10.2307/4126455**](https://doi.org/10.2307/4126455)

In this case study, I have examined teachers' use of co-teaching models to support students with learning disabilities in an inclusive elementary classroom. Co-teachers progressed from the developmental stage of collegial growth to the compromising stage (Gately & Gately, 2001), but struggled to achieve the third stage of collaboration. Teachers used several methods to support students' literacy: explicit prompt sheets, scaffolded mini-lessons, and interactional inclusion. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=20788419&site=ehost-live>

1. **Ae-Hwa Kim, Woodruff, A. L., Klein, C., & Vaughn, S. (2006). Facilitating Co-Teaching for Literacy in General Education Classrooms through Technology: Focus on Students with Learning Disabilities. Reading & Writing Quarterly, 22(3), 269–291.** [**https://doi.org/10.1080/10573560500455729**](https://doi.org/10.1080/10573560500455729)

In this article, studies on co-teaching for students with learning disabilities are briefly reviewed. Next, the factors affecting responsible co-teaching for students with learning disabilities are discussed, including how technology (i.e., computer-assisted collaborative strategic reading) might assist in promoting success while overcoming barriers to effective co-teaching. Specifically, four factors are reviewed with reference to technology application as a means of facilitating responsible co-teaching: preplanning and organizing, establishing goals and outcomes, linking special and general education, and ongoing evaluation <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=20855556&site=ehost-live>

1. **Parker, A., McHatton, P., Allen, D. & Rosa, L. (2010) Dance Lessons: Preparing Preservice Teachers for Coteaching Partnerships, Action in Teacher Education, 32:1, 26-38, DOI: 10.1080/01626620.2010.1046354**

Federal legislation (Individuals With Disabilities Education Improvement Act, No Child Left Behind) mandates access to the general education curriculum for students with disabilities. As a response, K-12 schools are moving to coteaching models with increased frequency (National Center for Education Statistics, 2008). However, preservice teachers have not been adequately prepared for collaborative teaching in these inclusive classrooms (Dieker & Murawski, 2003; Fennick & Liddy, 2001). To address this disconnect, we participated in an interdisciplinary, cross-departmental collaboration to create shared course and field experiences for a mixed group of special education and elementary education preservice teachers. Using our blogs, reflections, personal observations, meeting notes, and recorded discussions along with students' reflections and course assignments, we provide an analysis of the experience and implications for teacher educator

Y - indirect focus on SEN/inclusion exclude? <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=52653114&site=ehost-live>

1. **Simmons, R., Magiera, K., Cummings, B., & Arena, M. (2008). Co-Teaching in Secondary Mathematics: How the Special Education Teacher Fits into the Equation. New York State Mathematics Teachers’ Journal, 58(1), 12–25.**

The National Council of Teachers of Mathematics has stated in its Equity Principle that all students, including students with disabilities, should have a quality mathematics education. In addition, federal education laws legislate that students with disabilities should have access to the secondary mathematics curriculum taught by highly qualified teachers. Co-teaching is one model that provides students with disabilities access to the secondary mathematics curriculum. Specifically, co-teaching in secondary mathematics occurs when a certified secondary mathematics teacher and a certified special education teacher provide instruction to all students, including students with disabilities. The authors describe how to form a truly collaborative co-teaching partnership between general and special educators in a high school mathematics class. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=32111089&site=ehost-live>

1. **ZINDLER, R. (2009). Trouble in Paradise: A Study of Who Is Included in an Inclusion Classroom. Teachers College Record, 111(8), 1971–1996.**

Background/Context: This study is based on prior research regarding the need for explicit social instruction for children with special needs, cooperative educational models, and the goals and relative successes of inclusive educational practices. The author refers to several studies on these subjects, including those by Kavale and Forness; Salend; and Sapon-Shevin, Dobbelaere, and Corrigan. Purpose/Objective/Research Question/Focus of Study: This teacher analyzes how truly "inclusive" her class was during 1 year of collaborative team teaching in a second-grade inclusion classroom. Employing research-based methods of cooperative education, she considered how successful she was in facilitating meaningful relationships between special education students from all backgrounds, and their peers. She also examined whether it was possible, despite differences in academic and social skills, to fully incorporate those children with special needs into a classroom so that their general education peers would value and include them in their activities and social life. Population/Participants/Subjects/Setting: In this study, a second-grade teacher took on a new position as the general education teacher in a New York City school's inclusion team. Seven of the 24 students in the new class were special education students. These children struggled with a variety of developmental delays, such as expressive and/or receptive language processing disorders, physical disabilities, and social/emotional issues. Five of these children were bused from less affluent neighborhoods near the school to attend the program. Whereas the general population at the school consisted of upper-middle-class White and Asian families, these 5 children were from lower socioeconomic backgrounds and were either African American or of Latin American descent. Research Design: <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=44030095&site=ehost-live>

1. **Friedland, B. L., & Walz, L. M. (2003). Experiential Learning in a Rural University ClinicalSetting: Developing Teaming Skills across Three Courses. Rural Special Education Quarterly, 22(3), 28–34.** [**https://doi.org/10.1177/875687050302200305**](https://doi.org/10.1177/875687050302200305)

Collaboration has historically been essential in rural areas due to scant resources. This article presents a rural model for experiential learning of collaborative and consultative teaming skills across three special education teacher preparation courses, Instructional Methods, Behavior Change, and Assessment. A University-based Summer School was provided for area children, some with various disabilities. This Summer School provided a clinical experience to fulfill assessment, teaching, and planning practice requirements. A collaborative, consultative planning team was established for each child. Teams simulated actual Teacher Assistance or Child Study Teams, unavailable in schools over Summer sessions. Instructors observed and documented teaming skills development

Y - exclude as indirect focus on SEN students? <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=11409907&site=ehost-live>

1. **Waldron, K. A., & Van Zandt Allen, L. (1999). Successful Strategies for Inclusion at the Middle Level. Middle School Journal, 30(4), 18–28.** [**https://doi.org/10.1080/00940771.1999.11494593**](https://doi.org/10.1080/00940771.1999.11494593)

The article discusses the factors that are critical to the inclusion of student with disabilities in the middle school level in the U.S. There is a need for additional preparation among teachers who handle special education class. Nearly two-thirds of teachers described their educational readiness for teaching diverse learners as inadequate or poor, disclosing a fundamental oversight in some preservice and inservice teacher training. On the other hand, the components for a successful integration are small class size, collaborative planning teams, continuous staff training and specialized equipment, computers, and materials. Educators are also encouraged to divide the academic content and alternate instruction on large and small groups. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=20882978&site=ehost-live>

1. **LRP Publications (2006) Highly qualified provisions foster special ed inclusion. Education USA, 2(7), 4.**

Focuses on the collaborative teaching of special education and core content teachers in the U.S. Reinforcement of emphasis on inclusion stated in the Individuals With Disabilities Education Act; Concerns raised by some experts on the implementation of collaborative teaching; Advantages of inclusion. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=20209191&site=ehost-live>

1. **Salzani Fiorini, M. L., & José Manzini, E. (2017). Formação continuada para professores de Educação Física: a Tecnologia Assistiva favorecendo a inclusão escolar. Revista Práxis Educativa, 12(2), 334–355. https://doi.org/10.5212/PraxEduc.v.12i2.0003**

This study aimed at describing the development of continuing education for physical education teachers towards the incorporation of Assistive Technology and the creation of favorable conditions to an inclusive school. The methodology employed was reflective and collaborative research. Two teachers who were facing difficulties to include a physically disabled student and one student with global developmental delay took part in the study. The continuing education plan comprised three steps: 1) reflecting on their own practice after watching a video and planning one lesson, together with the researcher, seeking to incorporate Assistive Technology and favor inclusion; 2) videoing the lesson; 3) evaluating and reflecting on what was planned and what was executed and planning a new lesson. Some factors were seen to be essential to the development of continuing education: considering the teacher's demand, developing collaborative work, promoting reflection on the practices and having Assistive Technology as a support to the human element Y - in Portuguese, only have abstract data.

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=124172302&site=ehost-live>

1. **Rimpola, R. C. (2014). Collaborative Planning and Teacher Efficacy Of High School Mathematics Co-teachers. Educational Planning, 21(3), 41–53.**

Current educational policies such as NCLB and IDEA have led to the adoption of inclusive classrooms in schools. This presents challenges to teachers because they are held accountable for the learning experiences o f both general and special education students. The situation is especially challenging in high school mathematics inclusion classes where the special education co-teachers may not necessarily possess the content expertise to teach advanced levels o f mathematics. Collaboration between co-teachers is necessary in order to successfully plan effective lessons that address the needs o f all students. A quantitative research design was used, with follow up interviews for further explanation o f the findings. This study provides information about the teacher efficacy o f high school mathematics co-teachers when various collaborative planning times were considered. Implications for future studies and school practice were presented, while considering the efficacy o f co-teachers in inclusive contexts <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=98323119&site=ehost-live>

1. **Jones, M., Michael, C., Mandala, J., & Colachico, D. (2008). Collaborative Teaching: Creating a Partnership between General and Special Education. International Journal of Learning, 15(7), 203–207.**

Successful teaching and learning involves an interaction of the teacher, the learner, the materials, and the context. Upon entering today's classrooms we find a diverse population of students who have a wide range of learning styles and needs. Teachers are faced with challenges daily about what to teach and how to teach content information so that maximum learning takes place. Successful teaching involves the interaction of the teacher, the learner, the materials, and the context. Today's classrooms have a diverse population of students with a wide range of learning needs. Schools must provide options to students who require support. Teachers need to be prepared with a range of strategies that can be used to modify an activity or assignment when students' lack of comprehension dictates it. Because of the movement toward the inclusion of special needs students in the general education classrooms, teachers must present information that meets the needs of the curriculum and the students at different ability levels within the same classroom. Teachers must address these various levels of ability and, in the instructional design, are also expected to meet designated standards for the various lesson plans being taught. One system that can be used to address the needs of both faculty and students is collaborative teaching. In collaborative teaching, general education teachers and special education teachers or instructional assistants share responsibility for planning and teaching exceptional students who are in the general education classroom. When these individuals work collaboratively they combine subject area knowledge with special education techniques and create change in the way classes are taught. The presenters in this journal article will share one collaborative teaching program that was developed and proven successful for a middle school (grades 6-8) in a southern California setting. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=34749971&site=ehost-live>

1. **Im, S., & Martin, S. N. (2015). Using cogenerative dialogues to improve coteaching for language learner (LL) students in an inclusion science classroom. Asia-Pacific Journal of Teacher Education, 43(4), 355–369.** [**https://doi.org/10.1080/1359866X.2015.1060295**](https://doi.org/10.1080/1359866X.2015.1060295)

This paper presents findings from a study conducted in an urban elementary school in the United States with an English language learner (ELL) student and two teachers engaged in collaborative teaching in an inclusion science classroom. This study examines the efficacy of utilising cogenerative dialogues between an ELL student and his science teacher and English as second language teacher to improve instructional practices enacted during coteaching. Drawing from field notes, teacher and student interviews, and video captured during cotaught science lessons and during cogenerative dialogues between the student and his coteachers, we examined the ways in which cogenerative dialogue expands teachers’ agency to adapt curriculum and implement instructional strategies that can better meet the needs of their students. At the same time, we examined the ways in which participation in cogenerative dialogues with his teachers expanded this student’s agency as a science learner and a language learner. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=108756785&site=ehost-live>

1. **Henning, M., & Mitchell, L. (2009) Preparing for Inclusion. Child Study Journal, [s. l.], v. 32, n. 1, p. 19, 2002.**

This study explores the experience of two teacher education graduate students: one in early childhood special education and one in social studies education, as they developed and implemented a pre-service model to prepare educators for inclusion. This model offered the students the opportunity to appraise their own knowledge and experience with disabilities, adapt lessons and experiences for children with disabilities, and ally special educators and regular educators in collaborative curriculum meetings. Pre-service teachers' attitudes toward teaching children with disabilities were assessed before and after experiencing the opportunities provided by this study. Attitudes were assessed using qualitative data collection (students' written reflections and researcher's journal) and quantitative methods (pretest and posttest using a Likert scale). An independent t test supports the assertion that exposure to the model of inclusion preparation offered in this study is correlated with improved attitudes toward teaching children with disabilities. The authors reflect on the difficulties in providing opportunities for collaborative meetings between regular education students and special education students, and the quality of those meetings appears to have a strong influence on teachers' attitudes. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=7657516&site=ehost-live>

1. **Grenier, M., Miller, N., & Black, K. (2017). Applying Universal Design for Learning and the Inclusion Spectrum for Students with Severe Disabilities in General Physical Education. JOPERD: The Journal of Physical Education, Recreation & Dance, 88(6), 51–56.** [**https://doi.org/10.1080/07303084.2017.1330167**](https://doi.org/10.1080/07303084.2017.1330167)

General physical education (GPE) affords many opportunities for students with and without disabilities to interact and develop positive peer relationships. This case study describes one teacher's use of collaborative practices, universal design for learning (UDL) and the inclusion spectrum to create an accessible learning environment in which the goals of both students with and without disabilities are addressed. Using UDL in conjunction with the inclusion spectrum allows teachers to examine the task structure to optimize learning experiences so that students with disabilities can actively engage with peers. Transitioning fromeveryone can play, tomodified, to parallel and disability sport activities enables teachers to create lessons that incorporate learning objectives across a broad range of skills and abilities while promoting friendship and encouraging students to see their classmates with disabilities as contributing members. In order to serve the needs of all students, GPE teachers should consider using the principals of UDL and the inclusion spectrum to plan and instruct accessible lessons <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=124333102&site=ehost-live>

1. **Vitalaki, E., Kourkoutas, E., & Hart, A. (2018). Building inclusion and resilience in students with and without SEN through the implementation of narrative speech, role play and creative writing in the mainstream classroom of primary education. International Journal of Inclusive Education, 22(12), 1306–1319. https://doi.org/10.1080/13603116.2018.1427150**

Based on the theory of inclusion, the present 3-year pilot program (2013-2016) deals with narrative speech, role play and creative writing as a useful tool to build resilience in primary school students with and without Special Educational Needs (SEN) in the mainstream classroom. The specific aim of the program was to help students develop a series of fundamental psychosocial skills, such as a positive sense of inner self and the ability to cooperate and relate to others by familiarising with them in recognising and expressing the basic emotions of joy, sadness, fear and anger. Under the systematic cooperation among the general education teacher, the special education teacher and the rest of the teaching staff, the concept was to involve the maximum of the school teachers in order to create a Community of Practice, Collaboration, Sharing Learning and Action. Using an action-based research approach, the data from the present work allowed the participating students to demonstrate a range of socio-emotional skills, including those necessary for self-awareness. Similarly, the teachers involved in the project in each class built positive relations with their students and the rest of the teachers as well, whom they encouraged to participate in various collaborative tasks through similar programs <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=133199519&site=ehost-live>

1. **Patton, S., Hutton, E., & MacCobb, S. (2015). Curriculum differentiation for handwriting and occupational therapy/teacher partnership: collaboration or conflict? Irish Educational Studies, 34(2), 107–124.** [**https://doi.org/10.1080/03323315.2015.1032994**](https://doi.org/10.1080/03323315.2015.1032994)

Collaborative practice between health and education professionals is considered central to the implementation of inclusion policies and best practice to support children with special educational needs (SEN). However, in Ireland, barriers to collaborative practice between occupational therapists and teachers include limited contact in practice settings and lack of interagency collaboration structures. This paper investigates the process of collaborative practice using findings of a study involving 46 children with Down Syndrome (DS), their teachers and an occupational therapist in the collaborative application of a handwriting teaching method. While teachers reported finding the collaborative approach useful, conflict arose regarding how to differentiate the curriculum to meet complex individual needs. Findings are discussed in the light of current resource constraints, the agenda for inclusive practice, and amalgamating differing professional perspectives to ensure appropriate curriculum differentiation. This paper concludes that ongoing occupational therapy (OT)–teacher collaboration is essential in developing appropriate educational goals and curriculum differentiation strategies for children with DS. Joint collaboration in educational policy development is advised. OT involvement in initial teacher education and continuing professional development, and joint pre-/post-qualification education opportunities are recommended to enhance shared professional understandings. Government commitment to resourcing and developing structures to facilitate interagency collaboration is crucial. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=109462185&site=ehost-live>

1. **Rainforth, B., & England, J. (1997). Collaborations for inclusion. Education & Treatment of Children, 20(1), 85.**

Inclusive education depends on collaboration among families and a variety of service providers. In this paper, collaboration within neighborhood schools is discussed. Values and skills required for collaboration are reviewed, strategies for collaboration with parents and students with disabilities are described, guidelines for collaborative teaching are provided, and strategies to schedule team meetings are suggested. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=9705062368&site=ehost-live>

1. **Beamish, W., Bryer, F., & Davies, M. (2005). *Co-teaching in Queensland primary schools : Teacher reflections***

Australian schools have begun to implement a variety of inclusion models, but there is little local research into the effectiveness of these models. Co-teaching strategies have been used for 15 years to accommodate the diverse range of learners in North American classrooms. Co-teaching, an extension of traditional team teaching, has proven to be a successful strategy for increasing collaboration between regular and special educators. A partnership between university researchers and staff at three primary schools has started to introduce co-teaching into primary classroom practice and to study the kind of microprocesses involved in these collaborations. Six mini-teams of regular and special education teachers systematically used a co-teaching strategy to plan, implement, and evaluate a unit of work in classes with diverse abilities and needs across the second half of 2005 (July-November). Five sessions of action learning enabled school teams and university staff to come together in order to share perspectives and to document reflections-on-action. Teacher responses to and reflections about the first three sessions showed changing thoughts and beliefs about roles and responsibilities in regular classrooms. [Author abstract]

<https://search.proquest.com/docview/764332501?accountid=10792>

1. **Anderson, D.A., Vail, C.O. Jones, K. and Huntington, D. 1994** Professional collaboration: Empowering School personnel through Peer coaching. **Paper presented at the Annual International Convention of the Council for Exceptional Children(72nd, Denver, CO, April 6-10, 1994).**

Peer coaching, in which two teachers observe each other's classes with the objective of helping each other improve their instructional abilities, empowers teaching profession 4s by enabling them to develop their own criteria for evaluation of and responsibility for quality classroom performance. Peer coaching can involve collaborative, expert, or mirroring activities. Effects of coaching on the transfer of training include: more frequent practice of new strategies, more appropriate use of new strategies, long-term retention of knowledge of coached strategies, and clearer understanding of the new strategies. A study of seven practicum students examined the effectiveness of peer coaching in increasing specific teaching behaviours in a self-contained school for students with severe/profound intellectual disabilities, and assessed the viability of peer coaching as a supplement to university supervision in distant field placements. In general, participants reported that peer coaching made a valuable contribution to their fleld experience. Attachments to the paper include steps in peer coaching, a peer coaching evaluation sheet, a questionnaire assessing teachers' perceptions about being coached, and a data collection sheet

1. **King-Sears, M.E., Brawan A.E., Jenkins, M.C. and Preston-Smith, S. (2014) Co-teaching Perspectives from Secondary Science Co-teachers and Their Students with Disabilities J Sci Teacher Educ (2014) 25:651–680 DOI 10.1007/s10972-014-9391-2**

An in-depth case study of one team of co-teachers’ practice from

multiple perspectives is described. A high school science co-teaching team and their

students with disabilities completed surveys about their perceptions of co-teaching.

Additionally, observations of the two co-teachers occurred to determine roles and

types of interactions for each co-teacher during science instruction. Observational

data revealed effective teaching behaviours demonstrated by each co-teacher.

Detailed descriptions of the co-teachers’ instruction are provided. The science

educator was observed interacting with the large group twice as often as the special

educator. The science educator also presented new content nearly three times as

often as the special educator. The co-teacher surveys were consistent with the

observational data. Both educators disagreed that the special educator was primarily

the lead for instruction. Both educators strongly agreed they had an effective coteaching

relationship, although the science educator indicated stronger agreement

for parity in roles and responsibilities than the special educator noted. Forty-three

percent of the students identified the science educator as in charge of lessons, while

43% identified both educators. Most students thought teaching was divided in half,

and all students enjoyed having two teachers in science. Eighty-six percent of the

students indicated team teaching was the most frequently used co-teaching model,

and 14% indicated one teach, one drift. Implications for co-teachers’ reflections on

their collaboration, including the relevance of student perceptions (i.e., Who is the

‘‘real’’ teacher?), and the extent to which educators are prepared at preservice and

inservice levels for co-teaching are discussed.

1. **Walsh, J.M. (2012) Co-Teaching as a School System Strategy for Continuous Improvement Preventing School Failure, 56(1), 29–36, DOI: 10.1080/1045988X.2011.555792**

Co-teaching has increasingly been implemented over the past 20 years as a shared responsibility alternative to more restrictive special education models for providing service to students with disabilities. Results of local school system research in Maryland during this 20-year period are reviewed suggesting that improved special education student performance is associated with increased access to general education classrooms through co-teaching support. System-level co-teaching implementation strategies are identified that result in successful participation by students with disabilities in co-taught general education classrooms and accelerated outcomes on state reading and mathematics assessments. The specific effect of co-teaching as a system-level strategy to close achievement gaps and promote continuous improvement for students with disabilities in Howard County, Maryland, over the past 6 years is described.

1. **Kansas State Board of Education, Topeka. (1993) Teaming for Inclusion-Oriented Schools: An Introduction and Video Guide.**

This guide to the use of collaborative teams to facilitate the inclusion of all students, including those with disabilities, covers the following topics: (1) uses of collaborative teams (e.g., team teaching, peer coaching/mentoring, teacher assistance teams, pre-assessment teams, and student support teams);(2) benefits and motivating factors for establishing collaborative school teams;(3) the purpose of collaborative teams;(4) the functions of collaborative teams (such as monitoring progress toward Individualized Education Program goals);(5)five basic elements of collaborative teams (such as frequent face-to-face interactions, a positive sense of interdependence, and individual