

PEARSON NEW INTERNATIONAL EDITION

**Interactions: Collaboration Skills
for School Professionals**
Marilyn Friend Lynne Cook
Seventh Edition



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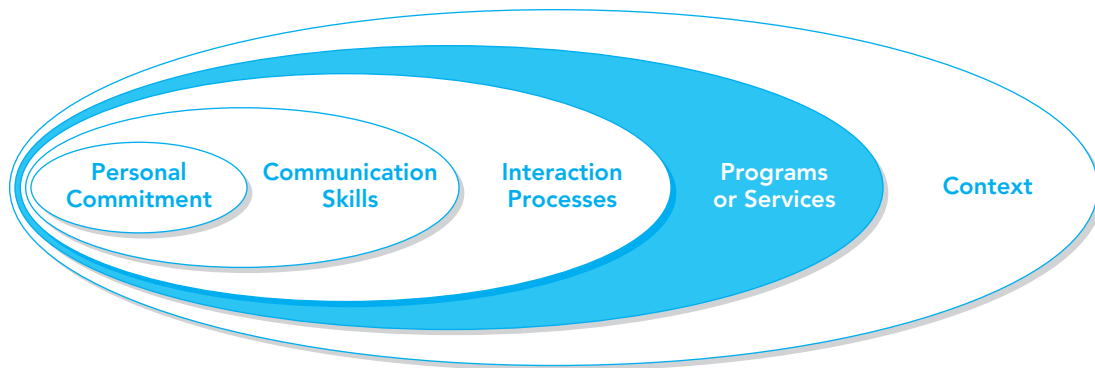
Teams

From Chapter 6 of *Interactions: Collaboration Skills for School Professionals*, Seventh Edition. Marilyn Friend, Lynne Cook.
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Teams



Connections

Collaboration is critical to the success of structures and applications in schools. In this chapter school teams are examined as the first of several school structures and service delivery mechanisms that require collaboration and that are based on the problem-solving process. Co-teaching and consultation are collaborative service delivery options; and partnering with families is yet another option for collaborative efforts to promote success for students with disabilities and other special needs.

Learner Objectives

After reading this chapter you will be able to:

1. Define the term *team* and outline the essential characteristics of teams.
2. Enumerate the stages of team development and provide examples of team interactions during each stage.
3. Compare and contrast multidisciplinary, interdisciplinary, and transdisciplinary teams.
4. Outline three different purposes of student-centered teams and discuss their importance for special services providers.
5. Apply strategies for promoting team effectiveness.



A CASE FOR COLLABORATION

A Team Decision?

Ms. Liberatore has organized everything needed for the team meeting about to begin—an annual review for Nathan, a student on her caseload who is moving from elementary to middle school. Nathan’s mother and father have indicated that they do not want Nathan to be placed in separate classes for his core academic instruction, but other team members doubt that Nathan can succeed in the general education setting. As the meeting begins, Ms. Liberatore distributes an agenda and makes sure that everyone has been introduced: Mr. Wayte, the principal; Ms. Stokes, the school’s new social worker; Mr. Sebastian, Nathan’s fifth-grade teacher; Ms. Springer, the middle school special education teacher who will be responsible for implementing Nathan’s IEP; Nathan’s parents; and Ms. Esposito, the family’s legal advocate. Mr. Wayte and the others use recent achievement data to stress the strides in achievement that Nathan has made, and they comment on how they will miss him. Nathan’s IEP goals are based on the sixth-grade curriculum, and when a special education setting is recommended for English and math instruction and Nathan’s parents decline, each team member is asked to address this topic. The key points offered by each person are listed in the electronic minutes being taken and projected on the wall. Ms. Liberatore takes notes but does not offer her opinion. By the conclusion of the meeting, the team agrees that Nathan should begin the year in all general education core academic classes, but that a meeting will be held after the first month of school to evaluate this placement decision. The team finishes its work shortly thereafter and all members sign the IEP. With best wishes, the team adjourns. Ms. Liberatore reflects on the meeting and feels a sense of loss at the conclusion of this team’s work for this student. She knows that middle school is more challenging for students like Nathan; departmentalized classes and new groupings of students for each period seem to her to be complexities that he may not be able to manage.

Introduction

You were born into a social group—your family—and you have become increasingly involved in a wider and wider range of groups and affiliations as you have become an adult and a professional. For example, you still are a member of a family group; and you may belong to a neighborhood or community group, sports group, faith-based community, recreational or fitness club, professional association, political party, or civic group. If you were to conduct an inventory of the groups to which you belong, you might be surprised to discover that your participation in these groups accounts for nearly all of your social activities. Although social scientists describe many different types of groups, they identify the three most important types relative to daily interaction as family, friendship, and work groups (Ephross & Vassil, 2005; Lustig & Koester, 2010). The focus of this chapter is on just one of these social groups: work groups or teams.

Team approaches have become increasingly popular structures for addressing a wide range of school matters (e.g., Friend & Cook, 1990, 1997; Rhodes, Stevens, & Hemmings, 2011). Teaming is the most frequently advocated structure for implementing school reform initiatives, as illustrated by continuing attention to site-based management teams, interdisciplinary and grade-level teaching teams, project-based teams, professional development teams, school improvement teams, and so on. Such teams engage in wide-ranging activities, and they make decisions in highly varied areas. For example, they address school improvement planning, curriculum redesign, student achievement goals, school-wide behavioral