

## Collaborative Problem-Solving Teams: Coaching and Training

  
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## Presentation Overview



- ☞ Current Issues/ Pushes and Pulls
- ☞ Discuss Factors that Influence Teacher Behavior (Review Lit)
- ☞ Implications for Educators and Teacher Educators

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## Current Issues

- ☞ NCLB and IDEA 
- ☞ Students with Disabilities must have access to the general education curriculum
- ☞ Students with disabilities are included in accountability measures (AYP)
- ☞ Increase in collaboration and co-teaching models
- ☞ PBS and systems support

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## NCLB and IDEIA 2004



- ☞ Similar goals of NCLB and IDEIA
- ☞ "Highly-Qualified" statute has had direct classroom implications. (Rtl)
- ☞ HQ along with SWD having greater access to the general education classroom and grade level assessments has led to changes in instruction
- ☞ Co-teaching
- ☞ Collaboration

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## Traditional and Emerging



- ☞ SPED was a separate/ parallel system
  - ☞ Different standards
  - ☞ Different rooms
  - ☞ Different rules
- ☞ Generic teachers vs disability specific trained teachers.
- ☞ Unified system
- ☞ Important to plan/teach/understand this transition from emerging practices.

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## Co-teaching, Collaboration, Challenges



- ☞ Many positive outcomes have been attributed to co-teaching, however several challenges are apparent.
- ☞ Forced teaching arrangements (compatibility, expectations, philosophy, work-habits, "arranged marriage" )
- ☞ Planning time (Admin Support)
- ☞ Training (Gen Ed.-learning strategies, differentiation, characteristics) (SPED-Content) (Scruggs, Mastropieri, McDuffie, 2007)

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## Co-teaching, Collaboration, Challenges



- ☞ Role confusion-Some Special Educators take on a subordinate role (aide or assistant to gen.ed teacher).
- ☞ Ownership of class (Turf, students)  
(Scruggs, Mastropieri, McDuffie, 2007)

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Understanding Factors that influence teacher behavior of students with disabilities.



- ☞ Improve collaboration between educators
- ☞ Understand needs and provide training to address/support
- ☞ Teacher training programs
- ☞ Parents
- ☞ Improve educational outcomes
- ☞ Systems support-PBS, RtI, EIS

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## 5 Broad Interactive Factors



1. Teacher Expectations
2. Attribution Patterns
3. Personal Teaching Efficacy
4. Attitudes and Beliefs
5. Teacher Qualities

Broad, Overlapping, Interactive

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### Teacher Expectations (Behavior)



- ☞ In general, teachers expect students to behave in specific ways.
- ☞ Students who lack prerequisite skills are at risk for a variety of negative educational outcomes.
  - ☞ Peer/ teacher rejection
  - ☞ Negative feeling toward schools
- ☞ Educators need to understand the social and behavioral expectations teachers hold for students.

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### Research



126 elementary teachers were surveyed at 4 elementary schools, findings indicated teachers view self-control and cooperation skills as equally important for success.

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### 7 Social Skills were identified as critical



1. Follows directions,
2. Attends to instruction,
3. Controls temper with peers,
4. Controls temper with adults,
5. Gets along with people who are different,
6. Responds appropriately when hit,
7. Uses free time in an acceptable way. (Lane, Pierson, & Givner, 2004)

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### Secondary School (5 Expectations)



1. Attend to instruction
2. Controls temper in conflict situations with peers
3. Controls temper in conflict situations with adults
4. Follows directions
5. Responds appropriately to physical aggression from peers (Lane, Pierson, & Givner, 2003)

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### Similarities and Differences



Lane, Wehby, & Cooley (717) studied teachers (N=717) expectations of student behavior along school level. Program type (general and special ed), and school type.  
↻30 items-SSRS (Social Skills Rating System)  
↻3 Domains-Cooperation (uses time), assertion (joins activity), self-control (controls temper)  
↻Differences and similarities

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### Differences/ Similarities between type of licensure (SPED & Gen.)



↻Similar-SPED and GEN shared similar views regarding the importance of self-control skills.  
↻Different-HS SPED viewed self-control skills as significantly more important than HS GEN.  
↻Different-SPED teachers rated cooperation skills as significantly less important for success relative to general education teachers.  
↻Similar-both groups on assertion skills

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### Differences/ Similarities between type of licensure (SPED & Gen.)



☞GED viewed cooperation as more essential for success than did SPED (manage greater numbers of children), SPED are more use to teaching smaller groups of students.

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### Expectations (Curriculum)



Organizational Behavior of students with LD (Highly valued by middle school teachers) (McMullen, Shippen, and Dangel, 2007).

- ☞Turn in homework
- ☞Starts work immediately
- ☞Requests help
- ☞Completes work
- ☞Copies homework assignments
- ☞Brings supplies

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### Expectations (Academic)



☞The most significant driving force influencing instructional activities is the emphasis on high-stakes testing (Mastropieri et al., 2005)

- ☞Parents, special educators may hold different educational expectations (Self-determination)(Gregal et al., 2003)
- ☞Social Competence, Friendship, Job/Living skills

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## Implications-Expectations



- ☞GEN. Teachers were significantly more likely to hold attitudes of concern, indifference, or rejection toward SWD who engaged in challenging behavior (Tankersly, Cook, & Landrum).
- ☞These attitudes impact teacher behavior. (Frustration)
- ☞When students fail to meet expectations they are at risk for-strained relationships, referrals, missing instruction, alternative education placements (Lane, Wehby, Cooley, 2006)

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## Key Points-Expectations



- ☞Expectations need to be explicit for each student.
- ☞Skills training for students to prepare students with LD to survive in inclusive environments (McMullen, Shippen, & Dangel, 2007).
- ☞Teachers need support for students who are not meeting expectations.

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## Attribution Patterns



- ☞Attribution theory is concerned with how individuals interpret events and how this relates to thinking and behavior
- ☞Teachers respond to student behavior based upon the causal attributions attached to the behavior.
- ☞Explanation and evaluation of behavior (causation)

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### Causal factors possess 3 underlying psychological properties



- ☞ Locus-whether the cause originates **within the person** or the **environment**
- ☞ Stability-whether the cause is **stable or unstable**
- ☞ **Controllability**-whether the cause is under the volitional control of the person (Linked to responsibility)

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### Attribution Patterns (Controllability)



- ☞ **Controllability** is linked to **responsibility**
- ☞ A **controllable** cause results in the perception that the student is **responsible** for the outcome
- ☞ **Uncontrollable cause** leads to the perception of **no responsibility**. (Clark & Artiles, 2000).
- ☞ What impact might this have in the classroom?

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### Illustration (Georjou et al., 2002)



- Studied the **relationship between teacher attributions** of student **school failure** and teacher **behavior** toward the failing student. (N=277 Elementary)
- ☞ Relationship **did exist** between **teacher attributions** and subsequent **teacher behavior** toward the failing student.

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### Illustration (Georinou et al., 2002)

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- Two opposite patterns of behavior emerged
- One group accepted low performing student and provided systematic assistance
- Another group appeared to reject student, neglecting and isolating (stop trying to help increase performance)(may be related to PTE)

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### Illustration (Georinou et al., 2002)

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- How are teacher **attributions** and teacher **behavior** connected?
- Teachers respond with **more pity and less anger** when they **attribute low achievement to the child's low ability (may result in lower expectations)**
- Teachers tend to **reject** the child and behave with anger toward them when the child's **inadequate effort (controllability) is cited.**
- Supports previous research

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### Attribution and Teacher Behavior

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- Once teachers attribute an outcome to a cause, social emotions such as anger and pity, influence the type of behavior a teacher will display.
- Teacher may not interpret underlying causes and attach negative emotions/feelings to perceived cause
- Teachers may get trapped in a dysfunctional attribution pattern.
- Teachers need accurate/clear pictures of students

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### Personal Teaching Efficacy



Personal teaching efficacy refers to the perception teachers have of themselves as “able” or “less able” to make a difference in a child’s education (Morin, 2001).

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### PTE and Teacher Behavior



- ↻PTE has implications on referral rates and,
- ↻Placement decisions
- ↻PTE is a critical belief underlying teacher’s decision making.
- ↻GED who do not perceive themselves as being to influence student tend to believe that students with special needs require separate placements

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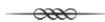
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### Referral Rates



- ↻Soodak and Podell (1993) found that teachers with **greater PTE are less likely** to refer students with mild learning and behavior problems.
- ↻Georgiou et al. (2002)-teachers with high sense of efficacy are more willing to **take responsibility** for student **success and failures**. This impacts referrals.

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PTE and Teacher Behavior (Feedback)

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Tucker et al. (2005) report that teachers who believe that student learning can be influenced by effective teaching provide greater academic focus and engage in different types of **feedback behaviors**.

- ☞ **High efficacy** teachers are more likely to assist low achieving students, **praise** more and **criticize less**.
- ☞ Low efficacy teachers are opposite (Chester & Beading, 1996)

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PTE and Teacher Behavior (Misbehavior)

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- ☞ PBS Systems
- ☞ Teachers need to feel efficacious in order to act in ways (behave) that will likely result in positive student outcomes and vice versa.
- ☞ A teacher who experiences success with a strategy will likely use the approach again. (feelings of efficacy)
- ☞ Opposite is true.
- ☞ What does this mean?

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Relationship between teacher's feelings of efficacy concerning educating students with special needs and to identify the training and supports teachers need to be successful in inclusive settings (Buell et al., 1999).

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**Implications**

- ☞ There was a strong negative relationship between teachers **believing they can influence students and their beliefs that not much can be done to counteract home environment. This relationship exists for both special education and general education teachers.**
- ☞ Overall, the **special education teachers in this study reported that they are more confident and prepared to include students with disabilities in the general education classroom.**
- ☞ **General educators do not feel as confident in their ability to fulfill tasks needed to support inclusive education especially in the area of adapting materials and curriculum, managing behavior problems, giving individual assistance, and writing behavioral objectives.**

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## Continued



- ☞ General educators **reported less support** and resources than special educators. Teachers' **perceived levels of support might affect their confidence** in working with students with disabilities.
- ☞ Training topics general education teachers indicated they needed included program modification, assessing academic progress, adapting curriculum, managing student behavior, developing IEPs, and using assistive technology.
- ☞ Who better to share their expertise.

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## Teacher Attitude



Attitude (n.)  
 ☞The position of the body and limbs; posture.  
 ☞A manner of acting.  
 ☞A relatively stable and enduring predisposition to behave or react in a characteristic way.

*Source: The American Heritage® Stedman's Medical Dictionary  
 Copyright © 2002, 2001, 1995 by Houghton Mifflin Company. Published by Houghton Mifflin Company.*

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## Teacher attitude



- ☞In general, teachers have expressed positive feelings towards inclusion, but are less optimistic concerning preparedness (Cook et al., 2007).
- ☞More receptive toward students with physical disabilities than MR, EBD, and LD (Soodak et al. 1998)
- ☞Attitudes are related to special education coursework (more training, better attitude)

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### Teacher attitude

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☞Teacher attitude toward the inclusion of students with disabilities is perhaps the **single most important variable** that influences teacher behavior. These **attitudes** are **shaped** by **experience** with students with special needs, **levels of education, and training** (Shade, & Stewart, 2001; Snyder, 1999)

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### Teacher attitude

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Van Reusen, Shoho, & Barker, (2001). According to the study, the **most negative attitudes** were found among those teachers with the **least amount** of special education **training, knowledge, or experiences** in teaching students with disabilities. Teachers who had the highest level of special education training or experiences reported positive attitudes toward inclusion.

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### Teacher attitude

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☞Other variables that shape attitudes are:

- ☞ Not understanding the benefits of inclusion
- ☞ Inadequate levels of support from administration
- ☞ Lack of collaboration with Special educators

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### Heflin and Bullock (1999) Underlying reasons.



- ☞ Insufficient support and training (i.e., dumping)
- ☞ Nonproportional ratios (creating classes that contain more students with special needs than would naturally occur)
- ☞ Being unable to meet the educational needs of the included students.
- ☞ Behavior management
- ☞ Finding extra time to make curriculum modifications
- ☞ Finding time to talk with team members.

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### Teacher Qualities



*American Heritage Dictionary*

- ☞ An inherent or distinguishing characteristic; a property.
- ☞ A personal trait, especially a character trait: "The most vital quality a soldier can possess is self-confidence" (George S. Patton).

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### Teacher Qualities



Olson and Chalmers (1997) studied attitudes and attributes of general education teachers identified as effective inclusionists. Principals and Special Educators were asked to identify and describe teachers who were proficient accommodating instruction for students with disabilities.

- (a) were described as tolerant, reflective, and flexible,
- (b) accepted responsibility for all students,
- (c) described a positive working relationship with special educators,
- (d) reported adjusting expectations for integrated students, and
- (e) Indicated that their primary inclusionary attitude was showing personal warmth and acceptance.

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## Teacher Qualities

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Brownell et al. (2006) studied the role of teacher qualities in the context of professional collaboration.

- ☞ An underlying assumption of the study was that general education teachers will improve practice with collaborative professional development aimed at improving instruction for student with disabilities.

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## Teacher Qualities

Brownell et al. (2006)Lit

Review

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- ☞ Positive results have been reported
- ☞ However, research suggests that not all teachers profit equally even when conditions supporting collaboration is positive.
- ☞ Mismatch between the teachers style of personality and instructional practice.
- ☞ Disinterest in learning the strategy

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## Teacher Qualities

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- ☞ 3-year study designed to investigate the use of teacher learning cohorts (TLC)
- ☞ Study examined the pedagogical practices and beliefs of teachers who were adopting practices geared toward improving the education of students with disabilities.
- ☞ Wanted to know what role personal qualities played in adopting innovative teaching practices.

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## Teacher Qualities

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Findings identified various levels of adopters and outlined qualities of:

- 1. High adopters-quickly
- 2. Moderate adopters
- 3. Low Adopters

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## High Adopters

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Quickly incorporated new practices, always working on at least one new strategy

High Adopters had the most: (qualities)

- Knowledge of curriculum and pedagogy
- Knowledge and student centered beliefs about managing student behavior
- Student-focused views of instruction
- Ability to carefully reflect on students' learning
- Ability to adapt instruction

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## High Adopters

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Instruction was explicit and relevant

Gave equal importance to both instruction and student behavior

Taught discipline(rules, routines, citizenship)

Student centered –individualized, used a variety of strategies (cooperative learning, peer tutoring).

Took responsibility for all learners

Willingness to continue learning new strategies.

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### Moderate Adopters

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- Used many of the practices but were inconsistent in their willingness to adopt certain practices.
- Used some practices, ignored others (one reported style difference)
- Varied more on the 4 qualities

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### Moderate Adopters

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- Some knew content well, pedagogy needed improvement
- Spent less time instructing students how to behave
- Tried strategies but switched back to traditional teaching.
- Overall, hit and miss

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### Low adopters

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- Ranked lowest on five qualities
- Least likely to adopt and had difficulty using new strategies.
- Less knowledgeable about content and pedagogy-
- Did not feel responsible for student behavior.
- Required more support and assistance to adopt.

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### Influences on Teachers' Use of Interventions

(Rheams and Bains, 2005)



- ☞ **Acceptability** (Time and complexity) and usefulness of intervention (perceived fairness, reasonable, non-intrusive)
- ☞ \*This is also true with accommodations/modifications
- ☞ **Feasibility**: availability of resources and trained staff, classroom **space**, amount of **time** needed for implementation, and access to peers without disabilities.

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### Influences on Teachers' Use of Interventions

(Rheams and Bains, 2005)



- ☞ *Theoretical Orientation*
- ☞ *Attitude Toward Inclusion*
- ☞ *Experience Working With Children With Disabilities*
- ☞ *Teacher Efficacy*

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### Implications for Practitioners, Teacher Education, Policymakers (general)



- ☞ Clarify, understand, teach expectations to students.
- ☞ Provide intensity of support (Admin, training, collaboration) based on teacher needs.
- ☞ Help special educators become aware of the factors that influence teacher behavior.
- ☞ Engage in activities that increase PTE
- ☞ Allow teachers safe opportunities to ask for help in a risk-free manner.

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Implications for Practitioners, Teacher Education,  
Policymakers (Dukes and Dukes, 2005)



Teach Special Educators/Administrators the  
Collaborative Consultation Model

- a. Consultation should be a **reciprocal**, mutual activity among all professionals in the school.
- b. Consultation should facilitate **independent problem-solving skills** on the part of general educators.
- c. **Consultation** should be a routine part of **interpersonal interaction** and daily functioning.
- d. Consultation should reflect its centrality in the school as a whole, not just special education.

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Implications for Practitioners, Teacher Education,  
Policymakers (Dukes and Dukes, 2005)



Relationship between general education and special education is critical. The following interpersonal skills are essential.

- a. Sensitive
- b. Considerate
- c. **Nonjudgmental**
- d. Supportive
- e. Adaptable
- f. Flexible

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Implications for Practitioners, Teacher Education,  
Policymakers (Dukes and Dukes, 2005)



Documentation of Interactions

- a. Roster of students
- b. Roster of teachers
- c. Frequency
- d. Date and time
- e. Type of contact (e.g., consultation, materials)
- f. Service delivered
- g. Support
- h. Student progress

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# Discussion



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