

Responses/Solutions to Barriers

Time

Solutions:

1. Provide time to work together to plan; Common planning time (should include time for reflection as well).
2. Team reviews schedule prior to the school year (before summer) before students' schedule are finalized.
 - Discussion with everyone (gen ed., IS, curriculum coordinator, administrator) and seeing if the schedule can be modified to increase Intervention specialists' accessibility to the classroom.
 - More eyes on the scheduling to catch issues during the planning of the schedules.
 - Make sure students with IEPs are distributed and in the classes when Intervention Specialist is available.
3. Create co-teaching pairs in spring for coming year.
4. Review competing duties to eliminate/limit overlap with inclusive planning/teaching times.
 - Short-term hire of additional school psychologist to assist with assessments
 - Start parent contact consent letters for testing end of July
 - Pre-arranged dedicated one day each week/bi-weekly for IS to schedule assessments, paperwork, or co-planning. If caught up, participate in inclusive teaching (maybe just first quarter).
5. University interns or high school students utilized to assist with student/classroom needs.
6. Co-teachers "housed" in the same room.
7. Use of Google Drive or other electronic tools for communication, planning, sharing of materials and collaborating with multiple co-teachers.
8. Template/checklist for planning times. Plan for extra/unencumbered time in the classroom (after time spent with dedicated/required initiatives).
9. Same grade level teachers (if they teach the same content) provide shared information to intervention specialist to prevent need for multiple meetings.
10. Provide Intervention Specialist with day for testing and provide school psychologist with list of days for assessments to have letters sent home in anticipation of the testing days. (Pre-arranged dedicated one day each week/bi-weekly for IS to schedule assessments, paperwork, or co-planning. If caught up, participate in inclusive teaching.)

Accountability

Solutions:

1. Meet prior to school year and at the beginning of each quarter to discuss expectations of each other (strengths, classroom procedures, etc.), curriculum expectations and of students (behavior plans).
2. Both Intervention Specialists and General Education teachers know IEP goals, expectations, and accommodations.
3. Use the Evaluation Rubric for Inclusive Teaching to develop an understanding what inclusive teaching looks like.
4. Include accountability for co-planning time with checklist of things to be accomplished by the end of the planning period/day (if full day provided).
5. Include column in planning document/template to indicate who is responsible for each component.

Communication

Solutions:

1. Co-teachers "housed" in the same room.
2. Use Google Docs or other electronic tools for communication, planning and sharing of materials.
3. Set time each week to meet with co-teacher(s).
4. Phone calls from classroom to classroom.
5. Use Teacher Based Team (TBT) time.
6. Create summary of IEP based on student needs (take away) for general education teachers.
7. Common planning time whenever possible.

Beam, P. C., Gut, D. M., & Hartman, C. L. (2017). *Responses and solutions to barriers: Successfully navigating partnerships in inclusive teaching settings (SNPIITS)*. Retrieved from <https://ohiocoras.com/snpiits-tools/>

8. Develop and strengthen strong communication skills, flexibility, respect and trust as well as a willingness to take risks.
9. Use unobtrusive signals to communicate during lessons.

Instructional Style

Solutions:

1. Provide time for discussing expectations.
2. Provide Professional Development on Inclusive Teaching
3. Discuss, agree upon and divide expectations and classroom norms in advance.
4. Discuss and share instructional responsibilities (grading, progress monitoring, identifying student grouping).
5. Identify and utilize individual partners' strengths.
6. Identify a variety of instructional strategies to teach differing content.
7. Proactive matching of general education and intervention specialist teaching pairs up front.
8. Make time to have open conversation and compromise-come to agreement and write it down.
9. Have checkpoints throughout the year to see how things are going and external person to go to for guidance and support.
10. Intervention Specialists need to take initiative and identify specific tasks.
11. Post a lesson agenda and refer to it during the lesson.

Administration

Solutions:

1. Use Google drive to support one general education teacher collaborating with multiple intervention specialists.
2. Provide quiet/private designated work space for intervention specialists when working on IEPs or making phone calls (separate, consistent place within the building).
3. Schedule/accommodate small group instruction (intervention) during station teaching time in general education classroom.
4. Allow Intervention Specialists to stay in the same classroom for the entire instructional block.
5. Assign Intervention Specialists to only one grade level whenever possible.
6. Ensure consistency (in partners, schedules, initiatives).
7. Engage faculty in discussions about how things are going and solutions to issues.
8. Create co-teaching pairs in spring for coming year.
9. Involve faculty representatives in the creation of the schedule (March/April) using Building Leadership Teams and have the entire faculty review the schedule before finalizing.
10. Support for ensuring accountability; apply scientific principles to study and improve inclusive teaching.
11. Make sure students with IEPs are distributed and in the classes when Intervention Specialist is available.

Personality Characteristics

Solutions:

1. Survey co-teachers to identify top 3 choices for co-teacher. Consider the use of a Personality Inventory to identify partner selection.
2. Consistent teams remain together over time.
3. Reiterate from first day of school that both teachers are equal (shared authority).
4. Set the tone and state expectations up front.
5. Communicate in a professional manner (do not bring up issues in presence of students).
6. Use conversations and observations of each other to find out what's important to each person.
7. Identify what you are/are not comfortable with doing in the shared classroom. Try not to take things to personally.
8. Have conversations on a regular basis so when issues arise, the conversations can be non-confrontational.
9. Respect each other's passions and build off each other's strengths. Be willing to be a chameleon to adjust to each other's styles.

10. Develop and strengthen strong communication skills, flexibility, respect and trust as well as a willingness to take risks.