




Co-Teaching in Higher Education

Within Discipline, Between Universities
tedcec.zolkoski.com

Mandy E. Lusk, *Wichita State University*

Mary Morningstar, *University of Kansas*

Co-Teaching Model	Presenter/Co-Teacher	Presenter/Co-Teacher
Within Discipline/Between Institution	Mary Morningstar, University of Kansas (special education)	Mandy Lusk, Wichita State University (special education)
Within Discipline/Within Institution	Professor in Special Education Georgia Regents University (special education)	Kathleen Hogan, Georgia Regents University (special education)
Within Discipline/Within Institution	Kelly Carrero Shippensburg University (special education)	Calli Lewis Shippensburg University (special education)
Within Discipline/Between Course Formats/ Within Institution	Donna Sayman Wichita State University (special education)	Mary Spencer, adjunct Wichita State University (special education)
Between Discipline/Within Institution	Catherine Howerter Georgia Southern University (special education)	Professor in Education Georgia Southern University (general/teacher education)
Within Discipline/Among All Institutions	Staci Zolkoski University of North Texas (special education/ general education)	

A photograph of a classroom interior, showing several white plastic chairs arranged in rows on a wooden floor. A blackboard is mounted on the wall in the background. The photo is pinned to a blue textured wall with two silver pushpins.

**Social interaction and
cooperative learning are
paramount in positive
learning experiences**

~Vygotsky, 1978

Presentation Overview

- o Overview of Co-Teaching in Higher Education
- o Our Model of Co-Teaching in Higher Education
 - o KU + WSU = Collaboration
 - o Blackboard
 - o Adobe Connect
 - o Teaching Strategies
 - o Student Data



Overview of Co-Teaching in Higher Education

Defining Co-Teaching

- o “Two or more professionals delivering substantive instruction to a diverse, or blended group of students in a physical space”

Cook & Friend, 2005; p. 5

- o Wenzlaff et al. (2002) adds that co-teaching should enhance what cannot be done alone

Co-Teaching Models

Strategy	Definition/Application
One Teach, One Observe	One teacher has primary instructional responsibility while the other gathers specific observational information to students. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.
One Teach, One Drift	One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate.
Station Teaching	Co-teaching pair divide the instructional content into parts and each instructs one of the groups. Groups then rotate or spend a designated amount of time at each station.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material. The greatest benefit to this approach is the reduction of student to teacher ratio.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials remediated
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority.
Alternative (Differentiated) Teaching	Alternative teaching strategies provide two different approaches to teaching the same information.

Benefits of Co-Teaching

- Encourages educators to grow collaboratively rather than feeling isolated (Cook & Friend, 2005)
- Students may receive increased attention and receive answers to questions in a timely manner
- Students build meaningful relationships with teachers, which increases student success (Birrell & Burrough, 2005)

In your professional opinion and experience, what are some benefits to co-teaching in higher education?



Benefits to Co-Teaching in Higher Education

- o Illustrates effective co-teaching models for teacher candidates
- o Improves higher education instructional strategies
- o Crow & Smith (2003) found that professors
 - o trust diverse opinions
 - o valued others knowledge base as a result of co-teaching

Benefits to Co-Teaching in Higher Education

- o Encourages teacher candidates to safely take risks with their instruction

(Birrell & Burrough, 2005)

- o Illustrates effective special education and general education inclusive models
- o Roth & Tobin (2002) found that educators cannot truly appreciate co-teaching until they participate in the process

Historically, teacher educators have not been co-teaching? Why do you think we are not modeling this approach for our students?



Issues Related to Co-Teaching in Higher Education

- Limited research conducting on co-teaching in higher education (Literature Review Table)
- Typically, faculty collaborate on research but not on teaching Ferguson and Wilson, 2009
- Personality conflicts
- Co-teaching is challenging (e.g., Students may feel confused on which professor to communicate with, professors may have different perspectives in promoting positive student success)



Our Model of Co-Teaching
in Higher Education

Collaboration

Project LIFE (University Partnership) Grant
funded by U.S. Department of Education, Office of Special Education Programs



Course Participants

- o14 KU students
- o14 WSU students
- o1 KU professor in special education
- o1 WSU professor in special education
- o1 graduate teaching assistant from KU
- o1 technology specialist from KU

Course Format

- o Mondays from 4:30 to 6:30 pm, CST
- o Synchronous Course – online, live; however, we hosted two asynchronous classes
- o Course hosted through KU's
 - o Black Board
 - o Adobe Connect



BlackBoard

- SPED 844: Nonsymbolic and Symbolic Communication (Spring 2013) (SPED844-001)
- Announcements
- Faculty Information
- Course Information
- Project Requirements
- Weekly Sessions
- Discussion Board
- Tech Support
- Adobe Connect Link
- Tools
- Research Help
- Websites
- Assessments
- Case Study

COURSE MANAGEMENT

DR. Mary Morningstar

Email mmorningstar@ku.edu
Work Phone 785-864-0682 (w) 785-218-3305 (cell)
Office Location 546 JR Pearson Hall
Office Hours By appointment
Personal Link <http://transitioncoalition.org>

Notes

I am an associate professor in the Department of Special Education and Director of the Transition Coalition, a research and training center for the transition to adulthood and secondary special education for youth with disabilities. The Transition Coalition is designed to maximize transition professional development at national, state and local levels through online training and technical assistance. Most of the work we currently do is using a variety of online methods. Before coming to KU, I was director of a small community-based non-profit that provided state-of-art services for individuals with disabilities. Before moving to Kansas, I was a teacher of students with severe disabilities in a variety of setting from segregated to inclusive school environments. Currently, I direct several federally funded grants including those that support the Transition Coalition. I also co-direct the KU Transition Masters program and the KU Secondary Special Education and Transition Program, a doctoral program that focuses on transition policy development and secondary school reform. I spend most of my free time busy with my 3 kids - Alexis 17 and in 11th grade; Ellie is 15 in 9th grade and Mariah is 12 in 8th grade. My husband, Peter, is retired and now works part-time for the school district as a Health Aid (after 25 years in emergency medical services). He does most of the driving around with the kids after school. In what little free time I have, I try to run every other day, walk my dog, and read (at least one a month in time for my book club).



Dr. Mandy Lusk

Email mandy.lusk@wichita.edu
Work Phone (316) 978-6367
Office Location Corbin Education Building Office# 116
Office Hours Mondays 2:00 - 4:00 p.m. Thursday 3:30 - 4:30 p.m.

Notes

I, Dr. Mandy Lusk, always dreamed of being a special educator. In fact, I earned my undergraduate and master's degree in special education from Mississippi State University. I served as a teacher of students with exceptionalities for seven years before I continued on to earn my doctorate in special education at the University of North Texas. I currently serve as program chair and assistant professor at Wichita State University. My research, teaching



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Course Information

Build Content | Assessments | Tools | Publisher Content

Get to Know your Classmates!

Attached Files: student wikis2013.docx (1.148 MB), student wikis2013short.docx (1.137 MB)

You might want to download and print this document, it's a paper copy of the wiki, so you can get to know your classmates... one is the version with picture and description, other is just pics and names. Might be helpful for breakout sessions on Connect!

Welcome Letter

Attached Files: SPED844 LetterSp1-11-2013.doc (45 KB), Adobe Connect Checklist SPED 844 sp2013.docx (79.254 KB)

This was emailed to students but in case you didn't see it, we've posted it here as well!!

Syllabus

Strategies for Teaching Pre-Symbolic Communication Skills

Readings

Chapter 5 Downing, Ch. 5 JRFJ

TCH PRE-SYM

Attached Files: [Training Styles videoStudy Guide.docx](#) (86.752 KB)

Please complete the Study Guide for watching the video and upload completed study guide here.

Required: Handouts for Video

Attached Files: [teaching Styles handout1.pdf](#) (927.893 KB)
[additionalresources.pdf](#) (129.874 KB)
[Training Styles videoStudy Guide.docx](#) (86.935 KB)

For homework, you will need to watch this 45 minute video. Please view it before coming to class.

PLEASE PRINT BEFORE VIEWING VIDEO

1. Study guide to use while watching the video – print or download and have ready, there are specific questions I'd like you to answer and think about before we meet for class
2. Handout of slides shown during video
3. Other resources referred to during video (training styles list, training styles definitions, prompting hierarchy)

Training Styles Video FULL VERSION (45 MINUTES)

THIS IS THE FULL VERSION OF THE VIDEO, IT'S 45 MINUTES LONG AND MAY TAKE UP TO 20 MINUTES TO UPLOAD IF YOU ARE ON A SLOW CONNECTION SUCH AS WIFI



Applying Content Asynchronously: Discussion Boards

Blackboard Learn - Windows Internet Explorer

https://courseware.ku.edu/webapps/portal/frameset.jsp?tab_group_id=..._2_18url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3Dcourse%26id%3D_53816_1%26url%3D...

File Edit View Favorites Tools Help

Google Search Share More >>

Blackboard Learn

Michael Wehmeyer

KU My KU

COURSE MANAGEMENT

- Control Panel
- Files
- Course Tools
 - Announcements
 - CengageNOW Gradebook
 - CengageNOW Instructor Tools
 - Collaboration
 - Contacts
 - Course Calendar
 - Course Gallery
 - Course Merge
 - Discussion Board
 - Glossary
 - Goals
 - Journals
 - Manage Campus Pack
 - McGraw-Hill Higher Education
 - Messages
 - Respondus LockDown Browser
 - Rubrics
 - SafeAssign
 - Self and Peer Assessment
 - Send Email
 - SoftChalk - Synchronize Copied

	Delete	Forum	Description	Total Posts	Unread Posts	Total Part
<input type="checkbox"/>		Effective Practice in the Education of Students with Severe Disabilities	Instructions: Three discussion questions have been posted. Click on the "Effective Practice in the Education of Students with Severe Disabilities" thread to go to those questions. Click on each thread, read the question or questions, then click on the "Reply" button. That will take you to a new screen on which you can write and submit your response. When you are responding to another person's post, click on the "Reply" button within that particular message. <i>Forum is no longer available. Available until: Thursday, September 27, 2012 11:59:00 PM CDT.</i>	91	86	1
<input type="checkbox"/>		Designing and Planning A Student's Educational Program	Instructions: Three discussion questions have been posted. Click on the "Designing and Planning A Student's Educational Program" thread to go to those questions. Click on each thread, read the question or questions, then click on the "Reply" button. That will take you to a new screen on which you can write and submit your response. When you are responding to another person's post, click on the "Reply" button within that particular message. <i>Forum is no longer available. Available until: Thursday, October 18, 2012 11:59:00 PM CDT.</i>	66	63	0
<input type="checkbox"/>		Community-Based Learning for Students with Disabilities	Instructions: Three discussion questions have been posted. Click on the "Community-Based Learning for Students with Disabilities" thread to go to those questions. Click on each thread, read the question or questions, then click on the "Reply" button. That will take you to a new screen on which you can write and submit your response. When you are responding to another person's post, click on the "Reply" button within that particular message. <i>Forum is no longer available. Available until: Thursday, November 8, 2012 11:59:00 PM CST.</i>	54	51	0
<input type="checkbox"/>		Teaching Functional and Life Skills	Instructions: Three discussion questions have been posted. Click on the "Teaching Functional	51	48	0

Done

Internet

Applying Knowledge Asynchronously: Small Group WIKI's

SPED 856

KU THE
KANSAS

SPED 856:
Transition
Education and
Services (Fall
2012)
(SPED856-010)

- Announcements
- Course Information
- Running Project
- Weekly Sessions
- Communication
- Faculty Information
- Tools
- Using Blackboard
- Research Help

COURSE MANAGEMENT

- Control Panel
 - Files
 - Course Tools
 - Evaluation
 - Grade Center
 - Users and Groups
 - Customization
 - Packages and Utilities
 - Help



Required: Transition IEP Wiki [+ RSS](#)

Visible to: SPED 856: Transition Education and Services (Fall 2012) (SPED856-010) – Everyone

You will complete a small group project analyzing a sample IEP using the I-13 checklist. Each group will be assigned an IEP and you must use the Indicator 13 checklist to analyze reflections and evaluation of the IEP within this Wiki. You will see, once you are on the wiki, you can do this as a group. You can revise and edit each others' comments until you feel the work is complete. **You do not need to submit a paper** or any assignment to Blackboard. Your group work on the Wiki is due 11:59 PM midnight of this week.

[Subscribe](#)

1. Use the indicator 13-B checklist to evaluate the IEP. Please use this time to identify what will need to be changed to meet the new regulations.
2. After your group have completed the checklist, summarize your findings in the wiki using the questions listed for you based on the Indicator 13 checklist and any other information, resources and research you have.
3. Your score is based on your group performance. **Bb tracks who has added content or revised someone else's work**, so the instructors can keep track if any one person does the bulk of the work and if there are any other group members who do not actively participate.

Home Page

Edited by [Nerissa Birdsell](#) on 10/2/2012 at 7:41 AM, CDT.

Tags: None [\(Edit\)](#)

You will complete a small group project analyzing a sample IEP using the I-13 checklist. Each group will be assigned an IEP and you must use the Indicator 13 requirements and to discuss the areas in need of improvement. You are required to post your reflections and evaluation of the IEP within this Wiki. You will see, once you are on the wiki, you can do this as a group. You can revise and edit each others' comments until you feel the work is complete. **You do not need to submit a paper** or any assignment to Blackboard. Your group work on the Wiki is due 11:59 PM midnight of this week.

1. Use the Indicator 13b checklist to evaluate the IEP. Please use this time to identify what will need to be changed to meet the new regulations.
2. After your group have completed the checklist, summarize your findings in the wiki using the questions listed for you based on the Indicator 13 checklist and any other information, resources and research you have. Be certain to provide both the strengths and weaknesses of the IEP. Support your reasons with references to readings and other materials.
3. Your score is based on your group performance. **Bb tracks who has added content or revised someone else's work**, so the instructors can keep track if any one person does the bulk of the work and if there are any other group members who do not actively participate.

Group 1--Vu's IEP: Angie A., Krista, Nicole, Kila

Group 2--Sam's IEP: Kaci, Rhonda, Catherine, Rebecca, Venus

Group 3--Tom's IEP: Bethany, Loretta, Nerissa, Elezibeth,

Group 4--Kirk's IEP: Maria, Colleen, Renee, Heather

Group 5--Joe's IEP: Darliss, Christina, Trisha,

Group 6--Katie's IEP: Barry, Pam, Wendy, Angela S.

Here are directions for what what you and your group members will do- You may want to print this next piece for reference:

1. Go to your Group page (you can find it on the right column) and find the IEP of your group. You can download the IEP by right clicking the IEP and saving it to your computer.
2. Use the Indicator 13 Checklist Form B [ChecklistFormB.pdf](#) to evaluate the IEP. Please take some time to identify what will need to be changed to meet the new regulations. **Indicator 13 Checklist** on the second page of the Form B. It can help you answer the questions (Number 1-8).
3. Each of you can respond to the questions, but do it as a group, meaning, one can get started on the wiki, and then the others can add to the comments, make changes to the checklist (Numbers 1-8), answer the last question (Number 9) to summarize your findings in the wiki using the questions listed for you and on the Indicator 13 checklist- about from class. **Be certain to provide both the strengths and weaknesses of the IEP. Work as a group, do not each list a response, but work to improve and**
4. To post your review comments:



Adobe Connect

Attendee List (1)

Hosts (1)

- Mandy Lusk

Presenters (0)

Participants (0)

Camera and Voice

Start My Webcam

Notes 44

11

Rich text editor toolbar

4 chat (Everyone)

Elizabeth Bell 2: That's a good idea

Gina Debarthe: The student might be taught these receptively, then they can also use them if they want to change the topic.

John White: Is there class today???

Specific Strategies for Teaching Symbolic Communication.pptx

Full Screen

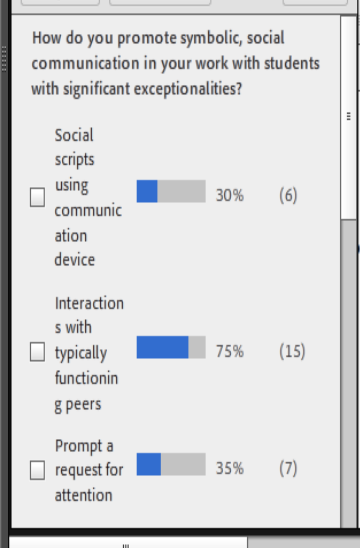
Specific Strategies for Teaching Symbolic Communication

CI 819/SPED 844 Spring, 2013

Navigation controls

How do you promote symbolic, soc...

Prepare View Votes Close



Help

Welcome

Present...

SMALL...

Everyone Robin Shoemaker

Tech Support

Need Tech Support?

Attendee List (2)

Hosts (2)

- Mandy Lusk
- Mandy Lusk 2

Presenters (0)

Participants (0)

Camera and Voice

Start My Webcam

chat (Everyone)

Elizabeth Bell 2: That's a good idea

Gina Debarthe: The student might be taught these receptively, then they can also use them if they want to change the topic.

John White: Is there class today???

844welcome notes

Welcome to SPED 844/CI 819
April 29, 2013

Today's Announcements

- Presentations/handouts/additional resources are in BB
- Next week's class (May 6th) will not be live on Connect

Bell Work:

- 1) Identify any topics from the readings you have questions.
- 2) Answer question (POLL on Right).

Which of these Training Styles Beha...

Prepare View Votes Close

Which of these Training Styles Behaviors do YOU possess?

<input type="checkbox"/> Excessive questioning	33.33% (8)
<input type="checkbox"/> Modeling communication	79.17% (19)
<input type="checkbox"/> Verbal commands	45.83% (11)
<input type="checkbox"/> Conversational Agenda	41.67% (10)
<input type="checkbox"/> Emphasize expression	16.67% (4)
<input type="checkbox"/> Emphasize receptive	33.33% (8)
<input type="checkbox"/> Foster	66.67% (16)

Help

Welcome

Present...

SMALL...

Notes 44

Mary, Elizabeth Be question about a st discussed.









Attendee List (24)

▼ Hosts (4)

-  Gina Debarthe 
-  John White
-  Mandy Lusk 2
-  Mary Morningstar

▶ Presenters (0)

▼ Participants (20)

-  Ashley Quick
-  Corrine Balie 2
-  Delores Steinbach
-  Elizabeth Bell
-  Elizabeth Filkins
-  Erin Mckenzie
-  florence obat 

844 chat (Everyone)

work today! Lucky me:
 Gina Debarthe: Just working on getting my audio working.
 Kathy Kelly: Audio not working here....will keep trying, it's attached to my webcam.
 Kathy Kelly: My microphone is in my webcam
 Kathy Kelly: Will figure it out, I can type my comments and questions
 Kathy Kelly: I don't mind
 Gina Debarthe: think my audio is now working.
 Tammy Gorges: Welcome back Gina!
 Kathy Kelly: OK, thanks...I may need to log out and back in
 Robin Shoemaker: no need to see every one.

Tech Support

Need Tech Support?
 Contact **John White**: Private Chat or jwhite@ku.edu or 785.979-1507

Camera and Voice



844welcome notes

Welcome to SPED 844/CI 819 April 1, 2013
Go Shockers!!!
Today's Announcements

- Presentations/handouts/additional resources are in BB and also posted in the file
- **Review changes in Class Structure**

Bell Work: 1) Identify any topics from the readings you have questions (POLL on Right)
2) Go to <https://cliuat.wikispaces.com> and find something you would like to share

Other Announcements:

- **Next Week:** April 8th Class is to be held at the AAC Lab in Haworth Hall (directions on Bb). Be there by 4:30 PM
- **April 15th Class:** Part 2 Project Due

Notes 41

<http://cliuat.wikispaces.com>
what did you like?
I liked the SETT process flow chart. KT
 I can see using the Team Action Plan helping to keep everyone organized and accountable. MDS
 Something I didn't like was the necessity to be a member in order to access most of the information.--TG

The boardmaker resources really help with guiding through the procedure. LI

I like the flow chart as well, It's easy to understand and makes the process look easy.

I like this is a great resource for paras and provides information to them so they are educated

Questions about the Readings (Ch. 5 Downing & Ch. 5 JRFJ)

Questions about the Readings (Ch. 5 Downing & Ch. 5 JRFJ)		
<input type="radio"/> Stimulus Prompting	<div style="width: 0%;"></div>	0% (0)
<input type="radio"/> Response Prompting	<div style="width: 0%;"></div>	0% (0)
<input type="radio"/> Transferring stimulus control	<div style="width: 0%;"></div>	0% (0)
<input type="radio"/> Reinforcement Procedures	<div style="width: 50%;"></div>	50% (4)
<input type="radio"/> Consequences of error behaviors	<div style="width: 0%;"></div>	0% (0)
<input type="radio"/> Shaping	<div style="width: 0%;"></div>	0% (0)
<input type="radio"/> Chaining	<div style="width: 12.5%;"></div>	12.50% (1)
<input type="radio"/> General considerations for eliciting communicative behaviors	<div style="width: 37.5%;"></div>	37.50% (3)
<input type="radio"/> Shaping the desired communicative behavior	<div style="width: 0%;"></div>	0% (0)

Attendee List (2)

Hosts (2)

- Mandy Lusk
- Mandy Lusk 2

Presenters (0)

Participants (0)

Camera and Voice

Start My Webcam

Notes 44

14 [Text] [Text] [Text] [Text]

Mary, Elizabeth Bell has a question about a strategy you just discussed.

4 chat (Everyone)

Elizabeth Bell 2: That's a good idea

Gina Debarthe: The student might be taught these receptively, then they can also use them if they want to change the topic.

John White: Is there class today???

Everyone Robin Shoemaker

Tech Support

11 [Text] [Text] [Text] [Text]

Need Tech Support?

Specific Strategies for Teaching Symbolic Communication.pptx

Full Screen

Specific Strategies for Teaching Symbolic Communication

CI 819/SPED 844 Spring, 2013

Sync

Welcome

Present...

SMALL...

Applying Knowledge in Real Time: Breakout Groups

Attendee List (30)

▼ Hosts (4)

- Gina Debarthe
- John White
- Mandy Lusk
- Mary Morningstar

▼ Presenters (26)

- Amber McColpin
- Ashley Quick
- Casey Busch
- Corrine Baniel
- Delores Steinbach
- Elizabeth Filkins
- Erin Mckenzie
- florenceobat

Camera and Voice

Mary Morningstar terry pryce John White Gina Debarthe Mandy Lusk

844 chat (Everyone)

Jordan Ast: never thought about that. instesting point

Mandy Lusk: ;

Suzanne Gay: Is it usually pretty intrinsically motivating when a student e joint attention via the methods described (remote control toy), adult shar enjoyment that makes it very likely to be something you can build on

Gina Debarthe: bubbles are fun too!

Delores Steinbach: thanks for pointing that out!

Jordan Ast: turn off camera when we go to small group? only use mics?

Jordan Ast: ya, we always try to react before it gets beyond biting the shir

Mary Morningstar is typing...

Tech Support

Need Tech Support?

Contact John White:

- Private Chat Above
- jwhite@ku.edu
- 785.864.7847

Intro to nonsymb2013.ppt

Small Groups

NAMES of People in Breakout session

1. What experiences have you had with helping move students from Pre-intentional to intentional to symbolic communication? (hint: think about the Triangle)
2. What examples of intentionality did you find among the students from the video?
3. Why is it important to terminate conversations with students? How do you do it?

Collaboration & Teaching Strategies

- o Samples of instructional practices uploaded to “co-teaching in higher education” website
- o Each professor brought positive additives to the course format and students
 - o e.g., Mary has taught course for 7 years previously
 - o e.g., Mandy observing students in field experience placements
- o Co-teaching limitations/issues

Collaboration and Teaching Strategies

Communicating and Building Community

- o Connection to instructors
- o Email and assignment submission policies
- o Virtual office hours
- o Announcements
- o Discussion Boards: Connecting with each other

Communication: Establishing Expectations

SPED 844 Assessment Plan Requirements 65 Points

A. Introduction 1-2 pages (15 pts.)

1. **General overview (5 pts)** of the student (**Please do not use real names in this report**) This will include general description of student (age, disability diagnosis.); School program information (grade, school, inclusion in general ed, etc.); General Class/Daily home schedule Community Supports and activities. **You must use APA format assignment**

2. **Functional Abilities (10 pts)**. You must include information at student's functional abilities, strengths, needs. Describe their current communication skills (e.g., pre-symbolic, emerging, or symbolic (see below for further detail about this). This should include enough information about their communicative characteristics for communication can confirm your identification of the student at the communication have described. Include:

1. Communication level (pre-symbol, emerging, symbolic) de & supported by references (2 pts)
2. Level of communication on 3-stage model (pre-intentional, but intentional, symbolic) (2 pts)
3. Form of student's communication (2 pts)
4. Function of student's communication (2 pts)
5. Environmental factors & Tasks student is engaged in w/in (2 pts)

Your assessment plan should focus on collecting information that taking your student to the next level of communication. Therefore, be sure to include specific information about current communication the critical environmental factors related to potential communication student. Support your descriptions with references from readings, class, and other resources

References Be sure to support your comments by citing a minimum of three references that support your inclusion of specific content from the chapters & lecture notes, handouts, other articles/readings, etc.)

Assessment Plan

A Introduction

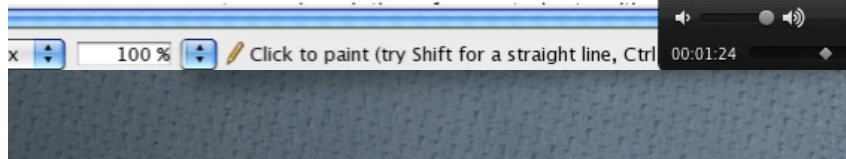
Talla is a fifth grade student, age 11, diagnosed with cerebral palsy. In addition to her cerebral palsy, Talla has also been diagnosed with an intellectual disability, seizure disorder, cortical vision impairment, hearing loss, quadriplegia, and scoliosis², among others. She lives with her biological father, her adoptive mother, and her younger sister. Talla is filled with humor, laughter, and excitement. She expresses these emotions in various ways, such as cooing, laughing, and smiling. She is a music lover and a dynamic individual to spend time with. Most importantly, Talla is an excellent communicator. She will communicate a surprising amount of information to keenly aware partners.

Talla is in an inclusive classroom and she is pulled out of that environment to the resource room each day for instruction with the special education teacher. Talla has a one-on-one paraeducator with her at all times. Talla is in an urban school, built into pods. Pods are sets of three classrooms without enclosed walls or doors. What happens in one classroom in the pod is heard in another. Unfortunately, this intensifies the visual and auditory clutter that Talla experiences, making it difficult to learn new concepts in this environment.

The paraeducator and special education teacher utilize a visual schedule made with pictorial graphics and photographs (Beukelman, 2005, pgs. 53-66, 287). Talla's quantity of symbolic communication increased after the visual schedule was established. Before, and sometimes still, Talla would cry or use vocalizations frequently; however, with the visual schedule, she has reduced these behaviors, had more positive days, and had better success at mealtime. Mealtime was previously an every day struggle.

Unable to speak verbally, Talla is a symbolic communicator. She uses a Vanguard communication device equipped with layers of simple, pictorial graphics (Beukelman, 2005, pgs. 53-66). Many of the images she uses to communicate are focused on things that she wants at the time: music, computer, a specific person, etc. Impressively, Talla consistently pushes the "picture cards" button each

² Relevance: Scoliosis may affect her positioning w



Communication: Video Feedback

The screenshot shows a PDF viewer window with a document titled 'katixH.pdf'. The document text is as follows:

After the reauthorization of IDEA 2004, many school districts are forced to reevaluate their transition services for students with disabilities, primarily ^{extended to} preparing students for ~~postsecondary training in areas of~~ post-secondary education and employment. Educators working with students in the area of transition now focused on strategies for students to access and succeed in general education courses; specialized training in functional academics and community based instruction; and preparing students by linking them to support services after school (<http://www.idea.ed.gov>). One group of special education students ^{who have} that has been specifically targeted for transition services are those students with intellectual disabilities aged 18-21 ^{including post-secondary} or students aged 18-21 with intellectual disabilities necessary for school districts to provide the appropriate education for all students. ^{and transition}

Assessments and Transition Planning

In order to determine the specific services needed for students 18-21 with intellectual disabilities, an assessment process should be administered. A transition assessment process is implemented in order to gather data about the student in the area of transition; and the results of the assessment should then be discussed at the student's IEP meeting when developing the transition plan. The transition plan should include the students' strengths, preferences, interests, and needs in the area of transition. The parents of the child should also have input when developing the plan. The team develops and discusses the plan, as a part of the ^{IEP} _{... he}

Handwritten annotations include:

- Nice intro!* (written vertically on the left side)
- Play* and *flag* (written on two black boxes with white play and flag icons)
- Review current research & practices. I will first discuss Team Assess. Then I will... Finally I will...* (written on the right side)

The PDF viewer interface includes a top menu bar (Acrobat, File, Edit, View, Document, Comments, Forms, Tools, Advanced, Window, Help), a toolbar with various icons, and a left sidebar with a 'Pages' panel showing a list of document pages (1-7).



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Thank you for
coming!

Questions/Comments



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