



Collaborative Intervention

DEFINITION



 Providing services in collaboration with one or more professional(s) or partner(s)

 Can include collaboration and partnership at an individual level (ie: teacher and co-teacher), and at an organizational level (ie: school setting and community agency)

This principle is one of the 10 evidence-based principles, identified in a scoping review, that can guide the organization and delivery of services for students with disabilities in integrated classrooms.



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project
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References:

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Ballard, K. L., Sander, M. A., & Klimes-Dougan, B. (2014). School-related and social-emotional outcomes of providing mental health services in schools. *Community Mental Health Journal*, 50(2), 145-149.

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Morocco, C. C., & Aguilar, C. M. (2002). Coteaching for content understanding: A school-wide model. *Journal of Educational & Psychological Consultation*, 13(4), 315-347.

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Ratzon, N. Z., Lahav, O., Cohen-Hamsi, S., Metzger, Y., Efraim, D., & Bart, O. (2009). Comparing Different Short-Term Service Delivery Methods of Visual-Motor Treatment for First Grade Students in Mainstream Schools. *Research in Developmental Disabilities: A Multidisciplinary Journal*, 30(6), 1168-1176.

Principle 3: Collaborative Intervention

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EXAMPLES

Co-teaching with two or more educators with distinct skills working collaboratively on student academics and behaviors in an integrated educational setting (Morocco et al., 2002)

Joint intervention by teacher and the school occupational therapist to integrate OT-recommended techniques and activities into classroom context (Ratzon et al., 2009)

Close collaboration with school psychologists and mental health professionals, families, student, and community mental health agencies to provide services to students with emotional difficulties (Ballard et al., 2015)

Setting ground rules for collaboration and teamwork when implementing a trans-agency health prevention program (Bagnato et al., 2014)



Evidence & OUTCOME

In combination with other principles, using a collaborative intervention:

- Improves visual-motor skills (Ratzon et al., 2009)
- Enables identification of roles of different professionals involved (Morocco et al., 2002)
- Improves social-emotional functioning (Ballard et al., 2014)

Application IDEAS

- Internal support amongst school professionals and working with external professionals to provide services
- Ensuring that substitute teachers are aware of specific needs and modifications for student
- Holding team meetings amongst all professionals involved with student to discuss services, student needs and intervention plans
- Ensuring that all team members are aware of the student's intervention plan and that they have the support they need to implement the specific plan
- Transferring intervention plans from one teacher to the next (transitioning to next grade)
- Collaborating with and referring to community services as needed