# **Part 3 | Working as a team with Activity B (6:10 mins)**

Elisabeth Rix – Service Manager, Regional Operations, Northern – discusses working as a team.

She explains who is involved, how the team is organised, and what does good collaboration bring to the IEP process.

Activity B asks participants to suggest examples of adaptations and differentiations.

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| **Audio** | **Visual** |
| **No narration** | [on the left side of the screen]cover of *Collaboration for Success*[on the right side of the screen]Collaboration for Success Presentation ExampleThis video series is a guide on how to present the CFS PowerPoint presentation to groups such as a school community or a child’s IEP team.There are six parts in this video series. Part 3 | Working as a team (6:10 mins) |
| **Elisabeth:** I’d like you to have a look at this because I find this really useful. This is the IEP “Working as a team” document for parents, caregivers, and educators. | Screen shot of page, in *Collaboration for Success*, Individual Education Plans – working as a team. |
| **Elisabeth:**  It’s got some good ideas in here about working in a team, about what an IEP is, and a nice little bit on the inside here *(points to the place on the bottom of the page)* about things parents should know and useful ideas to talk to parents about. *(pause)* Things like, you can have your say at meetings.  And one of the key features for me is, to identify before the meeting, think about the things that you want to talk about, think about the things that are important to you and your family. | Things parents should know  Your involvement in the process is essential for success   * You have a say in who you want at meetings. You can have as few or as many people as you wish, including whānau members. Tell the school who you are bringing, and [the school] will talk with you about who they want to include. * You can ask for your preferred time and place for the IOEP meeting. Consider a time and place that makes it possible for all family and whānau you would like at the meeting to attend. * Before the meeting you might want to make a list of the things you want to talk about. * Before the meeting, gather information about your child and think how it might be useful to discussions. |
| **Elisabeth:** And just on the back here, *(presents the back of the document to the audience)* there’s a checklist of what should be in the IEP.  And again, it’s quite useful for schools or teachers or staff not familiar with IEPs, they’re not too sure if they’re putting the right bits in. Here’s just some ideas about what could be in that IEP. | Checklist – what should be in the IEP   * A long-term goal or vision – where are we going and how are we going to get there? Consider the student’s strengths and remember to identify what success will look like. * Teaching practices and a learning programme for the classroom that will support the student top learn – this guides the adaptations and differentiations the classroom teacher will make to support learning. * Specialist services and support the student might need and how these will support the classroom programme –this could include, for example, psychologists, speech-language therapists, advisers on deaf children, resource teachers: learning and behaviour. * Other resources, materials and any extra or specialised equipment or assistive technology the student might need. * The role of each team member in supporting the student, including how parents and whānau can support the student’s learning at home. * How the team will communicate on an ongoing basis. * The skills and needs of team members – that is, what skills, knowledge, or attitudes they need to support the student and one another. * Ways to check on the student’s progress against their goals and success factors and when this will be done – remember to identify ways to show progress outside of the classroom as well, such as making friends. |

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| **Elisabeth:**  These ideas are all on page nine, 8.3 of your book “Facilitating collaboration.”  And it talks about partnerships and collaborations that don’t just happen. And it talks about some of the ideas that have come out of the literature review. About getting to know the student’s background, developing relationships, liaising with the student and caregivers, organising meetings that are not always at school.  In the past I think that we probably nearly always had our meetings, our IEPs at school. We’re saying they don’t have to be … they could be somewhere else. They could be at some neutral territory, at a home, or another venue.  *(pause)* Making times that don’t conflict, and I think Andre you mentioned – and I’ve also been to IEPs – where the teacher is not present. And the SENCO very effectively had run a meeting, but the child’s teacher is not present … that essential part of the child’s team. | 8.3 FACILITATING COLLABORATION  Partnerships and collaboration do not just happen. The literature review includes ideas for facilitating collaboration, including those below.   * Get to know the student’s background and maintain effective relationships with their community beyond the IEP process (for example, through home visits or regular meetings). * Liaise with the student, parents/caregivers, whānau, and other relevant community members on where, when, and how the IEP should be developed. * Organise meeting or hui somewhere other than at school (for example, marae, community centre, home) to discuss and develop the IEP. * Before IEP meetings, provide participants with relevant, helpful information (including question starters), using appropriate technology to distribute it. * Ensure that meeting times do not conflict with any other commitments of team members. |
| **Elisabeth:** So, it’s making times that don’t conflict, providing necessary training, and also being jargon-free. | *8.3 Facilitating Collaboration, continues*Help with childcare and transport to meetings if necessary.Provide necessary training to team members (for example, around the IEP process, participation skills, or the student’s cultural background).Involve a meeting or hui facilitator, who might not be part of the IEP team.Use jargon-free communication and the student’s home language as much as possible, including interpreters when necessary. |
| **No narration** | [on the left side of the screen]cover of *Collaboration for Success*[on the right side of the screen]Collaboration for Success Presentation ExampleActivity BAdapting the environmentHave you seen example of when a teacher or school has adapted the school, classroom programme, or the environment for the needs of a student? |
| **Elisabeth:** The way a child’s team thinks, that’s really important to developing success. And we’re thinking of the student as an active and capable learner. So, we’re seeing the child, not the disability, and we need to view the world through their eyes. Their language, identity, and culture count.  When we’re talking about adapting, we’re adapting the environment, not the student. So, adapting the school programme to fit the child rather than expecting the child to fit in with the school programme.  *(pause)*  Just have a think in your head for a minute … do you know any examples, have you seen examples of when teachers or schools have adapted the school, the classroom programme, or the environment for the needs of the student? | The way a child’s team thinks lead to success.  Student is an active and capable learner:   * see the child, not the disability * view the world through their eyes * language, identity, and culture count   Adapt the environment, not the learner:   * adapt the school programme to fit the child rather than expecting the child to fit the school programme * embed the IEP goals in everyday classroom and school practices. |
| **No narration** | [Scrolls up on the screen] Example of the class or school programme being adapted: Teacher who changed the class timetable.  Teacher using visual timetable for every child.  Physical adaptations of the school environment.  Using assistive technology with the whole class.  Strategies recommended for one child adopted for the whole class instead. |
| **Elisabeth:** The way that a child’s team works, and that’s with collaboration and including student voice. So, for the student to learn, achieve, and develop for the future, those who know them best need to work together, and that includes the parents and whānau.  The student voice is something I think that we’re really starting to come to grips with. The student voice, as much as possible, a student is to have a voice either by being present themselves or through a family member, caregiver, or even peers that can help.  The meetings we have, the IEPs, it’s not just about adults making plans and goals for that student, it’s about the student being included. | The way a child’s team works lead to collaborative teaming success.  Collaborate:   * For a student to learn and achieve, those who know them best must plan and work together. * Parents and whānau are key.   Student voice:   * Wherever possible, the students themselves should also have a voice through being present or through their parents and whānau. * Peers can help. |
| **Elisabeth:** If you have a look on page 10 at 8.4, it’s got a heading, “How team member might participate in the IEP process”.  It’s just got a few suggestions there, about a classmate might suggest ideas for including or the physiotherapist – I think some of you mentioned before, too, there might be other specialists involved.  Physiotherapists might identify physical adaptations. Or the teacher aide might have kept observational data.  One of the key messages we are talking about here is that the class teacher has that responsibility for the teaching and learning of every student in the class. | 8.4 HOW TEAM MEMBERS MIGHT PARTICIPATE IN THE IEP PROCESS  How team members participate in the IEP process will vary from one teaching and learning situation to another.  For example:   * a classmate might suggest ideas for including the student at school or might support their friend at IEP meetings * parents or caregivers and their communities could have well-established strategies for communicating with and supporting their child, which they could share with others * a physiotherapist might identify =physical adaptations to the classroom to give the student improved access to learning experiences * a teacher aide might keep observational data |

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| **Elisabeth:** This is an example of a student who had some voice into their own programme. I’ll read you a little bit off the bottom [of the page].  **Elisabeth reads:** *“Annie puts all the words in a grid for me. I’m going to try to put four words in the grid without any help.”*  Hey, there’s a goal!  **She continues reading:** *“Clicker 5 is not always working on my laptop. Annie will ring Chris to get it fixed. Room seven has a spare computer. Miss Martin said that I can use it to do my Clicker 5 until my computer is fixed.”*  That child is part of that process and the learning, and he knows what’s going to happen if his computer is not working at that stage. | The team in action – studentImages of a computer screen and three head-shots of peopleWhat the student has written:3. I can use Clicker 5. I can click on the mouse to hear the computer read the words. I can use the symbols to read and listen. Annie puts all the words in a grid for me. I’m going to try to put four words in the grid without any help. Clicker 5 is not always working on my laptop. Annie will ring Chris to get it fixed. Room seven has a spare computer. Miss Martin said that I can use it to do my Clicker 5 until my computer is fixed. |