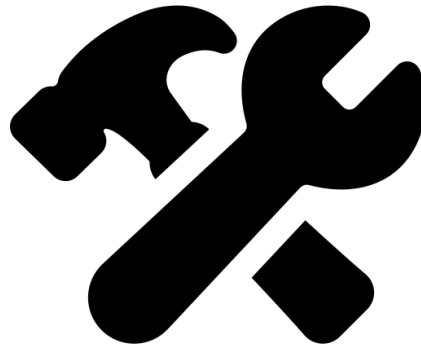




**Co-Teaching Young Children:
3 Tools to Support Inclusion**
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roles & responsibilities

30 PAYS TO THE CO-TAUGHT CLASSROOM

FIGURE 11.1

Co-Teaching Roles & Responsibilities Checklist

✓

Read through this list of roles and responsibilities in the co-taught classroom. For each item, determine which person on your team will have (p) primary responsibility; (s) secondary responsibility; (sh) shared responsibility; and/or (i) input in the decision-making.

ROLE OR RESPONSIBILITY	GENERAL EDUCATION TEACHER	SPECIAL EDUCATION TEACHER	OTHER (e.g., parapro, speech path.)
designing differentiated curriculum, instruction & assessment			
creating student-specific modifications & adaptations			
integrating student IEP objectives into daily instruction			
creating classroom materials for all (e.g., models, word wall)			
creating adapted materials for some (e.g., assignment checklists, picture schedules)			
setting up necessary assistive technology for lessons (e.g., switches, alternate keyboards)			
providing 1:1 instruction when needed			
teaching whole-class lessons			
leading small-group lessons			
monitoring student progress			
conducting assessments			
grading (e.g., homework, quizzes)			
tabulating final grades			
completing report cards			
sharing IEP data/updates with families			
communicating with families			
participating in parent-teacher conferences			
writing the IEP			
participating in IEP meetings			
consulting with related services			
providing training for paraprofessional			
providing regular feedback for paraprofessional			
organizing planning meetings			
facilitating meetings			
facilitating peer supports (e.g., educating students about supporting one another)			
managing classroom; keeping materials/space organized			

When you have finished determining roles and responsibilities, consider the following questions:

- Does anyone feel uncomfortable with any of the roles as outlined?
- Should any of these roles and responsibilities be changed?
- Will anyone need support to engage in these roles and responsibilities?
- What messages does our proposed division of responsibilities send to students, parents and our colleagues?

Adapted from: Cawson, J. & Theoharis, G. (2014). The Principal's Handbook for Leading Inclusive Schools. Paul H. Brookes Publishing, Baltimore, MD pp. 80-81.

roles & responsibilities

P = primary responsibility
S = secondary responsibility

E = equal responsibility
I = input in decision-making

	Gen Ed Teacher	Spec Ed Teacher	Other
Setting up the classroom environment?			
Planning whole-class lessons?			
Developing and updating IEPs?			
Modifying curriculum and materials as necessary?			
Collecting and evaluating work samples for portfolios?			
Assisting students with personal needs?			
Other?			

mindset check: roles & responsibilities



How comfortable am I releasing some of my roles to others?

How confident am I in taking on new responsibilities?

How can I create opportunities for my colleagues and myself to reflect about this work?

block schedules

block scheduling: What is it?



spending long periods of
time in the same classroom



committing to schedule



providing instructional
support during the block



allocating time within the
blocked schedule for
planning time

block scheduling provides:

- a more complete picture
- a common experience for all staff
- a structure to address individual student needs in a variety of contexts
- flexibility in addressing individual student needs
- an ongoing structure for collaboration among team members
- a predictable schedule to enhance accountability and increase the potential for professionals to learn from observing each other

block schedule: an example

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:50 AM	Class A • Arrival • Group Time • Small Group Activities • Story • Snack	Class B	Class A	Class B	Class A
10:00-11:00 AM	Class B • Centers • Dismissal	Class A	Class B	Class A	Class B
11:00 AM -12:00 PM	Lunch Plan	Lunch Team Meeting Class A	Lunch Plan	Lunch Team Meeting Class B	Lunch Plan
12:00-1:20 PM	Class C • Arrival • Group Time • Small Group Activities • Story • Snack	Class D	Class C	Class D	Class C
1:30-2:30 PM	Class D • Centers • Dismissal	Class C	Class D	Class C	Class D
2:40-3:15 PM	Team Meeting Class C		Team Meeting Class D		

mindset check: block scheduling



What do I believe
to be the benefits
of block
scheduling?

What aspects of
my role might I
need to be
flexible
about related to
using a block
schedule?

IEP matrices

Melanie's matrix

	arrival	group time	storytime	nutrition break	bathroom break	small group activities	special activities	centers	departure
Attend during group activity for 5 min.									
Use 2-3 finger grasp to manipulate objects.									
Combine 3-4 words using speech, sign or picture communication.									
Follow directions using up, down, top, bottom.									

Udvari-Solner in Villa & Thousand, 1995, p. 115

Melanie's matrix

	arrival	group time	storytime	nutrition break	bathroom break	small group activities	special activities	centers	departure
Attend during group activity for 5 min.		X	X	X		X	X	X	
Use 2-3 finger grasp to manipulate objects.	X	X	X	X	X	X	X	X	X
Combine 3-4 words using speech, sign or picture communication.	X	X	X	X	X	X	X	X	X
Follow directions using up, down, top, bottom.	X	X	X	X	X	X	X	X	X

Udvari-Solner in Villa & Thousand, 1995, p. 115

Melanie's matrix

	arrival	group time	storytime	nutrition break
Attend during group activity for 5 min.		Use TimeTimer, & then give a brief break.		
Use 2-3 finger grasp to manipulate objects.	Pause to encourage independence in unzipping coat.		Have M. circle letter/object on white board.	
Combine 3-4 words using speech, sign or picture communication.	Discuss picture from home (in comm. book).			Prompt M to make a choice; request seconds.
Follow directions using up, down, top, bottom.	Prompt to put gloves on top, boots on bottom.	Incorporate up/down into movement activity.		

Udvari-Solner in Villa & Thousand, 1995, p. 115

Melanie's matrix

	arrival	group time	storytime	nutrition break
Attend during group activity for 5 min.		++	+ - [Did not return to rug.]	
Use 2-3 finger grasp to manipulate objects.	Tried zipper pull.		Used adapted marker; peer model helped.	
Combine 3-4 words using speech, sign or picture communication.	Repeated "Baby Brian home."			"I no want carrot!" & "More cheese, please"
Follow directions using up, down, top, bottom.	top ++ bottom - +	up +++ down ++		

Udvari-Solner in Villa & Thousand, 1995, p. 115

mindset check: matrices



Do I feel
confident in
embedding
instruction?

Am I prepared
and willing
to enlist all my
colleagues
in planning and
implementing
interventions?



**final
thoughts**