

EFFECTIVE INSTRUCTIONAL STRATEGIES: CO-TEACHING AND CONSULTATION

LRE Training Module

Office of Special Education Programs

New Jersey Department of Education



Why Co-Teaching and Consultation?

If NJDOE	Then	Then	Then
Provides training and technical assistance in the use of effective instructional collaborative strategies	...more principals will implement an integrated framework for instruction	...students' progress in and achievement of the NJ Core Curriculum Standards will be accelerated	...an increased percentage of students with IEPs will benefit from education in general education settings for a greater percentage of their school day.
	...teachers will be supported and effectively collaborate to increase achievement and progress	...more students will set high expectations for themselves in response to higher standards set by teachers	
	...teachers will be better equipped with a toolbox of varied and differentiated supports to meet students' instructional and assessment needs	...teachers will be better prepared to provide appropriate instructional strategies in the least restrictive environment	

Array of Supports

**Curricular/Instructional Modifications
or Specialized Instructional Strategies**

Behavior Supports

**In-class
Resource Programs**

Supplementary Instruction

**Assistive
Technology**

Integrated Therapy

Teacher Aides

Consultation



[N.J.A.C. 6A:14 4.3 (a)]

Key Vocabulary:

Addressing Impact of Disability

- Adapting the content, methodology, or delivery of instruction to address the **unique needs** of the child and to ensure access to the general education curriculum [IDEA 300.39(b)(3)]



Specialized Instruction

Key Vocabulary:

Individualized Education Program

The student shall be provided...

- **Modifications** to the instructional strategies or testing procedures or other specialized instruction **to access the general education curriculum** in accordance with the student's IEP



[N.J.A.C. 6A:14-4.6(i)]

Key Vocabulary:

Least Restrictive Environment

- To the maximum extent appropriate, a student with a disability is educated with children who are not disabled



[N.J.A.C. 6A:14-4.2]

Research: Why Include?

- Students with special needs are more likely to be retained for at least one year (26%)
- Have a lower graduation rate (41%)
- And are less likely to go to college, have less earning potential and are more likely to be involved in our penal system

Bowe (2004)

Benefits of Inclusion within General Education Programs

Wagner, M., Newman, L., Cameto, R., Levine, P. and Garza, N. (2006). *An Overview of Findings From Wave 2 of the National Longitudinal Transition Study-2 (NLTS2)*. (NCSE 2006-3004). Menlo Park, CA: SRI International.

- *Higher test scores on standardized tests in reading and math*
- *Fewer absences from school*
- *Fewer referrals for disruptive behavior*
- *Better outcomes after high school in the area of employment and independent living*

Benefits of Inclusion within General Education Programs

• Cole, Waldron, & Majd:
Cosier, Causton-
Theoharis & Theoharis,
2013

• Dessemontet, Bless &
Morin, 2012

• Cole, et al., 2004

- *Time spent engaged in the general education curriculum is strongly and positively correlated with math and reading achievement for students with disabilities*
- *Students with intellectual disabilities that were fully included in general education classrooms made more progress in literacy skills when compared to students served in special schools.*
- *Students without disabilities made significantly greater progress in reading and math when served in inclusive settings.*

COLLABORATIVE MODELS

In-class Resource Programming – Co-teach

Consultation



Defining Collaboration

- As a group
- Use the word list that you created in WORDLE and define collaboration
 - Remember, the words that appear largest are the ones that **SHOULD** be included in your definition
 - The ones that appear smaller might enhance, enrich your definition.
- Be prepared to share your group discussion.



Effective Col(labor)ation

Working together to achieve
common goals

Cooperating willingly

Conferring and contributing

Adding to and making more
– not giving up some part
or conceding something

Enhanced by diversity of
experience, values,
abilities and interests

*“Working together to
create value while
sharing virtual and
physical space”*

Dettmer, Dyck & Thurston (1999)

Rosen (2007)

Collaboration In Today's Schools

Students collaborate:

Students are valued for their unique contributions to the learning community

Teachers collaborate:

Instructional leaders work together to solve learning challenges and address the needs of all learners in a learning climate that promotes achievement for all students.

Teachers and Students collaborate:

In today's inclusive classroom, teachers are facilitators and students are engaged in their learning.

Technology helps us collaborate:

In today's classroom, technology is a part of learning in all subject areas and students work in groups to complete work products.

Common goals help us collaborate:

All students are reaching the high expectations of New Jersey Standards.

Collaboration

In-Class Resource programming



Consultation



In-Class Resource Programming

In-class Resource programs...

- Shall be specified in the **student's IEP** (by subject/content area)
- Are **programs of specialized instruction designed** to address the unique needs of students with disabilities
- Are provided by an appropriately certified **teacher of students with disabilities**



[N.J.A.C. 6A:14-4.6]

Consultation

Consultation may include, but is not limited to:

- The **development and demonstration** of techniques and strategies
- **Data collection** on the effectiveness of the techniques and strategies
- Development of **positive behavioral supports**



[N.J.A.C. 6A:14–4.5(e)]

Collaboration and the In-Class Resource Programming Model

Co-plan

Plan unit/lesson
expectations &
materials

Determine
student groups

Determine
co-teaching arrangements



Co-instruct

Actively engage in
Instruction

Share responsibility
for all students

Vary instructional
arrangements

Blend expertise



Co-Manage: teach and reinforce positive behavior, both are
responsible for classroom climate and discipline

Co-Assess: Collect, review, reflect and analyze
student data to inform instruction

Collaboration and the Consultation Model

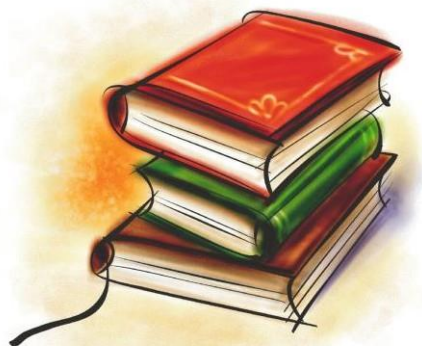
- ...an interactive process that enables groups of people with diverse expertise to generate creative solutions to mutually defined problems. The outcome is enhanced and altered from original solutions that group members would produce independently.

Nevin, Thousand, Paolucci-Whitcomb & Villa (1990)

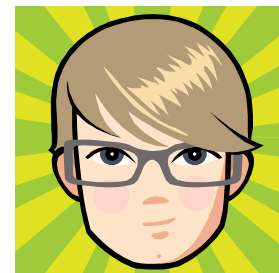
In-Class Resource Programming

Teacher Role

- Knowledge of the curriculum
- Knowledge of grade level expectations and standards of performance
- Knowledge of the general education classroom learning environment.



- Knowledge of the IEP.
- Expertise in modifying the general education curriculum to address the student's unique needs
- Knowledge of various supports the student may need to be successful in the general education classroom



In-Class Resource Programming

The **primary instructional responsibility**
for the student with a disability
shall be the **general education teacher** unless
otherwise specified
in the student's IEP.



[N.J.A.C. 6A:14-4.6(i)]

In-Class Resource Programming

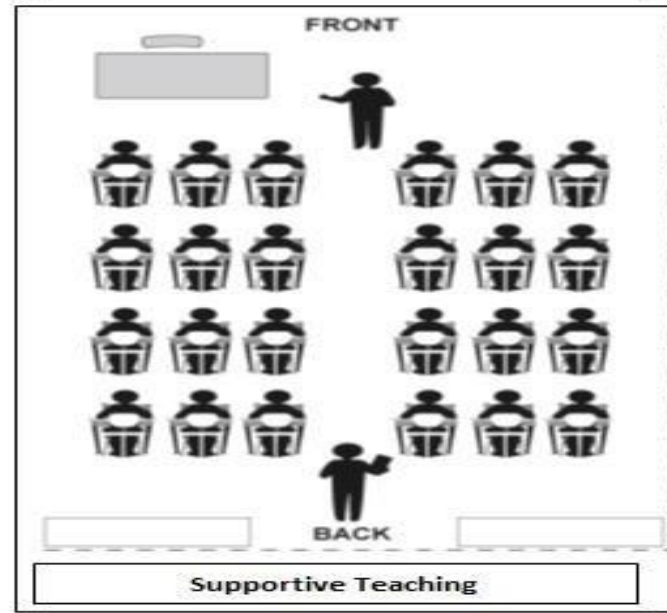
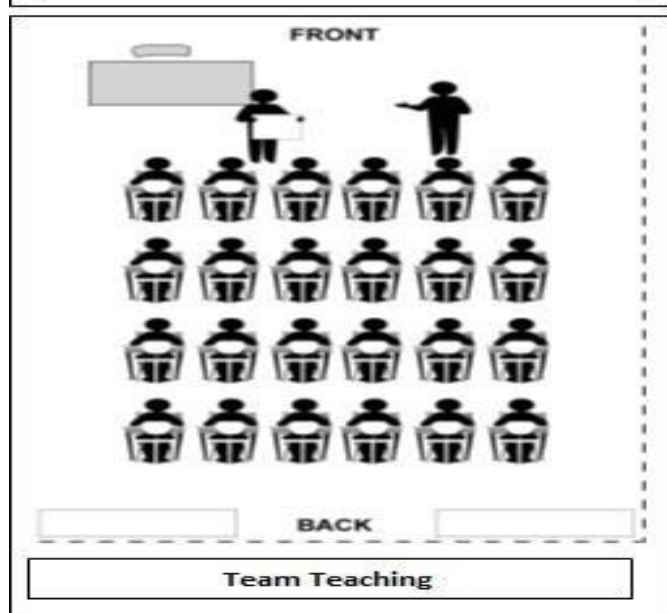
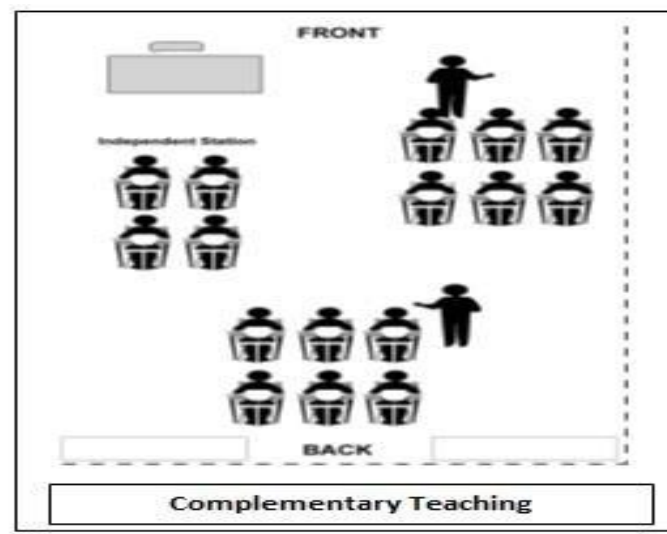
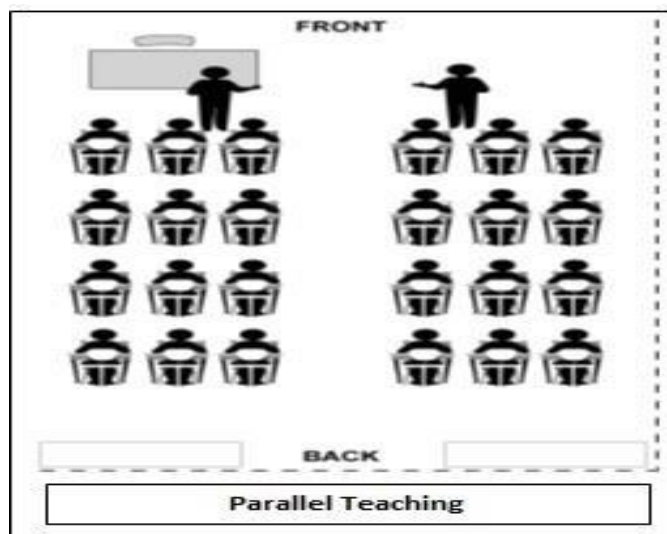
Co-teaching

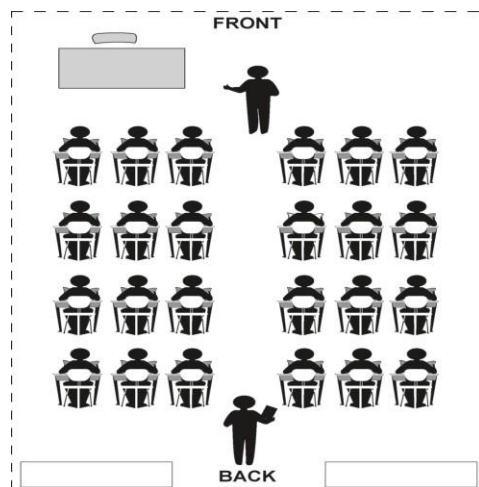
The essence of co-teaching consists of collaboration, communication, and compassion. When any co-teaching pair mindfully makes these three ideals their everyday targets for teaching and learning together, they will have a successful partnership.

Stein (2014)

Twitter [@elizabethstein](https://twitter.com/elizabethstein) and [#coteachat](https://twitter.com/coteachat)

Instructional Teaching Arrangements



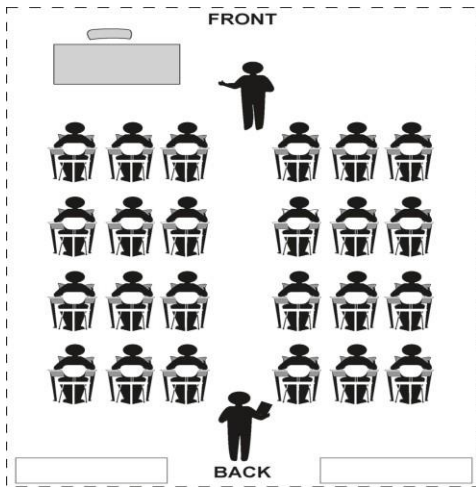


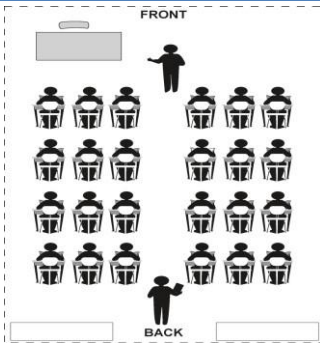
Instructional Arrangements Supportive Teaching



Supportive Teaching

- Enhances or reinforces the lesson content by helping students attend to, understand, and remember key information, relationships, and processes.

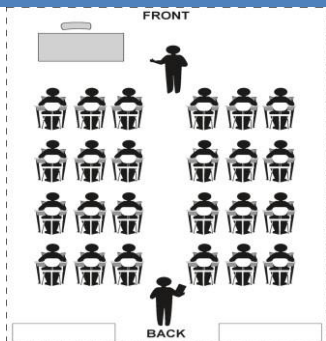




Supportive Teaching

- General education teacher has primary instructional responsibility to provide the initial presentation of content
- Special education teacher assumes an active role by supporting and adapting instruction to meet the individual needs of students.



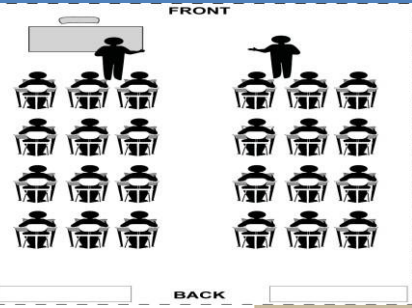


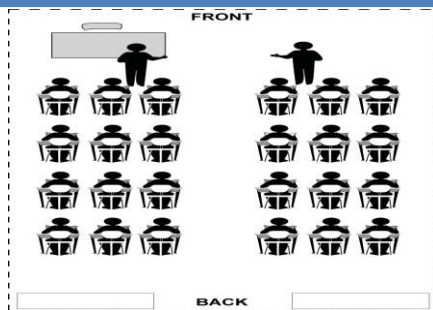
Supportive Teaching Examples

- Rewording oral or written directions
- Breaking a task down into small chunks
- Using manipulatives to reinforce a lesson
- Reducing visual clutter on a page
- Color coding text to identify new vocabulary and/or key concepts
- Re-teaching a previously taught concept
- Developing study guides and lecture outlines
- Demonstrating how to use a graphic organizer
- Designing an adapted assessment tool
- Supporting behavior or social skill needs through observation, instruction, and assessment

Instructional Arrangements

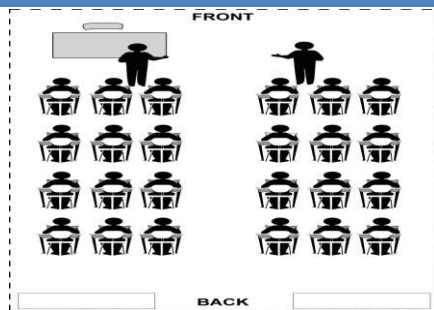
Parallel Teaching





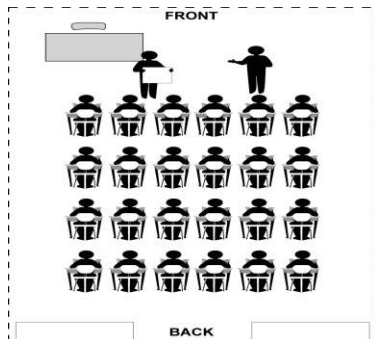
Parallel Teaching

- General education teacher and special education teacher divide the students into flexible groups.
- Each teacher becomes responsible for a smaller instructional group.
- Also referred to as “Station Teaching” or “Centers” in which students are divided into small groups and rotate through stations or centers.
- Configuration of groups should change, depending on lesson goals and student needs.



Parallel Teaching Examples

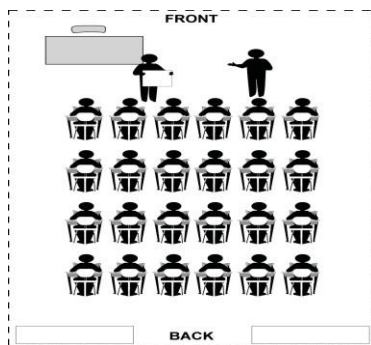
- As a follow-up to a whole class lesson on a science concept, each teacher models the concept to half the class.
- One teacher reinforces a skill previously taught while the other teacher does an enrichment activity.
- Each teacher works with a small group while other students work independently.
- One teacher works with a small group while the other teacher rotates as individual students complete assignments.



Instructional Arrangements

Team Teaching

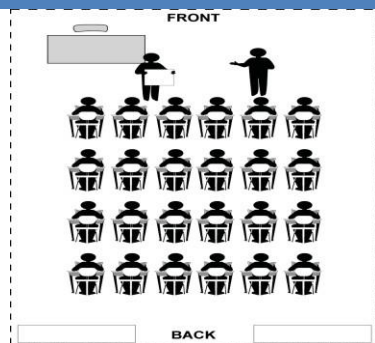




Team Teaching

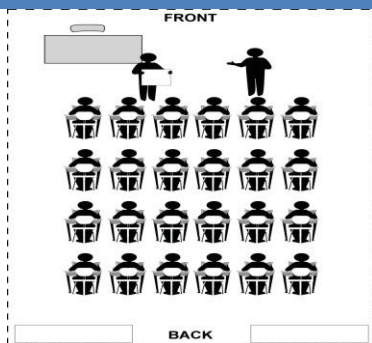
- Special education teacher shares in instruction by reinforcing, modeling, and adapting the content delivered by the general education teacher
- Both teachers are working together to provide instruction. Team teaching facilitates debates, modeling note-taking, compare/contrast or role-playing.





Team Teaching Examples

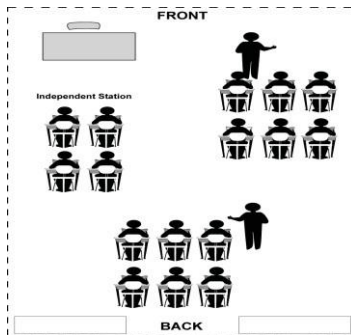
- The teachers collaboratively review student writing samples and determine that students need to use more robust vocabulary.
 - General education teacher introduces lesson by setting objectives and writing words taken from student writing on chart paper.
 - Special education teacher extends lesson by asking students to think about other words that have the same meaning as these standard words and jots down their ideas on a post-it.

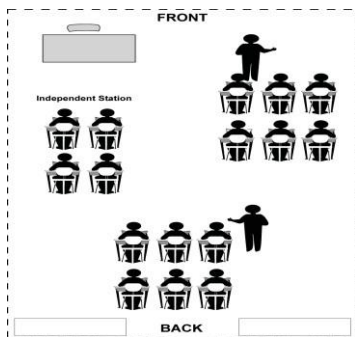


Team Teaching Examples

- Teachers alternate roles:
 - One teacher takes the lead to elicit ideas for new, more robust vocabulary
 - At the same time, the other teacher records student responses and adds to the discussion by reinforcing and/or extending student ideas
- Both teachers then demonstrate how to select and replace standard words with more robust words projecting a writing sample.

Instructional Arrangements Complementary Teaching

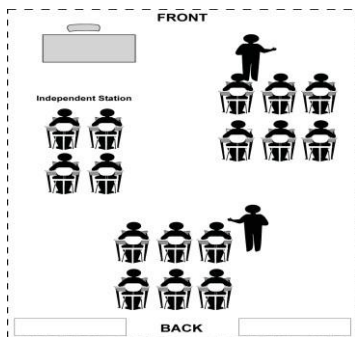




Complementary Teaching

- Focuses on teaching students *how to learn*
Students are explicitly taught learning strategies/study skills to enable them to master curriculum content
- General education teacher presents the lesson content
- Special education teacher emphasizes the learning strategies

Complementary Teaching Examples

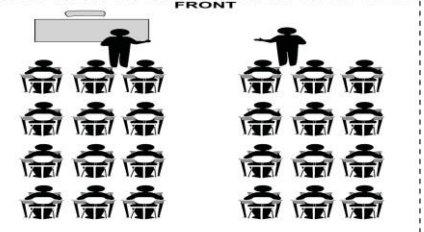
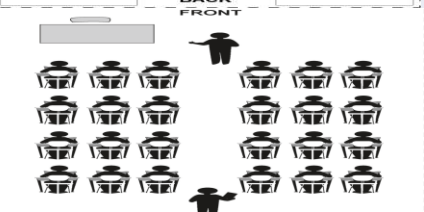
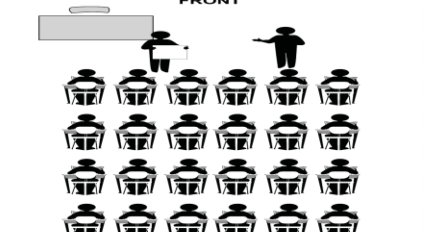
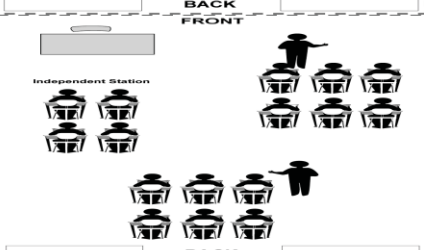


- Special education teacher reinforces concepts that were previously taught for an upcoming lesson
- Special education teacher teaches SLANT as an acronym for how to listen in class
- Before the main lesson, the special education teacher conducts a mini-lesson on good listening skills with guided practice and corrective feedback
- Before the social studies teacher conducts a lesson on the underlying values and principles of democracy, the special education teacher models notetaking through power point notes in a mini lesson.
- Following a science unit on weather, the special education teacher reviews strategies for memorization to help students prepare for an upcoming test.

CO-TEACHING EXAMPLE

https://www.youtube.com/watch?v=_pnxst7dkLk&cmp=ENL-EU-NEWS1

Instructional Teaching Arrangements

Models of Co-teaching	Key Points	What lesson might I see?
 <p>Diagram illustrating Parallel Instruction. Two groups of 12 students each are shown. A teacher is positioned at the front of each group, indicating separate instruction for each group.</p>	<p>Parallel Instruction – Groups that change based on ongoing assessment</p>	
 <p>Diagram illustrating Supportive Instruction. A large group of 12 students is shown. One teacher is at the front, and another teacher is at the back, supporting the main instruction.</p>	<p>Supportive Instruction, One lead teacher, One supports students</p>	
 <p>Diagram illustrating Team Teaching. Two teachers are standing at the front of a single group of 12 students, participating in the presentation.</p>	<p>Team Teaching Two teachers participate in the presentation</p>	
 <p>Diagram illustrating Complementary Instruction. A group of 12 students is shown. One teacher is at the front, and another teacher is at the back, providing a mini lesson that supports the main instruction. An independent station is also indicated.</p>	<p>Complementary Instruction A mini lesson that supports instruction</p>	

Consultation



Consultation

- May be provided **on behalf of** a student with disabilities or a group of students with disabilities
- May be provided by a related services provider, a teacher of students with disabilities or a child study team member **to the general education teacher and/or the teacher aide**
- Specified in each student's **IEP**, including **frequency** and **duration**



[N.J.A.C. 6A:14-4.5(e)]

Consultation

Consultation may include, but is not limited to:

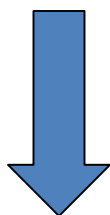
- The **development and demonstration** of techniques and strategies
- **Data collection** on the effectiveness of the techniques and strategies
- Development of **positive behavioral supports**



[N.J.A.C. 6A:14–4.5(e)]

Supporting Students in the General Education Classroom

Adults working
directly
with the student



In-class Resource Programs
Supplementary Instruction
Teacher Aides

Adults working
indirectly
(on behalf of the student)



Supports for School Personnel
through
Consultation Services

Consultant's Role

Development and Demonstration of Techniques and Strategies

Such as:

- Adapting instruction, materials, technology, and equipment
- Increasing student participation in whole group/small group activities
- Infusing learning strategy instruction into content instruction
- Develop lessons using the principles of Universal Design for Learning (UDL)

Consultant's Role

Data Collection on Effectiveness of Techniques and Strategies

- Methods and formats for collecting data on the effectiveness of instructional strategies and techniques
- Methods and formats for collecting data on the effectiveness of behavior interventions

Consultant's Role

Development of Positive Behavior Supports

- Reviewing existing behavior plans
- Developing the plan for directly teaching the behavioral expectations
- Designing an incentives/recognition system in accordance with the student's IEP
- Evaluating the effectiveness of behavior interventions and recommending modifications, as needed

Documenting Consultation Services

Page 16

OR

Page 10

Statement of Special
Education, Related
Services, and SAS

Need to Reflect
Frequency and Duration

Supports for School
Personnel

Need to Reflect
Frequency and Duration

Effective Consultation includes:

- **Intrapersonal** communicative, interactive, (stages) problem solving skills
- **Interpersonal** skills
 - Building a relationship between the consultant and consultee
- An appropriate **underlying knowledge base**
 - Assessment and intervention strategies to address learning and behavior needs

Collaborative Problem-Solving

1. Establish the collaborative team
2. Define the problem
3. Determine the goal and explore possible solutions/interventions
4. Design and implement the intervention(s)
5. Monitor the effectiveness of the intervention(s) and alter, as necessary

Adapted from Zins & Erchul (2002)

Consulting teacher
meets to plan lesson
adaptations as
outlined in the
student's IEP.

Consultation



Consulting teacher observes in a classroom to provide feedback on environment, materials, resources throughout the year/marking progress.

Consultation



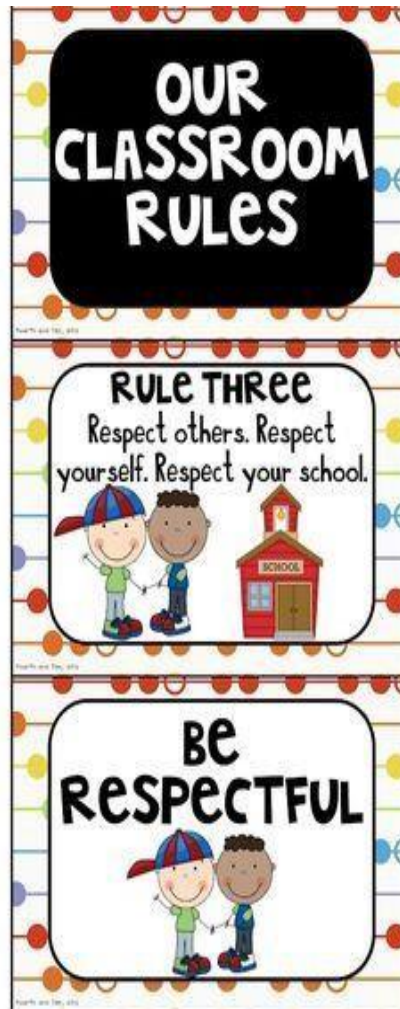
Consulting teacher,
BCBA for behavior
management, AT for
communication
device, PT for
student transfer,
provides support or
data collection.

Consultation



Consulting teacher works collaboratively with the general education teacher to define and teach Positive Behavior Supports at the beginning of the school year.

Consultation



Resources

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