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Learning Objectives

- Explain the impact that the pandemic has had on students, school staff, and families
- Describe potential roles OT & PT can have in addressing changing needs in the schools
- Discuss strategies that address optimal educational team performance and collaboration including challenging situations



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COVID 19: Impact on Children & Youth Increases in formal diagnoses: ~ 4 million diagnosed with anxiety disorder, ~ 2 million diagnosed with depressive disorder Most vulnerable: older adolescents, females, neurodiverse or with chronic conditions Routines disrupted at home: Inconsistent access to school programming, social activities and predictable routines Increased behaviors, sedentary activities, increased screen time (engagement), dysregulated sleep (napping/boredom) Parental stress: work/life balance, new routines, financial insecurity (food shelter, job), increase in substance abuse, neglect Decreased participation in daily activities, except electronically related produced externalizing problems (hyperactivity & disruptive behaviors) and fewer prosocial behaviors, motivation, persistence, affect (Chen, 2022, McKim, et al., 2021; Samjiet al., 2021)

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Impact on Children & Youth (con't)

- Young children: clingy, uncooperative, bored, attention seeking, anxiety, decrease in prosocial behavior, hyperactivity
 - Less extended family contact
- <u>Older children</u>: increased reported cases of anxiety, depression, PTSD, attention seeking, poor academic performance, social isolation, depression
- <u>Adolescents</u>: Increased reported symptoms of depression, anxiety, PTSD, decreased attention and increased impulsivity, suicidal ideation, social withdrawal, sleep disturbances, increased screen time (sleep disturbances), decreased physical activity, poor nutrition
- Neurodiverse: poor tolerance of uncertainty & lack of structure and routines, changing parent roles, changes in behavior, frustration, aggression, planning and time management, academics, antisocial behaviors



(Chen, 2022; Tseng et al., 2021; Lee et al., 2021; Guessoumet al., 2020; Meade, 2021)

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Impact on Children & Youth (con't)

- Routine disruptions at school:
 - Loss of meaningful occupations, structure, predictability, nourishment, MH counseling (70-80% of school-age students receive services at school)
 - Physical activity, socialization & social-emotional sills development & practice
 - Virtual learning: absenteeism, disengagement, virtual learning resources
 - Inadequacies- teachers responsible for developing content and using technology
 - o Increase in reported anxiety, depression and stress

(Silva, et al., 2021; McKim, et al., 2021)



Impact on Families

Pandemic caused undue stress:

- Sick, dying family members, separation from family & friends
- Financial concerns: loss of job, uncertainty
- Change in role from parent to teacher
- Relationship challenges

Increased reports of:

- Negative interactions with children including yelling, disciplining, using harsh words
- Concerns about domestic violence
- Anxiety, depression, suicidal ideation

(Chen, 2022, McKim, et al., 2021; Samjiet al., 2021; Lee et al., 2021;

Gadermannet et al., 2020: Meade, 2021)



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Impact on Families

Parents of autistic children:

- 97% of parents/caregivers reported being stressed/overwhelmed due to disruptions in services for their
- 95% of parents reported mental health issues/concerns
- Limited understanding/ability to set-up their child's daily routine and deal with their child's problematic behaviors



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Impact on the Educational Team

- Physical impact: fatigue, weakness, poor endurance, respiratory complications, cognitive fog (i.e. confusion, fatigue)
- Psychological impact: decreased participation in meaningful activities, disruption of roles related
 to service provision in the schools, decreased quality of life with changes in functional activities
 and isolation, loss of loved ones, social isolation; secondary traumatic stress (STS)
- COVID-19 survivors experience symptoms including fatigue, cognitive processing difficulties, limited occupational engagement weeks/months following initial infection
- One in five COVID-19 survivors is diagnosed with a mental illness (i.e., depression, anxiety,



(Lannigan & Tyminski, 2021; Taquet et al., 2021; Centers for Disease Control and Preve



COVID-related stress, trauma, and burnout led to unhealthy coping behaviors, resulting in: 12% rise in substance use along with poor sleep patterns, unusual eating patterns, and deteriorating chronic conditions (Panchal et al., 2020); Rates of anxiety and depression increased as much as 93% (Sinclair et al., 2020). What are some of the changes you are seeing in your educational teams Well functioning teams? Dysfunctional teams?



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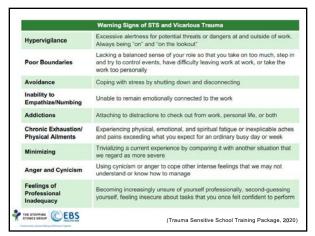
Secondary Traumatic Stress (STS)

- Emotional stress as a result of hearing about traumatic experiences of others including: seeing high levels of stress in others as a result of trauma, retelling a story of someone who experienced trauma. Symptoms include:
 - Increased anxiety and concern about safety
 - Intrusive, negative thoughts and images related to traumatic stories
 - Fatigue and physical complaints
 - > Feeling numb or detached from students
 - Feeling powerless or hopeless about students and work
 - Diminished concentration and difficulty with decision making
 - Desire to physically or emotionally withdraw from people or situations that trigger difficult thoughts and emotions
- Also referred to as Burnout or Compassion Fatigue

(Trauma Sensitive School Training Package, 2020)



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Self- Assessment and Planning Tool

- Refer to the Self-Care Self-Assessment tool (see handout)
- Note where you rate yourself in all the areas of selfcare including: physical, psychological, emotional, relational, spiritual, and workplace/professional.
 - ➤ Pay particular attention to those areas where you rate yourself 'never' or 'rarely'.
 - > Reflect on the follow-up questions
 - Complete the self-care plan including what you will commit to do next month

(American Institute for Research, 2020)



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Resiliency

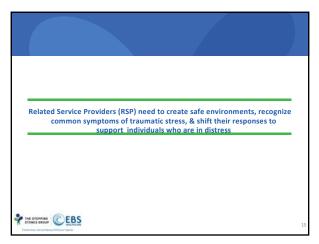
- Key factors associated with resiliency:
 - > Sense of control, meaning, purpose
 - > Self awareness and emotional regulation skills
 - Social support & healthy coping style
 - ightharpoonup Humor and optimism
 - ➤ Cognitive flexibility & positive thinking
 - > Adaptability to change

(American Institute for Research, 2020)

We cannot be good collaborators unless we take good care of ourselves



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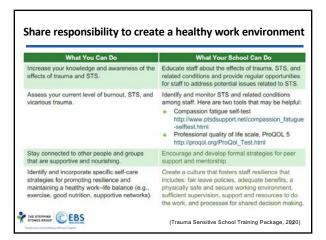


Using a Trauma Informed Care (TIC) Model: Understand the health effects of trauma, including coping styles and behaviors (yours & others) Know your own history and reactions Know how to care for yourself Be aware of the potential for secondary trauma Practice "trauma stewardship," (i.e. caring for others without taking on their trauma yourself) Respectfully and collaboratively discuss negative coping behaviors (yours & others)that may be impacting team function Create a "safe space" for team meetings- confidentiality, open communication Use person-centered care practices (e.g. ask about concerns, give as much control as possible, and ask what can be done to make others more comfortable) (Raja et al., 2015)

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School Self-Care Assessment & Plan		
Refer to the h	andout entitled 'School	Self-Care Plan'
school enviror strategies that	building activity to object the standard recommend to can promote staff and can institute for Research, 2020)	,
AREA	ALREADY DO	WOULD LIKE TO DO
Training & education		
Support & supervision		
Employee control & input		
Communication		
Work environment		
NE STEPPING CEBS		17

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Purpose of Team Collaboration

- Collaboration is an ongoing process that guides team members to enable access and facilitate outcomes for students
- Includes a partnership of communication, joint decision-making and a focus on inclusive practices
- Key areas for collaboration include service delivery models, knowledge acquisition, joint problem solving, acknowledging and addressing barriers to the collaborative process, and overall team satisfaction in meeting student needs
- Teams that collaborate report more positive student outcomes, less parental complaints, increased team generated IEP goals

(Barnes & Turner, 2001; Gallagher & Richards, 2020; Orentlicher, et al., 2019)



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Questions to Ask Yourself

- How do YOU approach a team meeting?
- What perspective do you maintain?
 - Is your approach positive, negative, ambivalent?
 - Can you keep previous teaming experiences at bay to not influence your thoughts/actions in team meetings?
- Do you self-reflect on your performance in team meetings/collaborations to determine what works and what didn't work?
 - Were your interaction effective, did they produce the desired effect for the student?
 - Did the most important things get accomplished?
- What did you do to facilitate individual team members' talents?
- What do you do to help the team function optimally and address each student's educational needs?





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HOW DO WE DEFINE COLLABORATION?

Interactive team process focusing all team members on enhancing the student's functional performance and academic achievement.

Team members are: the student, family/caregivers, educators and related service providers.

- ➤ Includes:
 - o Hands-on services for students
 - Team supports
 - Systems supports



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HANDS-ON SERVICES

- Interventions that promote participation and learning in academic and non-academic activities with peers
- Provided within daily routines and contexts using accommodations and modifications to facilitate independence and the least amount of adult assistance
 - Can consider outside the context of activities and routines if focus is acquiring skills and behaviors or for student privacy
- $\ensuremath{\blacklozenge}$ Paired with team supports and/or systems supports





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TEAM SUPPORTS

- Strategies and interactions used to enhance the competency of another team member to facilitate a student's performance
 - Mentoring and coaching team members to acquire and refine knowledge/skills
 - o Increase knowledge, skills, mastery of new information
 - Recommend classroom strategies before referring for an assessment (e.g. Rtl, MTSS)
 - ightharpoonup Participating on teams to assess and develop IEPs
 - Jointly implementing interventions (e.g. co-teaching, centers)
 - Identify strengths, interests and needs and develop targeted student intervention plans
 - Collecting data and completing observations to assess efficacy of interventions (e.g. electronic forms, Microsoft forms)
 - Your examples?





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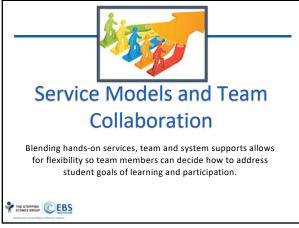
SYSTEM SUPPORTS

- Formal and informal initiatives, programs, communications that ensure the district/program is meeting federal, state and local requirements for student education
 - Task forces that address transition to work, curriculum development, assessment accommodations, playground design, bullying prevention
 - Teams that provide specialized instruction (e.g. assistive technology, low incidence disabilities)
 - Parent/caregiver education (e.g. homework routines, organizational strategies for students)
 - ➤ Developing/refining guidelines for the provision of Speech, OT and PT
 - services in the district

 Continuing education regarding evidence-based interventions, bespractice for Speech, OT and PT
 - Your examples?



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STARTLING STATISTICS

- 50% of new educators leave teaching within 5 years
- * Key reasons: Limited professional development and opportunities to learn from colleagues
- · Challenges of facing new team members and itinerant services

(Hanft, Shepherd & Reed in Clark & Chandler, 2013)

• Even greater attrition rate post-COVID: between 12-

(Educational Resource Strategies, 2021)



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CHALLENGES TO COLLABORATION

Interpersonal/Personal:

- Ineffective communication or social skills
- Perceived loss of control, levels of competence
- Unwillingness to share knowledge or expertise
- Fear of change
- Lack of knowledge about IDEA requirements: LRE, IEP process, use of EBP strategies
- Attitude toward and expectations of one's role; collective decision making



- Insufficient time and resources to support team collaboration
- De-valuing collaboration vs. direct services
- Inflexibility in curriculum and assessment procedures
- Lack of training for the skills of collaboration
- Excessive caseloads



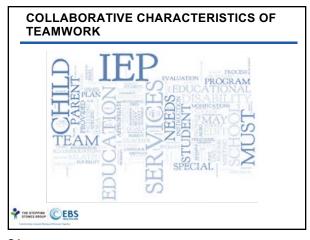
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GROUP ACTIVITY: REFLECTIONS ON TEAM COLLABORATION

- Complete Worksheet 3.2A rating one specific team you interact with regularly and where there are collaboration challenges
- Share your findings with your group.
- What about the characteristic of collaboration ratings surprised you? Were there characteristics that you had not considered previously?







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CORE CHARACTERISTICS OF COLLABORATIVE TEAMS Voluntary participation Joint responsibility for outcomes Commitment to engage in an Accountable for success or failure to meet outcomes interactive relationship Willingness to nourish the interactive process Interdependence among team members, decreased discipline specific boundaries **Equality among members** No one member is more important that the student and family Sharing resources to learn from one another Responsibilities, ideas, opinions are respected and given equal consideration Share skills, talents, knowledge and materials Understanding curriculum Relinquish the expert role content, state standards, teaching techniques Common purpose Shared purpose that reflects professional and personal values and beliefs Collective decision-making Perspectives and concerns are discussed, conflict resolved Integrated goals through compromise for the best possible decision THE STEPPING CEBS

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COLLABORATION AND ADULT LEARNING How can we work together effectively? Here's the info I promised you- let me know if you need anything else or have any questions What would you like me to do? Adults are self directed, autonomous Adults bring knowledge and life experiences. Previous life experiences, culture etc., influence a learning experience What are your goals for us working together? Adults are goal oriented and know what they need to learn and why Have I given you some choices or suggestions that will meet your goals? What would be the best time to try this idea giver Adults want practical info that makes sense, is doable and appears helpful your daily schedule? I'd like to explain why I think this might work and how it will help your student meet his goals. Adults want to be treated with respect, · I want to hear your opinion on this valued for their knowledge, opinions and life experiences.

EFFECTIVE INTERPERSONAL SKILLS

- Communication
 - Team members must understand each other's roles
 - Collaborative interactions require active listening, use of transferrable terms which are easily understood by all team members
- Problem solving
 - Recognize teachable moments and help others identify what's working well in addition to identifying challenges to a student's learning and participation
 - Teams must find solutions to the time dilemma
- Developing and implementing a plan
 - Therapists provide information to assist team members in making choices about intervention strategies
 - If others are responsible for implementing interventions, it's important to provide specific information about why, how and when to use the strategy, and use $\ensuremath{\mathsf{feedback}}$
 - Therapists must also be willing to implement other's strategies



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EFFECTIVE INTERPERSONAL SKILLS

- Interpersonal effectiveness
 - The ability to develop and maintain trust, use communication skills to convey competence and confidence and apply principles of adult learning
 - > Interpersonal challenges, miscommunication can arise from a perceived loss of power, workspace, materials or challenges to familiar teaching
- Coaching and mentoring
 - Grounded in the beliefs of trust, clear communication and shared problem solving of identified goals
 - Coaching and mentoring provide team and system supports so members can acquire or refine skills and knowledge
 - On the job support through questioning, encouraging reflection to evaluate needs and implement effective strategies
 - Responding to questions, providing advice and resources to help a novice perform competently



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COMMUNICATION SKILLS FOR OPTIMAL **TEAM FUNCTION**

- Communicate through a common language: jargon free
- · Give and receive feedback willingly: what's your comfort level, openness
- · Facilitate team operations: schedules, roles, decision making, conflict management
- Facilitator, recorder, timekeeper, jargon buster, reflector
- Problem solving is a foundational element to effective collaboration





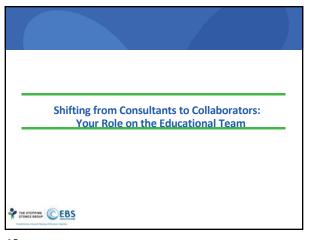
Things to consider when someone else is talking: Listen to see if the speaker is expressing an opinion or if data is being shared Ask for data that supports what a person is saying Use active listening strategies: make eye contact and lean forward Take notes on what you hear and ask for clarification Allow the speaker to finish so you don't miss important data that can impact your understanding of the content Ask questions or restate what you heard if you need clarification Pacer Center (2020)

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Communication Things to consider when you are talking: • Keep the focus on the student • Be prepared, write your questions/comments down to make sure your important points are discussed • State your issues and concerns clearly. Communicate in an honest and direct manner. • Direct your comments and questions to the person who can address or answer them the best • Restate your concerns if you feel you were not heard the first time • Be confident in recommending the appropriate educational program/services for the student Pacer Center (2020).

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GROUP ACTIVITY: INTERPERSONAL COMMUNICATION SKILLS CHECKLIST ◆ Evaluate your interpersonal skills using Worksheet 3.1A ◆ Review your ratings on Worksheet 3.2A ◆ How does the information from these 2 worksheets help you understand your skills on your team(s)? ◆ Are there differences between teams? ◆ Be prepared to share info from your discussion in your small groups * To: ** **TOTALL STATESTIME** **TOTALL STATESTIME** ** **TOTALL STATESTIME** **TOTALL STATESTIME**



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GETTING INTO A COLLABORATIVE SERVICE DELIVERY ROUTINE

What unique skills and knowledge do RSPs bring to the educational system?

- Adapt the physical, visual, and temporal environments for student learning
- Collaboration through assessment tools
- Collaboration in developing IEP goals
- Collaboration through data collection





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REFRAME PERCEPTIONS OF THERAPY

- <u>Collaborative consultation</u>: members mutually agreeing to enter into the relationship with equally important roles, & an agreed upon scope and focus of their collaboration (Cahill & Lopez-Reyna, 2013)
- Student educational goals <u>not</u> Speech, OT or PT goals
 - RSPs understand how students assume and develop the student role and how they develop social emotional skills (Cahill & Lopez-Reyna, 2013)
- Support student learning in all contexts and environments
- Use an ecological approach



TOP DOWN APPROACH: ECOLOGICAL APPROACH

- Gather info about what the student needs to do & the context in which they need to do it (Galhill & Loppez-Reyna, 2013)
 - Identify functional skills to enhance engagement, participation and learning in all environments
- Arrange observations according to daily routine function i.e. classroom, gym, library, transitions, assembly etc.
- These domains function as the context to embed intervention



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BENEFITS OF USING AN ECOLOGICAL APPROACH

- ◆ Determine expectations in the natural environment
- Determine critical skills needed in current and future environments
 - Skills being taught must be valid for the student and socially valid
- Promote instruction in the natural environment
- Promote generalization in context and within and across environments
- Encourages collaboration among team members



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CONDUCTING AN ECOLOGICAL ASSESSMENT WITH YOUR STUDENTS

- Speak with the teacher(s) to arrange an observation of the targeted behavior(s)
- Observe targeted behavior(s) within all contexts/environments
- Use both standardized and non-standardized functional assessments





WHAT THERAPY ASSESSMENTS WILL YOU SELECT? Pediatric Evaluation of Disability Inventory (PEDI-CAT) Haley, S. M., Coster, W.J., Ludlow, L.H., Hailtiwanger, J.T., and Andrellos, P.J. (1992) https://www.pedicat.com/ School Function Assessment (SFA) Coster, W.J., Deeney, T., Hailtiwanger, J.T., and Haley, S. Assessments/Behavior/Adaptive/School-Function-Assessment/p/100000547.html Sensory Processing Measure (SPM-2) Parham, D., Ecker, C., Miller-Kuhaneck, H., and Gannon, T.

- Sensory Profile-2 (School Companion) (SP-2) Dunn, W. (2014). https://www.pearsonassessments.com/store/usassessments/e ory/Sensory-Profile-2/p/100000822.html?tab=overview
- SCOPE Version 2.2 (Short Child Occupational Profile) Bowyer, P.L., Kramer, J., Ploszaj, A., Ross, M., Schwartz, O. Kielhofner, G. and Kramer, K. https://moho-irm.uic.edu/productDetails.aspx?aid=9
- Early Functional Communication Profile Jensen, S.L. (2012). Retrieved from:



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WHAT THERAPY ASSESSMENTS WILL YOU SELECT?

- Social Skills Rating Scale Elliott, S.N.
- SOSI-M: Structured Observations of Sensory Integration Motor (2021) by Erna Imperatore Blanche, PhD, OTR/L, Gustavo Reinoso, PhD, OTR/L, and Dominique Blanche Kiefer, OTD, OTR/L otor.html#:~:text=The%20SOSI-
- BRIEF-2: Behavior Rating Inventory of Executive Function, Second Edition (2015) by Gerard A. Gioia, PhD, Peter K. Isquith, PhD, et al. https://www.wpspublish.com/brief-2-behavior-rating-
- SMALSI: School Motivation and Learning Strategies Inventory (2014). by Kathy Chatham Stroud,
- PhD, and Cecil R. Reynolds, PhD https



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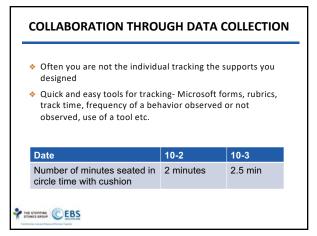
COLLABORATION & INTERVENTION

- Define & expand our scope of practice so other team members understand
- Provide direct "hands on" intervention- in context and out of context
- Collaborative Role: Team Supports- collaborative consultation, co-teaching, progress monitoring, mentoring team member, providing in-services, and participating and developing IEPs
 - Document these on the IEP
- Collaborative Role: Systems Supports
 - Early Intervening Services and Response to Intervention Resources- therapist participation

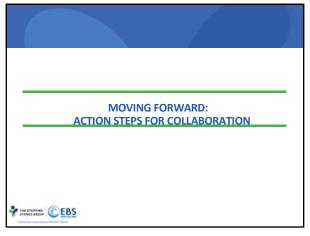


COLLABORATION IN DEVELOPING IEP GOALS * Each school team is unique in how it functions or dysfunctions * Be a detective: learn how each team functions * Provide your information on time and in the format required * Each school team is unique in how it functions or dysfunctions * Provide your information on time and in the format required

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COMPONENTS OF COLLABORATIVE SERVICES

- Flexible Services and Supports
- Supplemental aids and services, accommodations and modifications, assistive technology, transition services
- · Communication within teams



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REMEMBER TO...

- Link related services directly to the student's learning and socialization goals
- Promote student learning and participation in school
- Find out what worked and didn't work in previous collaborative experiences to identify and implement more effective collaboration



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DELIVERING FLEXIBLE SERVICES AND SUPPORTS

Using creative problem solving to document all the services provided

- $\ensuremath{\diamondsuit}$ Hands-on visits also have time to provide team support
- Team teach or co-lead activities or centers
- Use electronic communication (Microsoft forms etc.)
- Develop handouts that address common classroom issues
- Teacher in-services re: SPEECH, OT, PT
- Revise schedule to rotate visiting schools in AM or PM
- 3:1 scheduling- services to students individually or small groups 3x per month with 1 session specifically for collaboration and consultation (documented on the IEP)
- Frequency for related services: weekly, monthly, annually
 Intermittent services and supports, changing intensity
- Workload vs. caseload: Direct service to student vs those provided on behalf of the student



Building Professional Relationships Intentional collaboration, can facilitate: ◆ Sharing discipline-specific expertise and distributing skills across the team providing students with greater access to services and supports ➤ Expansion of skills across disciplines ◆ Goals from all disciplines being addressed throughout the routines of the school day; greater dosage of intervention ◆ Better communication, cooperation, and role clarification between providers ◆ Opportunities to practice and learn skills that are of peak interest, motivating and naturally occurring in the school environment (Rausch et al., 2021)

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Building Professional Relationships-Necessary Components Buy-in and resource support from administration: release time, meeting time, time for communication ❖ Each team develops <u>norms</u> including shared and equal ownership of the school environment, learning opportunities, and data collection to ensure consistent collaboration ➤ Set norms regarding how team members engage with one another (an example) ○ Be respectful of the shared expertise of all team members. ○ Student outcomes and accomplishments are the responsibility of all team members. ○ Role assignments are clear and flexible. ○ Development and use of a conflict resolution process which includes considering differing perspectives and supporting the team in modified consensus building to move the team forward. ➤ Accept that agreement and disagreement are a part of teaming; both can result in paths to achieve common goals. (Rausch, Bold & Strain, 2021)

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Building Professional Relationships-Necessary Components Information sharing: ➤ Sharing instructional strategies focusing on current evidence of student progress, strengths, preferences, and interests ➤ Shared data collection focusing on student goals to monitor progress across all school environments ★ Role support: ➤ Advising one another when selected interventions are complex or require skills not in everyone's repertoire; expanding professional skills ➤ Sharing ideas to broaden skills, improve observation ★ Enrichment: ➤ Developing a broader awareness and understanding of other discipline's expertise ★ Examples of these from your teams?

CONNECTING WITH RELUCTANT TEAM MEMBERS

- Consider YOUR readiness for collaboration before you attempt to influence perceptions and expectations of others
- Demonstrate a win-win attitude of the benefits of collaboration
- Considerations of TIC approach
- What are some of the strategies you have used successfully with reluctant team members?





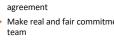
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FINDING COMMON GROUND

Learn to Negotiate

- Separate the problem from the person
- Agree on objective criteria
- Keep communication open
- Share and respect other's interests
- Brainstorm options with mutual gain
- Find the best alternative to the
- Make real and fair commitments to







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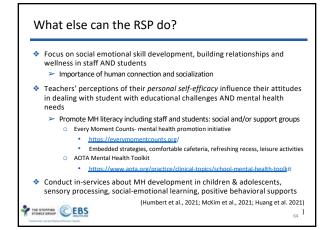
PUTTING IT ALL TOGETHER: TEAM PROCESS AND CONFLICT RESOLUTION

- Use the School Self-Care Assessment & Plan to identify areas you can address
 - Training & education, support & supervision, employee control & input, communication, work environment
- Set a Positive Tone
- Define issues you want to address
- Desired Outcome-what is the end result the team wants?
- Team Reflection on the outcome



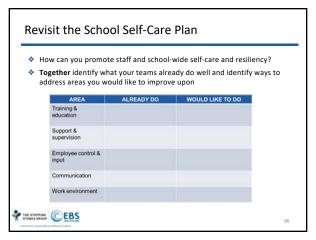
What can you do? What behaviors do you bring that help team collaboration? Support caregivers (requires time & resources) through relationship building- we don't know their lived experience personally, as a family, as a community As an educational team, discuss other needs of your students and their families and see what the school/district can do Send OT/PT kits home that don't require internet access Pipe cleaners, beads, scissors, markers, chalk, tennis ball etc. Gross motor obstacle courses, movement breaks, community playgrounds (Lannigan & Tyminski, 2021)

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What can the RSP do? Help teachers modify tasks, school environments & routines Incorporate physical activity into learning within the classroom Incorporate executive functions skills including organization, attention, time management Maintain your own balance Physical exercise, sleep, nutrition, screen time, connection (McKim et al., 2021)



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THIS IS LEO: DESIGN A PROGRAM FOR HIM

Leo just entered high school. He participates in both regular and special education. He participates in regular education for homeroom, lunch and special school events. This year he will explore pre-vocational activities. His challenges are poor control of his wheelchair. He struggles with remembering his schedule and other sequencing tasks. He will be trained to work in the school cafeteria sorting silverware. His hand skills are adequate for this task.



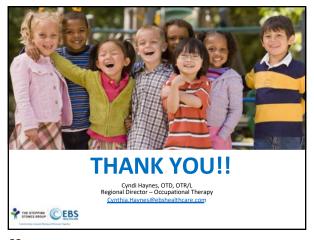
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GROUP ACTIVITY: LEO

- Using the information about Leo, small groups will complete the case study handout sections Places, Paces and Collaborative Roles
- Compare/contract similar and different findings
- Be prepared to share your discussion with the full group





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