

# Multidisciplinary Team



# Pupils/students with SEN/D

## Special educational needs:

- Health disability →
- Health disadvantage
- Social disadvantage ↘

- Intellectual disabilities
- Physical disabilities
- Hearing impairment
- Visual impairment
- Speech or language impairment
- Multiple disabilities
- Autism
- Learning disability
- Behaviour disturbance

Family background with low socio-economic status


At risk of harmful influence

Imposed institutional or protective institutional care

Asylum-seekers

Person applying for international protection in the Czech Republic

- Long-term illness
- Mild learning disabilities requiring modification in education

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- Who is involved in education of a pupil with SEN?
  - *Draw a mind map*

# Professional Collaboration:



Psychologist



Teacher



SEN Teacher



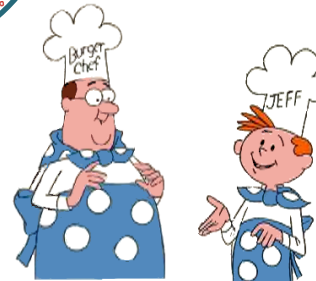
Medical professionals



Parents



Head teacher, other teachers



School personnel



Social worker



# I.

## Professional Collaboration:

- **Pre-requisites:**
  - Shared goals
  - Voluntary participation
  - Shared responsibility
  - Shared accountability for goals
  - Shared resources
  - Trust and respect



**Areas of concern**

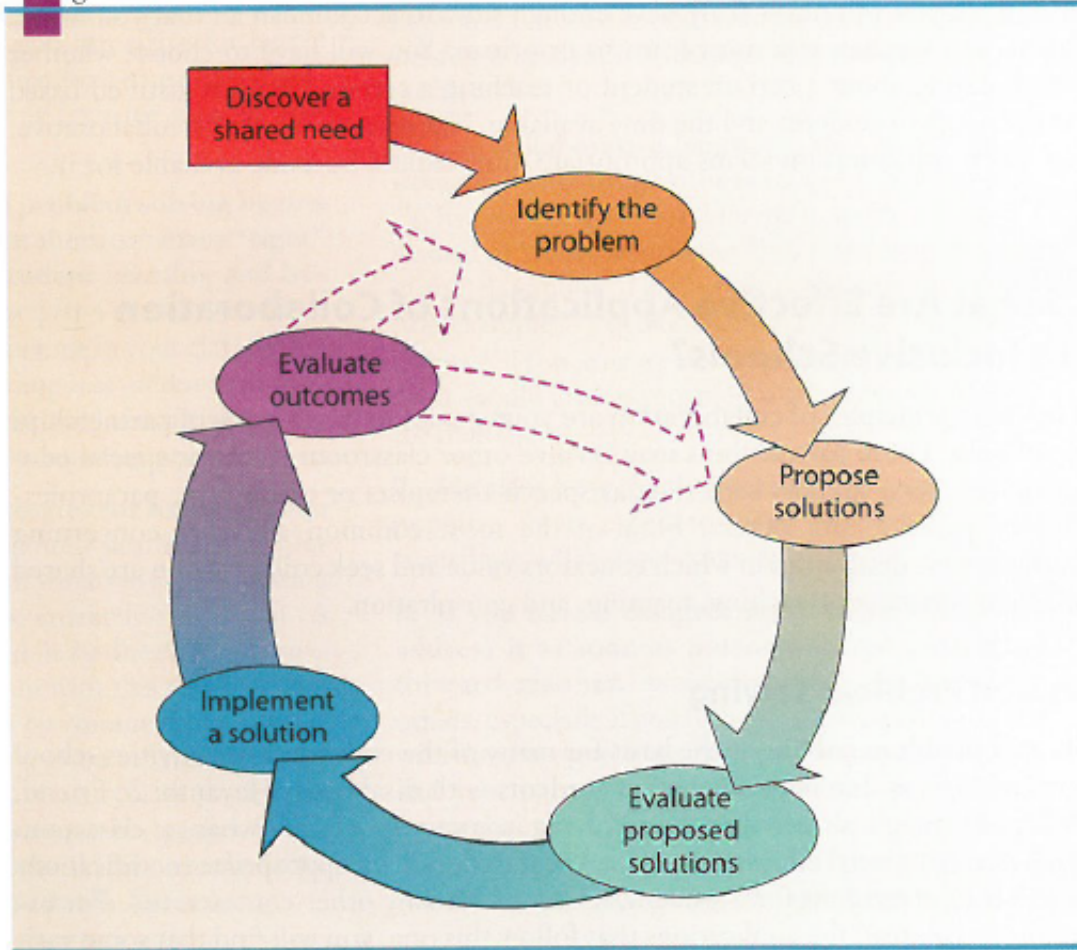


- **Effective communication:**

- Knowledge of the frame of reference
- There are „many right answers“
- Strategies for listening
- Focus on observable information
- Collaborative language – encourage others to speak
- Address disagreement with colleagues immediately

# Shared problem solving




**Figure 3.2** A Model for Shared Problem Solving




A.

A complex process – needs, expectations, ideas of each participant must be blended into shared understanding

## • Shared problem solving:

- Discover a need → perceived by all participants, believe in change, shared accountability
- Identify the problem CRITICAL STEP  
→ gathering info, compiling it, analyzing it, reaching consensus on the nature of the problem (PxT) 
- Proposed solutions → brainstorming  (rules)
- Evaluate ideas → evaluation sheet 
- Implement the solution → each team member has an area of responsibility
- Evaluate outcomes → continue/discontinue, modify

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- Angela is a third grade student. She is talkative and friendly. During classes, however, she has problems focusing on independent tasks and finishing assigned work. This negatively influences her achievement.
  - *Get into groups and brainstorm possible solutions...*



# Shared problem solving

**FIGURE 3.1** A Sample Decision-Making Sheet for Problem Solving

*Problem Statement:* How can we encourage Angela to work independently on assigned classroom tasks?

*Ideas:*

Digitally record instructions	<del>Don't give independent work</del>
Have an assigned "study buddy"	Let her choose the assignment
Make the work easier	<del>Make her stay in from recess to complete work</del>
Use pictures for directions	Give her frequent breaks
Ask a parent volunteer to help	

*Decision Making:* (3 = high, 2 = medium, 1 = low)

Idea	Criteria			Total	Rank
	Time commitment is reasonable for teacher	Idea does not disrupt class routine	Angela will work for at least 5 minutes		
1. Recorded instructions	3	1	2	6	
2. Study buddy	3	3	3	9	1
3. Easier work	2	2	2	6	
4. Picture directions	3	2	3	8	2
5. Parent volunteer1	3	2	6		
6. Choose assignment	1	2	1	4	
7. Frequent breaks	2	2	2	6	



## B.

# Co-teaching:


- 2 or more teachers share instructions for a single group of students
- Typically single classroom setting
- General teacher + SEN teacher:
  - For a part of day
  - For some classes
  - For a particular topic
  - Full-time

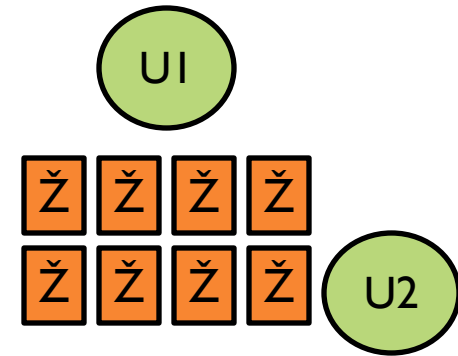
# Video: Time and Task

- Who is in the video?
- What roles do the professionals have and how do they change them?
- How do they maximize the instructional time?

- **One to one support**

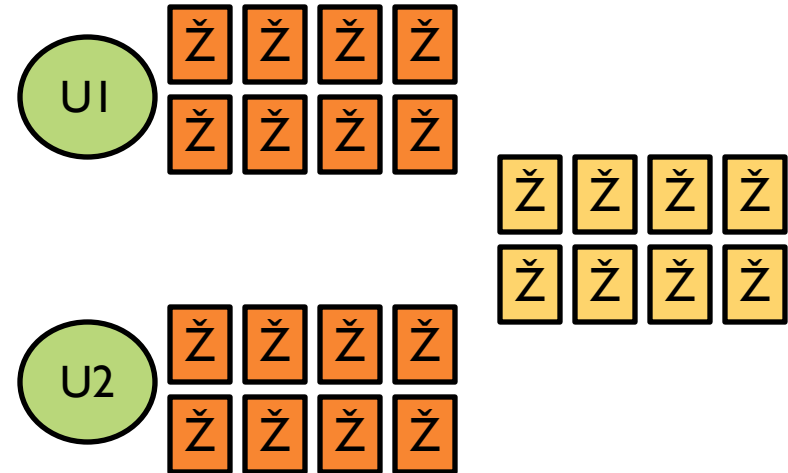
- T1 leads, T2 assisting role

-  (combination of methods necessary)



- **Station teaching**

- Curriculum divided into 2 parts, Ss change
- Possible 3rd group – peer-tutoring

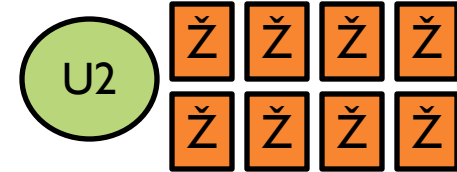
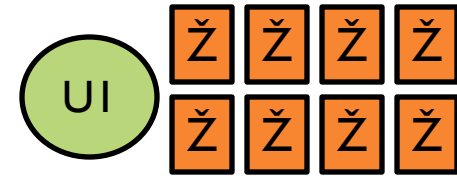


- **Parallel teaching**

- Ts teach parallelly in 2

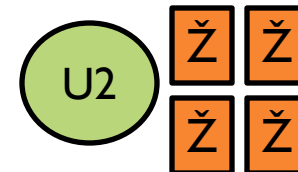
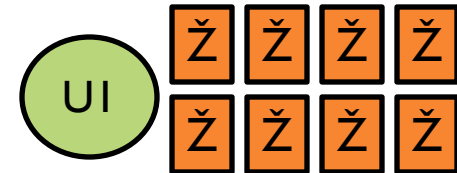


- Possibility to choose different learning styles



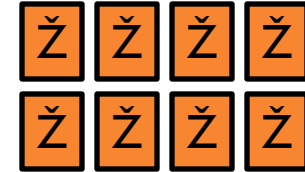
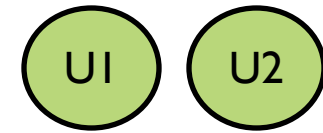
- **Alternative teaching**

- Large and small group of Ss
- Small group – SEN
- (only among many options)



## • Team teaching

- Ts share leadership in the classroom
- Eg. T1 lectures, T2 note-taking strategies



### TIPS:

- plan lessons, discuss with co-teahcer
- Attend to details (use free time, discipline...)
- Prepare parents
- Avoid „paraprofessional trap“
- Go slowly – co-teachers to get used to their styles

# Video: Expert roles

- What types of co-teaching are shown in the video?
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## C.

# Working with parents:

- Essential in inclusive classroom
- P help to understand strengths and needs of the S
- P see the S performance from another perspective
- T – needs to understand the complexity of P role

# Parent conference:

- **BEFORE:**
  - Clarify purpose (for T and P)
  - List of questions
- **DURING:**
  - Atmosphere, privacy
  - Use Mr, Ms (not mum and dad)
  - S to be referred to by name
  - Suitable table, conference table
- **AFTER:**
  - Notes on key points
  - Agreed actions to be put into action ASAP

# Parents conference

- Prior to a conference
  - Clarify the purpose of the conference (for

yo

**Figure 3.6** Sample Set of Questions to Help Parents Prepare for Conferences

1. What is your child's favorite class activity?
2. Does your child have worries about any class activities? If so, what are they?
3. What are your priorities for your child's education this year?
4. What questions do you have about your child's education in my class this year?
5. How could we at school help make this the most successful year ever for your child?
6. Are there any topics you want to discuss at the conference that I might need to prepare for? If so, please let me know.
7. Would you like other individuals to participate in the conference? If so, please give me a list of their names.
8. Is there particular school information you would like me to have available? If so, please let me know.



- **Physical organisation**

- **Classroom routine**

- Stability = prevention EBD

- **Classroom climate**

- Ts attitudes

- **Use of time**

- Maximize academic learning time
  - Manage transition time
  - Manage organisation
  - Use of meaningful sponges

- **Classroom rules**

- Brief, clear
- positive

wall displays, storage, set-up,  
etc.

- Is the classroom characterized by cooperative or a competitive atmosphere?
- Is the classroom a safe place for all Ss to take risks?

**Games and Qs:**

- What no. Comes between 31 and 33?
- „I spy..“

Don't call answers! **X** Raise your hand to speak!

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- Flexible classroom