Instructor’s Guide for Teams

Topic Area: Collaboration

Module: Teams

Case Study: The Dreaded IEP: Teaming for Success

Summary: Sara, a new teacher, is attending her first IEP meeting. By using teaming strategies, Bobby, the special education contact, is able to facilitate a productive meeting. In the process, Sara becomes more familiar with teaming and learns how to better help her student.

Characters and Roles:
- Sara, first year teacher
- Bobby, special education facilitator
- Zach, student with a learning disability
- Zach’s mother
- Emily, principal

Tools:
- Trust Activity
- Teambuilding/Teaming Activities
- Action Plan

Glossary Terms:
- IEP (Individualized Education Plan)

Web Sites:
- www.ldonline.org
- http://seriweb.com
- www.nichcy.org
- http://curry.edschool.virginia.edu/sped/projects/ose/information
- http://www.as.wvu.edu/~scidis/
- http://www.ldanatl.org
- www.co-operation.orgedtech.kennesaw.edu/intech/cooperativelearning.htm

Discussion Points:
- What strategies have you found effective in building team support?
- What strategies have you found not to be effective in building team support?
- How much meeting time should be devoted to activities that are intended to build team support?

Activities:
• Roleplay situations related to team building. (Example: Meeting with several people who seem to be collaborating and one member who is not contributing or is contributing in a negative manner.)
• Facilitate the Trust Activity at a meeting.
• Brainstorm a list of questions that could be used in the Trust Activity.

Reflective Question: Scene 4, Question 1 – What is the value of reflecting on team meetings? It is very important to be a reflective practitioner. School personnel are extremely busy, and it is critical that meetings be efficient and productive. If team members reflect and share ideas, hopefully the needs of students can be met in a timely manner.

Connections:
• Topic Area: Collaboration; Module: Working with Paraeducators
• Topic Area: Collaboration; Module: Problem Solving