

Collaborating for Student Success: General Education *and* Special Education Working Together

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Session objectives

- To communicate the benefit of collaboration in reading instruction for students in need of intervention, including those receiving special education instruction
- To highlight information to share with the collaborative team
- To demonstrate a tool that is designed to promote collaboration



Questions we will answer today

- What is collaboration?
- Why collaborate?
- Who should collaborate?
- What student information needs to be shared?
- How can we efficiently communicate student response to interventions?



What is collaboration?

It is an interactive process that enables teachers with diverse expertise to focus on providing quality services to students with a range of academic and social needs, including students with disabilities who are in the general education classroom.

(Idol, Nevin, & Paolucci-Whitcomb,
2000; West & Idol, 1990)



Why collaborate?

To ensure that every student can read at or above grade level by the end of third grade and continue reading at or above grade level throughout their schooling.

No Child Left Behind Act (NCLB), 2001, Title I, Part B, Subpart 1, §1201(1)



Why collaborate? (cont.)

If the student has participated in a process that assesses the student's response to scientific, research-based intervention, the **documentation must include the instructional strategies used and the student-centered data collected.**

Individuals with Disabilities Education Act (IDEA) §300.311(a)(7)



Why collaborate? (cont.)

NCLB and IDEA 2004 *both*

- Focus on prevention
- Fund intervention for at-risk students
- Use assessment to drive instruction
- Provide instruction for K-3 students including K-12 special education



Why collaborate? (cont.)

- Many students in special education have reading disabilities
- Many of these students receive reading-related instruction from more than one teacher: core reading teacher, special education teacher, speech therapist, Title I teacher ...



Why collaborate? (cont.)

- “At-risk” students are the least able to “put together” different approaches to reading instruction provided by several teachers
- These students benefit from instruction provided by teachers who are collaborating and “on the same page”



Who should collaborate?

- Everyone who *provides* a special education student with reading-related instruction
 - General education teacher
 - Special education teacher
 - Reading interventionist
 - Speech therapist
 - Paraprofessional
 - Other



What student information needs to be shared?

- Collaborative team members who provide a special education student with reading-related instruction should have *ongoing* knowledge of:
 - The student's assessment data (screening, diagnostic, progress monitoring, outcome)
 - The student's reading-related needs (IEP)
 - The focus of the reading intervention to be provided
 - The student's response to the intervention
 - Based on student progress, the next steps for intervention



How can we efficiently communicate student response to interventions?

- Meet to review student progress
- Use a tool to document student response to intervention to inform instructional providers
- Other methods



How can we efficiently communicate student response to interventions? (cont.)

Example Tool: *Reading Intervention Collaboration Log*

Collaborative Instructional Log



Student: _____ Grade: _____ Homeroom Teacher: _____

Baseline/Current Reading Assessment	Annual Reading Goals	Comprehensive Reading Instruction	Intervention Summary
Instrument: _____ Date: _____ PA: _____ Phonics: _____ Fluency: _____ Vocabulary: _____ Comprehension: _____	Intervention Exit Criteria:	Program: _____ Teacher: _____ Amount of Time: _____ Time of Day: _____ ____ daily Other: _____	Differentiated Instruction: Intervention Teacher: Group:

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
_____ <i>(dates)</i> _____ <i>(schedule)</i> Progress Goals PA _____ CO _____ PH _____ VO _____ FL _____				(score/benchmark/status) PA _____/_____/_____ PH _____/_____/_____ FL _____/_____/_____ CO _____/_____/_____ VO _____/_____/_____
_____ <i>(dates)</i> _____ <i>(schedule)</i> Progress Goals PA _____ CO _____ PH _____ VO _____ FL _____				(score/benchmark/status) PA _____/_____/_____ PH _____/_____/_____ FL _____/_____/_____ CO _____/_____/_____ VO _____/_____/_____



Reading Intervention Collaboration Log

- Documents benchmark assessment data, annual reading goals, and IEP decisions
- Documents core reading instruction
- Targets intervention priorities for each intervention period
- Summarizes student progress monitoring data over time



Reading Intervention Collaboration Log (cont.)

- Identifies who will provide the targeted strategies
- Documents interventionist's reflection of how student responded to the intervention instruction
- Records data at end of the intervention period
- Documents new strategies to be provided during the next intervention period



Reading Intervention Collaboration Log (cont.)

Documents benchmark assessment data, annual goals, comprehensive reading instruction

Baseline/Current Reading Assessment	Annual Reading Goals	Comprehensive Reading Instruction
Instrument: _____ Date: _____ PA: _____ Phonics: _____ Fluency: _____ Vocabulary: _____ Comprehension: _____	Intervention Exit Criteria:	Program: _____ Teacher: _____ Amount of Time: _____ Time of Day: _____ ____ daily Other: _____



Collaborative Instructional Log (CIL) (cont.)

- Documents intervention summary

(Picture of chart labeled Inventio Summary with the words differentiated instruction:, Intervention teacher:, and Group.)

Intervention Summary
Differentiated Instruction:
Intervention Teacher:
Group:



Collaborative Instructional Log (CIL) (cont.)

- Targets intervention priorities for each intervention period

Intervention Period	Priority Intervention Strategies
<hr/> <i>(dates)</i>	
<hr/> <i>(schedule)</i>	
Progress Goals PA _____ CO _____ PH _____ VO _____ FL _____	



Collaborative Instructional Log (CIL) (cont.)

- Identifies who will provide the targeted strategies

Teacher(s) Responsible



Collaborative Instructional Log (CIL) (cont.)

- Documents how the student responded to the intervention instruction

Notes on Student Response



Collaborative Instructional Log (CIL) (cont.)

- Records data at end of the intervention period

Progress Monitoring Assessment Data		
(score/benchmark/status)		
PA	___/___/___	
PH	___/___/___	
FL	___/___/___	
CO	___/___/___	
VO	___/___/___	



Collaborative Instructional Log (CIL) (cont.)



- Documents new prioritized strategies for the next intervention period

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible
<hr/> <p style="text-align: center;"><i>(dates)</i></p> <hr/> <p style="text-align: center;"><i>(schedule)</i></p> <p>Progress Goals</p> PA _____ CO _____ PH _____ VO _____ FL _____		



Putting it all together

- Identify collaborative team members
- Determine how members will communicate the following:
 - IEP information
 - Current assessment information
 - Reading instruction priorities
 - Student response to intervention
- Set aside time to collaborate!



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