

Divide and Conquer: Success Skills for Co-Teachers

1. collaborative relationships
2. positive disABILITY attitudes
3. differentiated and shared lessons
4. research-based strategies and resources
5. ongoing collaboration, reflections, and advancements

Co-Teaching & Collaboration Consensus

	Pre	Post
A. I understand the roles of the students, families, GE & SE teachers, instructional assistants, related staff, and administration in a shared classroom.		
B. I understand ways to implement collaborative co-teaching practices.		
C. I understand ways to go beyond the lead-assist model in a collaborative classroom.		
D. I understand how to effectively communicate and collaborate with students, families, teachers, instructional assistants, related staff, and administrators.		
E. I have an understanding of the available inclusion resources and organizations that will strengthen collaborative roles and responsibilities.		

"Inclusion does not begin and end in the classroom, but it is a philosophy that continues throughout life." (Karten, T. 2015)

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Inclusive Partnerships

Ideal situation: From the first day that the general education and special education teacher meet, they feel like they have known each other their whole lives. After the second week, they are finishing each other's sentences, and even dressing alike in the same colors and styles, regardless that their genders differ. It does not matter who leads the lesson or who follows with the lesson, each supporting the other teacher. There is no one person who appears or needs to be in charge. The class and paraprofessional are inspired and guided by the two teachers who are waltzing through the lessons to deliver the curriculum standards. Students with and without IEPs are thriving and passing all assessments given. Sometimes there is whole group instruction, small groups, individualized instruction and combinations of all types of learning. There are stations and centers set up allowing students to circulate about and cooperatively perform tasks and other sponge activities. No one knows who has IEPs and who does not. Planning, delivery, grading, and all classroom tasks are equally shared. When there are disagreements or differing opinions they are privately discussed, and ironed out, with sound compromises made. All staff is given information about the students' levels beforehand with knowledge about the abilities of the students, classroom management ideas, and ways to best deliver the inclusive strategies. BTW-Everyone is smiling 90% of the time-both students and adults with the administration offering praises and accolades, thinking about duplicating the successes next year. All families are delighted with the collaborative inclusion practices and the progress that the students are achieving. Other teachers applaud what is happening in this classroom, while students exhibit high levels of comfortability with their peers. No one is thinking that he or she is better than the next person, not the students, teachers, paraprofessionals, and related staff.

Not-so ideal situation: The classroom tension can be cut with a machete. When anyone walks into the room, they want to turn around and leave. If one teacher says *yes* the other one says *no*. The students with special needs are clustered together and will only work with each other, not with their peers without IEPs. The special education teacher is handed the lesson plans each week and never asked for his or her input on the content, process, delivery, or assessments for the lessons. Most times the general education teacher leads the lesson and is annoyed when the special education teacher opens his or her mouth to try to get the students to reflect or to discuss what was taught. There are visuals offered on PowerPoints, but the pacing is way too rapid for the students to grasp, with vocabulary and depth of content that exceeds students' reading levels and prior knowledge about the topic. There are no connections with functional academics or meaningful and concrete ways for students to connect to the learning. Overall, most students with IEPs are so frustrated that they prefer instruction outside the classroom since they are experiencing high levels of anxiety and humiliation in not being able to keep on par with their peers. A few have even expressed that they cannot learn because they are *special*. The paraprofessional who is present tries to help ease the situation but is not sure of what to do, where to stand, or who to help. The GE teacher treats other staff members as clerical staff, not collaborative partners. The administration is aware of the situation and tells the teachers and assistants to work it out. BTW-No one is smiling and few are learning, most students are in the skill and drill mode, wanting to succeed on tests, rather than gain intrinsic knowledge. Fun is a rare commodity for all parties.

What to do to make it better: First off, when feasible, administrators need to honor teachers and assistants requests to work together. Hmm...would you choose to marry someone you had little respect for, or could you hope that oil and water mix nicely together? When faced with a situation you have not chosen, try to remember the bottom line which is to help students succeed and work backwards from there, figuring out the elements that are necessary to make that happen. Remove the personal frontal attacks and concentrate on how to increase communication with more planning time. Share students' successes and try to find something to respect in the other person. Make it about the students, not about you. Share knowledge and strategies with all staff, teachers and paraprofessionals. Be allies and try to create common ground with each other, students, families, and administration. Create a united front in the classroom and teacher's lunchroom. Practice yoga and count to 10, 20, 30...100, and more! Shake up your co-teaching and collaborative staff models to lower the student ratios, infusing parallel lessons and small grouping. Smile as well with your head held up high, it might be contagious! Continually document, research, and reflect!

Source: *Inclusion Strategies That Work!* Toby J. Karten. Thousand Oaks, CA: Corwin Press.

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Inclusion & Co-Teaching Classroom Realities

Our Classroom Scenario

Discipline(s): _____

Grade: _____

Subject/Concepts (BIG IDEAS) _____

Collaboratively think about the strategies, supports, perspectives, and roles of:
GE students
Students with special needs ¹
GE teacher
SE teacher
Paraprofessionals/Instructional Assistants
Related Staff
Administrators
Family

1-Think about GTP-(good teaching practices) 18 inclusion principles

Collaboration Checklist

- General educators are given planning time with their co-teachers and instructional assistants to figure out the week's lessons and how to best deliver the curriculum.
- Special educators who implement the strategies are offered opportunities for appropriate pre-, inter-, and postplanning with their co-teachers, instructional assistants, related staff, and team members.
- Instructional assistants and paraprofessionals are treated as integral inclusive members of the classroom whose input is respected and needed. Guidance is given to them on how they can help the students, such as checking notebooks, monitoring time on task, scribing, and offering encouragement.
- Administrators and supervisors listen to and collaborate with their staff and build time into teachers' schedules to effectively problem solve and communicate with each other throughout the week.
- Instructional student support or multidisciplinary teams offer ongoing support beyond the scheduled IEP meetings or testing dates. For example, they observe and plan with the teachers, discussing teachers' and students' efforts, progress, and concerns.
- Related staff are inclusive members who offer their input. For example, the speech-language pathologist helps students gain conversational skills, and the occupational or physical therapist gives students handwriting tips or helps them to increase other motor functions.
- Families are regularly informed on the progress of their children and offered ways to assist in the school's efforts.
- Students are aware of daily, weekly, and monthly lesson objectives and are offered realistic feedback on their progress.

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In the upcoming weeks we will be learning these vocabulary words , , , ,

in the subject of .

These are the big ideas (concepts):

a.

b.

c.

that we will be sharing with the class during the week of .

.

Positive Co-Teaching Actions

- | |
|--|
| a) Respect that you and your colleagues have personality differences and unique teaching styles, but remain firmly planted on <i>common classroom ground</i> with positive students' outcomes as your collaborative goal. |
| b) Support co-teachers and all colleagues in front of students, other staff members, administration, and families. |
| c) Have a sense of humor and flexibility for situations, even the ones that defy all rules or expectations. |
| d) Be prepared to agree and/or disagree on any given day, remembering that ongoing communication is vital. |
| e) Adapt course content together, grade together, laugh together, and know when to walk away, too! |
| f) Decide ahead of time on acceptable adaptations for all students, not just those students with IEPs. |
| g) Vary your teaching styles: assisting, leading, or following one another's lead with shared lesson delivery during whole class, smaller groups, or individualized instruction |
| h) Be <i>two-faced</i> which in this case means, exchanging roles; allow students to view each of you as equal and valuable facilitators of the knowledge. |
| i) Share ideas with each other privately and in planned ongoing meetings. |
| j) Be aware of the standards and course unit planning, but understand that pacing is not racing |
| k) Focus on hearing each other, not just talking to each other. Definitely interact with each other in front of the students to stimulate more thinking skills. |
| l) Raise your own level of professional development by learning and practicing a new strategy each week; belong to organizations, read journals and magazines, scan Pinterest, and learn more about who your students are and how they learn to then apply the research-based practices. |
| m) Accept each other's needs, prior experiences, and future potentials. |
| n) Give each other space, literally- classroom areas to work, e.g., desks, filing cabinets, book shelves for resources, and also mental space-time to digest, cool down, rethink, prioritize, and reflect. |
| o) Remember that you are professionals who chose this job for reasons other than lucrative financial gains! |
| p) Be aware of desirability vs. feasibility. |
| q) Like what you do, finding positive qualities in one another, your students, and life! |

Collaborative Decisions: Planning & Monitoring

RTI Form

Intervention Plans & Reflections for Students & Subject(s): _____

Marking Period: _____ Week(s): _____ Dates: _____

(WC): Whole class comments:

(SG): Small group comments:

(1:1) Individualized, one-to-one comments:

Parallel activity needed for these students:

Roles/concerns/support of:

General educator:

Special educator:

Instructional Assistants/Paraprofessionals:

Instructional support teams:

Related services:

Administration:

Family/Home:

Peers:

Guidance counselor:

Other reflections/support:

*Source: Karten, T. (2012) Inclusion lesson plan book for the 21st Century Trainer's Edition:
Inclusion lesson plan book for the 21st Century*

Lesson Review

Both general education (GE) and special education (SE) teachers can use this sheet to reflect on the success of specific lessons. Check off those items that pertain to this lesson, and provide comments to elaborate.

Lesson Date:			
Topic:			
Overall rating for the lesson (using a scale of 1 to 5, with 5 as the highest rating):			
	GE	SE	Comments
Objective was achieved.			
Ideal support was provided.			
Too much support was provided.			
Majority understood the lesson.			
Co-teaching was effective.			
Student knowledge varied.			
Tasks were too complex.			
Additional help, materials, or support were needed.			
Whole class needs to revisit this topic.			
Some students need to revisit this topic.			
Enrichment activities are required for some students.			



Observe, Analyze, Respond

with appropriate inclusion strategies.



You are invited to think of curriculum examples that relate to these 18 principles or GTPs

Valuable and Applicable Things to Do in All Classrooms on a Daily Basis		
How I/We will infuse these BIG IDEAS to differentiate OUR lessons		
	<i>One person can</i>	<i>Other person can.....</i>
1. Establishing prior knowledge		
2. Pre-inter-post planning		
3. Subdividing tasks		
4. Offering practice & repetition		
5. Showing concrete examples		
6. Providing accommodations & modifications for students		
7. Infusing (VAKT) visual, auditory/kinesthetic tactile sensory elements		
8. Tapping student strengths		
9. Concentrating upon children, not syndromes		
10. Increasing student self-esteem		
11. Offering positives before negatives		
12. Modeling		
13. Varying instruction & assessments-with whole class-small groups-1:1		
14. Relating to students' lives		
15. Teaching basics & 3Rs across curricula		
16. Setting up a pleasant class atmosphere with active learning		
17. Increasing student self-awareness		
18. Communicating & collaborating		

Adapted from Karten, T. (2015) *Inclusion strategies that work! Research-based methods for the classroom.* (3rd ed) Thousand Oaks, CA: Corwin Press
PDF at <http://inclusionworkshops.com/>

Reflecting on OUR Co-Teaching Practices

Collaboratively record co-teaching styles, listing the approximate % of time you as co-teachers and assistants practice these models. Then total each column and obtain a 10-day average of each model. Reflect upon which ones you as a team want to practice more or less often.

Dates	Team Teaching Bouncing Ideas off each other	One Lead/One Assist-Observe-(collecting or recording data)	Parallel Teaching	Small Groups/ 1:1	Stations/ Centers	Consultation/ Other Practices
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
Total %						
Average: Total % divided by 10						

Questions to Consider:

- What is the best intervention for this student?
- How is the student best able to obtain information?
- How will the student participate in the lessons?
- Who can assist in the learning process?
- How can we differentiate the lesson to lower the ratio and raise the learning?

Models	Benefits	Challenges
Bouncing ideas off each other	Fresh perspectives, more accountability, better ideas, and additional creativity offered with multiple perspectives, expertise and connections shared, keeping the class together as a whole. Excellent modeling of thought processes through dialogue.	Clashing personalities, time constraints, different viewpoints with too many disorganized, off task ideas, or distractions. Sometimes the teachers are too different or do not get along well enough to create solid discussions and plans. Knowledge base and grade level experiences of each teacher vary.
Parallel teaching	Can easily teach to different strengths and present diverse ways to approach the same concept. Offers smaller class size management between two teachers. Allows for varying levels and multiple intelligences to be acknowledged, supported, and challenged more easily. Lowers student-teacher ratio by dividing the class into groups. Students enjoy hearing and seeing different perspectives and instructional approaches from adult voices.	One teacher overpowering the other teacher or assistant; often special education teacher or assistant doesn't have the same content background as the general education teacher. Sometimes the teachers are not teaching the same thing at the same time and the groups as a result are being adjusted and falling behind the other group. Some students may be distracted by the noise level and simultaneous instruction if the parameters and expected student behavior during instruction and while switching groups is not clearly defined and managed.
One leading, one assisting, observing, collecting, recording data	Clear differentiation of roles, depending upon content knowledge and skills, better attention ratio. One teacher leads the classroom with a single focus, and allows the other teacher or support staff to study students and assist as needed with personal instruction, observation, recording of data, scaffolding, and classroom management.	Too much differentiation of teacher roles in front of the students may lead to power struggles. Power dynamic in the classroom is strictly defined, students may find the support teacher to be better than the leading teacher, and avoid listening to the leading teacher or the observe. Assisting educator may resent the lead one and feel like a glorified helper rather than an equal partner, if lead-assist roles are not intermittently exchanged and supported.
Small groups, 1:1	Can work towards specific goals, better individual understandings with lower student-teacher ratio to focus on objectives. Micromanagement of classroom space and time allows for intimate intervention with the students, affording them the special attention that they may need in given lessons for remediation and or advancement	Not integrated into a normal school setting, no peer interaction. Depends upon the size of the groups. If the focusing is on 1:1 the problem is that students are not developing with peers as strongly as they would in a traditional classroom setting. May lead to stigmatization if group purpose and makeup is not varied for skills and subjects throughout the year.
ONGOING Stations Centers Learning Forums	Working within groups on projects makes it easier to focus on an individual task or for a teacher to observe and inconspicuously assist a student as needed. Focus is on one task at a time with a teacher who is specialized. Students are cooperatively learning specific skills as collaborative peers. Individual student accountability can be built into stations.	Depending upon the teachers in the classroom and the assignment, it may be difficult to keep up with the station work produced. Can limit the special attention to each group based on time given to earlier groups. May seem chaotic if structures with defined outcomes at stations and centers are not outlined with modeling and rubrics for academic, behavioral, social, and communicational expectations.
Consultation from team members/related staff/administration	Different strengths of staff are capitalized upon with multiple perspectives, teaching techniques, and experiences. More feedback validates and expands inclusion strategies and interventions.	Some may claim that there are too many cooks in kitchen. If the recommendations are based upon one visit or observation, then the snapshot seen may not yield realistic recommendations. Needs ample time slotted for ongoing planning and communication.
Our thoughts, comments, and future actions	Source: Adapted from Karten, T. (2013) Inclusion Coaching for Collaborative Schools	

Student Documentation (duplicate as needed)

ABCD* Quarterly Checklist of Functional Objectives (denote codes for each marking period) Student: _____	1	2	3	4
1. Establishes eye contact with teachers and peers				
2. Uses proper conversational tones				
3. Follows classroom and school rules				
4. Respects authority				
5. Exhibits social reciprocity				
6. Appropriately communicates needs				
7. Demonstrates consistent attention in classroom lessons				
8. Completes all classroom assignments				
9. Finishes all homework and long-range assignments				
10. Able to independently take class notes				
11. Writes legibly				
12. Has an organized work area				
13. Respects the property of others				
14. Works well with groups				
15. Adjusts to changes in routines				
16. Asks for clarification when needed				
17. Takes pride in achievements				
18. Displays enthusiasm about learning				
* Use these codes (+ or - can be added)				
A = Always				
B = Becoming better				
C = Can with reminders				
D = Doesn't display behavior				

Source: Karten, T. (2007d). *More inclusion strategies that work! Aligning student strengths with standards*. Thousand Oaks, CA: Corwin Press.

Learner Profile					
Student Name, Date of Birth, and Grade	Strengths (VAKT) and Multiple Intelligences	Interests: School/ Outside	Objectives: Academic Social/Emotional, Behavioral, Physical, and Communication	Inclusion Action Plan, Accommodations, Modifications, and Recommendations	Timeline to Review Results

Topics/Responsibilities to Co-Review	GE Teacher Roles/Comments	SE Teacher, Instructional Assistants & Related Staff
1. Pre, inter post planning		
2. Instructional/curriculum delivery, content knowledge		
3. Monitoring students during lessons		
4. Assessments: Frequency, Modifications, Accommodations		
5. Whole class instruction /smaller parallel groups		
6. Administrative support		
7. Students as self-regulated learners		
8. Family contact		
9. Role of instructional assistants/related staff		
10. The best part of co-teaching and collaboration		
11. What I would change		
12. Other thoughts		

Shared ownership: "WE PROMISE EACH CHILD SUCCEEDS."

W- We-not you or me, but WE

P- Plan together

E- Evolve together

C- Communicate + & -

S- Support OUR students & each other

Source: Karten, T. (2015) *Inclusion strategies that work!*

Co-Teaching Planner

The following sheet is to be filled out by both general education and special education teachers to promote collaboration.

Lesson/unit objective:

Materials:

Time needed:

Step-by-step procedure:

Co-teaching choice (for example, one teacher leading and one assisting or parallel teaching):

Technology:

Curriculum-based assessment:

Homework:

Follow-up:

Accommodations needed:

Modifications needed:

Related staff needed:

Family contact:

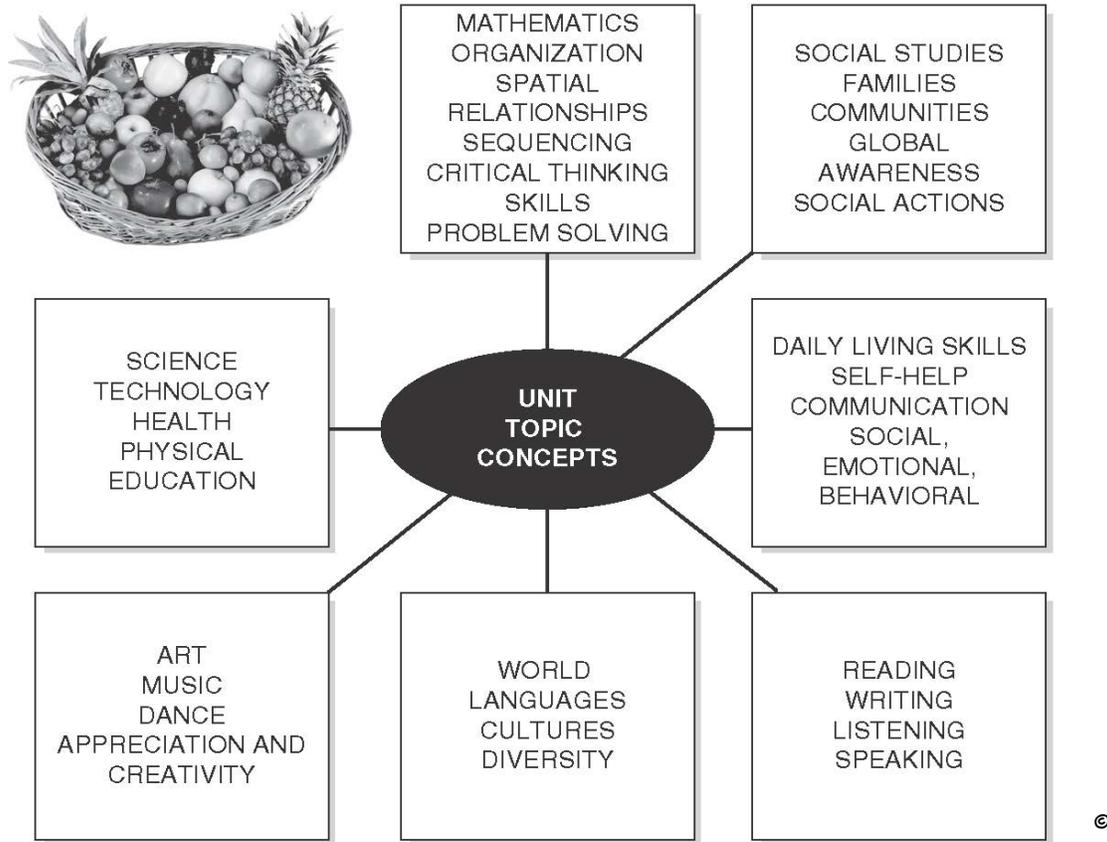
Administrative support:

Other interventions:

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Visit go.solution-tree.com/specialneeds to download this page.

<p align="center">Co-Teaching Survey Planner*</p> <p align="center"><i>Do I/We . . . ?</i></p>	<p align="center">Definitely</p>	<p align="center">At times</p>	<p align="center">Not really</p>
Create a comfortable, accepting learning environment?			
Have a positive attitude with high expectations for all students?			
Keep an organized classroom?			
Establish students' prior knowledge?			
Believe that learners benefit from being in a co-taught classroom?			
Respect our students' individual interests, strengths, and levels; e.g., different instructional deliveries and tiered objectives?			
Regularly vary our co-teaching models, beyond the lead-assist model; e.g., parallel lessons, team teaching, small groups, centers/stations?			
Have enough time and direction to collaboratively plan lessons/units, share ideas, and map out the next steps?			
Believe in varying the types of instruction and assessments?			
Set up a system that monitors students' levels and progress at regular intervals (for example, twice each marking period)?			
Offer help but do not enable the students?			
Give each other space, literally- classroom areas to work, e.g., desks, filing cabinets, book shelves for resources, and also mental space-time to digest, cool down, rethink, prioritize, and reflect?			
Regularly communicate with grade-level colleagues, co-teachers, team members, supervisors, coaches, assistants, administration, other staff, students, and families?			
Practice a collaborative problem solving approach?			
Believe that learning is an evolutionary process?			
Continually research and apply professional practices learned from independent research, workshops, and conferences?			

Let's Do This Together: Cross Curricular Planner to Strengthen Connections



Toby Karten, 2016

This week our class is learning about:

Let's collaborate and connect our lessons.

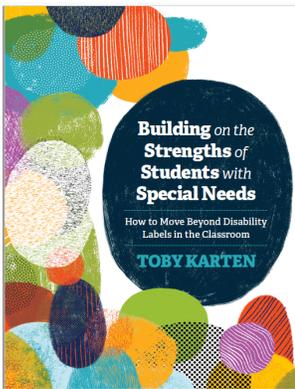
Teacher(s)/Classes:

Lesson/unit:

Dates:

Other comments:

Co-Teaching Reflections			
Date(s) _____ Time _____ Room _____	Teachers/Staff _____	Observer _____	Grade _____ Subject _____ Concept _____
Collaboration	<input type="checkbox"/> Continuous/Seamless	<input type="checkbox"/> Some	<input type="checkbox"/> Not Evidenced
	<input type="checkbox"/> Parity of roles <input type="checkbox"/> Lesson planning evidenced <input type="checkbox"/> Respectful input and interactions <input type="checkbox"/> Meaningful division of tasks and responsibilities <input type="checkbox"/> Co-teaching model(s) support learners and staff <input type="checkbox"/> Verbal supports before, during, after lesson; e.g., dialogue/language/pronouns offered, follow-up, reflection <input type="checkbox"/> Physical evidence; e.g., proximity, body language, both names posted, classroom space provided for teachers/small group instruction, 1:1 instruction, independent work, centers, stations, resources... <input type="checkbox"/> Consultative support; e.g., coaching, supervisors, OT, SLP, PT, administration <input type="checkbox"/> Team teaching <input type="checkbox"/> Lead-assist/Keep data <input type="checkbox"/> Other _____		
Instruction & Assessment	<input type="checkbox"/> Objectives clearly communicated <input type="checkbox"/> Baseline levels established and used to guide instruction and resources <input type="checkbox"/> <i>Whole-part-whole</i> design with varying grouping and co-teaching models; e.g., centers, cooperative learning, 1:1, parallel and mini lessons, <i>rooms within the room</i> <input type="checkbox"/> Differentiated assignments; e.g., based on skill, interest, random <input type="checkbox"/> Opportunities for enrichment and repetition <input type="checkbox"/> VAKT elements present; e.g., visuals, auditory, kinesthetic/tactile <input type="checkbox"/> Progress toward goals monitored <input type="checkbox"/> Assistive technology <input type="checkbox"/> Sponge activities <input type="checkbox"/> Assessment guides next steps <input type="checkbox"/> Other _____		
Lesson Support	<input type="checkbox"/> Individualization evidenced <input type="checkbox"/> Embedded interventions <input type="checkbox"/> Academic support; e.g., writing frames, graphic organizers, outlines... <input type="checkbox"/> Behavioral support; e.g., mindfulness, character education, learner feedback... <input type="checkbox"/> Functional scaffolding; e.g., routines, communication skills, age-appropriate... <input type="checkbox"/> Reinforcement/Feedback; e.g., realistic, specific, and timely <input type="checkbox"/> Learner reflection; self-efficacy, connection of content to processes <input type="checkbox"/> Accommodations that help, but do not enable <input type="checkbox"/> Positive learning environment; e.g., trust, respect, humor, inquiry <input type="checkbox"/> Other _____		
Evidence-Based Practice	<input type="checkbox"/> Universal Design for Learning (UDL) http://www.cast.org/ <input type="checkbox"/> Inclusion Principles http://www.inclusionworkshops.com/inclusion_principles.htm <input type="checkbox"/> Differentiation of Instruction (DI) https://www.edutopia.org/blogs/tag/differentiated-instruction <input type="checkbox"/> Multi Tiered Systems of Support (MTSS) http://www.rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1 <input type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS) https://www.pbis.org/ <input type="checkbox"/> Neuroscience https://www.learner.org/resources/series214.html <input type="checkbox"/> Social-Emotional Learning https://casel.org/what-is-sel/ <input type="checkbox"/> Peer Tutoring http://www.nea.org/tools/35542.htm <input type="checkbox"/> Strategic Learning http://www.studentguide.org/effective-learning-strategies/ <input type="checkbox"/> Other _____		
Moving Forward Comments			



Inclusion Resources by T. Karten

- ASCD Inclusion Do's, Don'ts, & Do Betters
- *Building on the Strengths of Students with Special Needs: How to Move Beyond Disability Labels in the*

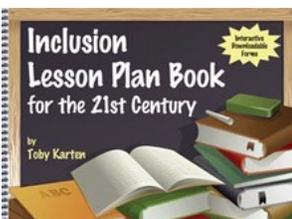
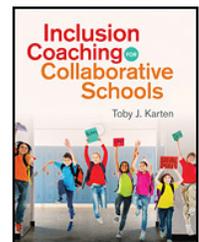
Classroom

- Study guide accessed at-

<http://www.ascd.org/publications/books/117023/chapters/An-ASCD-Study-Guide-for-Building-on-the-Strengths-of-Students-with-Special-Needs@-How-to-Move-Beyond-Disability-Labels-in-the-Classroom.aspx>

Corwin Press

- *Inclusion strategies that work! Research-based methods for the classroom.*
- *Inclusion coaching for collaborative schools.*
- *Workbooks: Inclusion activities that work! Grades K-2, 3-5, 6-8.*
- *Embracing disABILITIES in the classroom*
- *Inclusion strategies that work for adolescent learners*



National Professional Resources

Inclusion lesson plan book for the 21st Century

Online Link <http://www.nprinc.com/inclusion-lesson-plan-book-teacher-training-forms/>

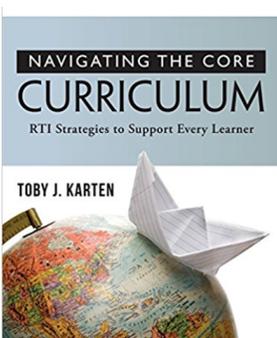
Solution Tree

Navigating the Core Curriculum: RTI Strategies to Support Every Learner

Developing Effective Learners: RTI Strategies for Student Success

Inclusion Strategies and Interventions

Online Link-<http://www.solutiontree.com/free-resources/specialneeds/isi>



Let's continue the collaboration: toby@inclusionworkshops.com
<http://www.inclusionworkshops.com>

Co-Teaching-Collaborative Reflections

Hmm.... Strategies to apply...

Ideas that WE plan to use and investigate...