



Collaborative Teaming, Third Edition (Teachers' Guides)

By Margaret E. King-Sears Ph.D., Rachel Janney Ph.D., Martha E. Snell Ph.D.

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Collaborative teaming is the glue that holds an inclusive school together. But most educators don't get explicit training on teamwork skills—and that's why you need the new third edition of this popular how-to book. Packed with practical tips, tools, and vignettes, *Collaborative Teaming* shows your staff how to work together effectively to support students with disabilities in inclusive classrooms. Perfect for independent study, inservice training, or preservice study, this reader-friendly guide will get teachers on board with collaborative teaming and give them fresh ways to improve the academic progress and behavior of *all* students.

LEARN HOW TO:

- Master multiple types of teaming, from co-teaching to collaborative consultation
- Clearly define a team's purpose and focus
- Establish trust and consistent communication among team members
- Schedule and facilitate productive team meetings
- Make sound decisions by consensus
- Solve problems and create action plans as a team
- Use teamwork to increase the participation and learning of *all* students
- Ensure positive interactions with families

PRACTICAL MATERIALS: Activities that help teachers reflect on and apply the strategies; vignettes that show strategies in action; reproducible forms and checklists for conducting meetings, co-teaching effectively, and more. (*For easy printing, full-size forms will now be available for download when you purchase the book.*)

WHAT'S NEW:

- How teaming relates to schoolwide initiatives like PBIS and RTI
- Expanded chapter on co-teaching
- New chapter on collaborative consultation
- More strategies for effective communication and conflict resolution
- Insights on using today's technology to collaborate
- New vignettes featuring diverse students with a wide range of disabilities
- Helpful "focusing questions" in each chapter—perfect for use in courses and book clubs

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Editorial Review

Review

“A wealth of practical information for twenty-first century educators â€¢ offers strategies and tools for teachers to gain the skills needed to effectively collaborate in todayâ€™s schools.”
(Diana D. Abbott, Ph.D.)

About the Author

Rachel Janney, Ph.D., is an independent scholar and consultant who has worked with and on behalf of children and adults with disabilities in a number of capacities, including special education teacher, educational and behavioral consultant, technical assistance provider, teacher educator, researcher, and author. For a number of years, she was a professor in the School of Teacher Education and Leadership at Radford University in Virginia, where she taught courses and supervised student teachers in the special education program, specializing in the inclusion of students with extensive learning and behavior support needs. Dr. Janney received her master's degree from Syracuse University and her doctorate from the University of Nebraska—Lincoln.

Margaret E. King-Sears, Ph.D., is Professor in the Division of Special Education and disAbility Research at George Mason University, where she has taught since 2005. Prior to that, she developed and coordinated the inclusive education program at The Johns Hopkins University, where she taught from 1989 to 2005. Her research interests are in co-teaching, self-management, and universal design for learning. She is active in several national organizations, including the Council for Learning Disabilities and the Teacher Education Division of Council for Exceptional Children. She earned her doctorate from the University of Florida..

Martha E. Snell, Ph.D., Professor Emeritus, Special Education, Curry School of Education, University of Virginia, 405 Emmet Street, Charlottesville Virginia 22904

Dr. Martha Snell is a Professor Emeritus of Special Education at the Curry School of Education, University of Virginia where she directed the teacher preparation program in severe disabilities for 30 years. With others, she has authored a number of books on teaching methods and the definition of intellectual disability and has been an active member of TASH and the American Association for Individuals with Intellectual and Developmental Disabilities. She directed both federal and state grants directed toward the preparation of teachers and research with individuals having intellectual disability and autism and their teachers; more recently her research has concerned Head Start classrooms and young children at risk. Her research topics have encompassed the inclusion of students with disabilities in general education classrooms, effective teaching strategies, communication intervention, and positive behavior support for problem behavior.

Users Review

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