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Domain 5: Collaboration

Literature Review Table

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| **Study (APA Citation)** | **Purpose(s) of Study** | **Key Findings** |
| Cook, L., & Friend, M. (2010). The state of the art of collaboration on behalf of students with disabilities. *Journal of Educational and Psychological Consultation*, *20*(1), 1-8. | **Competency: 5.1 Work cooperatively with services, networks, and organizations for individuals, professionals, and families with ASD.**  As a teacher, I want to provide my students with the best education I can. In order to do so it is important that I work cooperatively with others to learn the most supported techniques to teach my students.  **Purpose:**  The purpose of this article is to discuss collaboration and its importance in Special Education. Included is a summary of the evolution of collaboration, especially regarding IDEA and NCLB, and what collaboration is and the concerns of research related to collaboration in Special Education. | The authors focused on the importance of collaboration in Special Education and doing it correctly. Critical concepts were discussed as they can be very confusing due to Legislative changes. Information was given about contemporary approaches to education students with special needs and working with others in providing the best instruction possible. The importance of including school psychologists, counselors, special and general education teachers and others working with the student in this collaboration was also included. |
| Coutinho, M. J., & Oswald, D. P. (2004). Disproportionate representation of culturally and linguistically diverse students in special education: Measuring the problem. *Practitioner Brief Series: National Center for Culturally Responsive Educational Systems*. | **Competency: 5.6 Promote collaborative practices that respect individual family culture, dynamics, and values and the effect the diagnosis may have on the family.**  Many cultures look at disabilities differently than  we do in the US. Parents can be hearing things  from their friends that confuse them and if they  don’t understand the correct information  themselves they can get discouraged. It is vital  that I make sure my parents know the correct  information so they can be supportive of their  children.  **Purpose:**  This article focused on the number of students in Special Education of culturally and linguistically diverse students. According to the article IDEA entitles all individuals with disabilities to free appropriate education and mandates nondiscriminatory assessment, identification, and placement. | One finding of interest was that there should be an increase of the appropriateness of assessment practices and more appropriate instruction for meeting the special needs of diverse learners. I agree with this as many of the students I have received that are ESL do not understand or speak English. Therefore, I’m confused as to how they have been appropriately diagnosed with autism using English based assessments. |
| Waitoller, F. R., & Kozleski, E. B. (2013). Working in boundary practices: Identity development and learning in partnerships for inclusive education. *Teaching and Teacher Education*, *31*, 35-45. | **Competency: 5.5: Collaborate with families and other team members in nonjudgmental ways to make informed decisions about interventions and life planning.**  Teachers need to help support their students and families in making plans for their child’s future. They need to put their own pride aside and collaborate with others to support their parents in the best way possible.  **Purpose:**  The article discussed the trend of promoting partnerships for inclusive education that share responsibility for teachers’ and students’ learning, but how collaboration across institutions and professions can become complex. The paper advances tools to examine and understand the work of these education partnerships. The authors illustrated theory with examples from their own work in a professional learning school and offered recommendations for teacher learning in teacher education programs. | The article notes the movement is encouraging clinical based experiences in teacher planning and shared responsibility between universities and districts for teacher and student learning. Their concern is that there is little knowledge regarding the kinds of tensions, learning, and identities that develop when these communities engage in a partnership. The paper suggested the boundary practices that occur should be examined so these concerns could be addressed. |
| Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, *73*(4), 392-416. | **Competency: 5.5 Collaborate with families and other team members in nonjudgmental ways to make informed decisions about interventions and life planning.**  Before embarking on a co-teaching journey, teachers need to look at the concerns that have been made in the past and work with their partner to make sure each teacher is used appropriately to offer the students the best education possible.  **Purpose:**  The purpose of this study was to examine co-teaching in inclusive classrooms researching integration techniques. The authors used 32 investigations of co-teaching in inclusive classrooms to complete their study. This study found concerns which should be addressed when co-teaching is in place. | Results included:   1. Administrators, teachers, and students perceive co-teaching to be beneficial 2. Identification by teachers of a number of conditions needed in order to it to succeed 3. It seemed from their study that many times there was a “one teach, one assist” model where the special education teacher was most often the one who assisted 4. General Education teachers taught whole group, teacher led instruction with little individualization 5. Final findings showed that concerns with co-teaching raised years ago were present in the 32 classes researched |
| Cheatham, G. A., & Ro, Y. E. (2011). Communication between early educators and parents who speak English as a second language A semantic and pragmatic perspective. *Early Childhood Education Journal*, *39*(4), 249. | **Competency: 5.6 Promote collaborative practices that respect individual family culture, dynamics, and values and the effect the diagnosis may have on the family.**  Understanding the complicated information regarding disabilities, instruction, IEPs, etc. can be difficulty for everyone. If your first language is not English, it can be almost impossible. Teachers MUST do all they can to make sure parents have all the information and understand it appropriately.  **Purpose:**  The purpose of this article was to discuss communication between early educators speaking English and parents who speak English as a Second Language. The authors discussed concerns that teachers need to remember in order to help parents understand crucial information. | ESL parents have difficulties understanding certain aspects of English and when discussing their child’s education, including special needs, IEPs, etc. they often miss important information. It’s important for teachers to make sure parents of their students who speak other languages understand all of the information. |