

You are a teacher of students with exceptional needs. The parents of one of your students share that their child was recently diagnosed with a medical condition and has started taking a medication prescribed by the child's doctor. The parents wonder how the medical condition and medication may affect their child in the educational environment. You would like to take a collaborative approach to address this situation. Using your knowledge of professional collaboration, prepare a response in which you:

- Draw on your experience to briefly describe the hypothetical student (e.g., age/grade level/developmental level, type of exceptionality, strengths/needs).
- Identify **two** individuals with whom you would collaborate to address this situation and explain why you would choose **each** of these individuals.
- Discuss in detail **two** steps you would take in collaborating with the individuals you have identified to address this situation.
- Explain how you would evaluate the effectiveness of this collaboration.

Kayla is a 17 year old 12th grader. She qualifies for exceptional needs under multiple disabilities--emotional and specific learning disability (dyslexia, dysgraphia, and dyscalculia). Kayla scored very low range in math and reading and low range in spelling/writing. Kayla has diagnosed anxiety, but recently was also diagnosed with ADHD by her psychiatrist and started medication.

- Strengths: caring, kind, communicates well with adults, beginning reader foundational skills, basic level math skills
- Needs: easily distracted, trouble focusing, difficulty independently completing assignments, difficulty with task initiation

The 1st person I would collaborate with is the general education teacher. It is important to collaborate with the general education teacher because Kayla spends her educational day with 3 different teachers. I want the general educators to be aware of this new diagnosis and the medication. Collaborating with these general educators will help determine if there are positive or negative impacts on Kayla's behaviors throughout the day since starting the medication. The general educators are able to indicate performance prior to medication and changes they note along the way after Kayla has started the medication.

The 2nd person I would collaborate with is Kayla's psychiatrist. It is important to collaborate with the psychiatrist because we need to work together as a team to ensure that Kayla's new medication is helping her socially, emotionally, and academically. Also, she can share strategies that she has taught Kayla and we can implement the same ones at school. Working together with the psychiatrist will also help us know when or if the dosages change so that we can be aware of changes we may see in Kayla.

The 1st step I would take is to call an IEP meeting to gather all of the stakeholders together: teachers, case manager, psychologist, nurse, parents, and the student. I would do this so that the entire team is aware of the new diagnosis and medications.

Including all stakeholders ensures that everyone is aware of the new diagnosis and ways to help Kayla. We can also adjust or add any accommodations that may be necessary to help Kayla reach her potential, such as preferential seating. All stakeholders, including Kayla, will be able to ask questions and get clarification about the diagnosis, accommodations, and data collection. This will help Kayla be more self-aware of her strategies and ways she can use those strategies to help

The 2nd step I would take is to schedule regular meetings with the general educators to track any changes in Kayla's behavior. This will give the educators a chance to discuss what strategies and accommodation are working and Kayla is accessing and which ones she is not using/accessing. These meetings will also be a time to help the general educators with planning and ways to accommodate her disability; for example, in a math class I may help the teacher to break a problem solving step down into manageable tasks or in english I can help the teacher to provide appropriate graphic organizers. This collaboration will ensure that Kayla's exceptional needs are met and that we are keeping progress notes on the impact the medication has had on her academically and behaviorally. I will give the general educator a chart to keep track of Kayla's behaviors and academic progress in order to share this with the IEP team and the outside psychiatrist.

I would evaluate the effectiveness of this collaboration by tracking Kayla's IEP goals every 2 weeks. This would help us to see clearly if the medication is possibly having an impact on her learning. I would plan to call another IEP meeting in 6 months (or sooner if needed) to determine if the collaboration between myself, the general educator, and the psychiatrist is improving Kayla's academics and emotional well being. During this meeting we would be able to get input from Kayla, guardians, teachers, and psychiatrist. This would be in addition to her annual IEP meeting. I would also track the effectiveness of the collaboration by providing surveys to the general educators and the psychiatrists. These surveys would allow them to indicate what is working and what is a challenge. This will help me determine if the collaboration is effective or if there are things we need to change.

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to use knowledge of professional collaboration in the field of exceptional needs to discuss in detail the steps for collaborating with others in a particular situation and explain how to evaluate the effectiveness of this collaboration.

Characteristics:

- The response provides a brief description of a student with exceptional needs.
- The response identifies two individuals with whom the candidate would collaborate in a particular situation and provides a thorough and detailed explanation of why the candidate would choose each of these individuals.
- The discussion of two steps the candidate would take in collaborating with the two individuals is accurate, detailed, and thorough.
- The explanation of how the candidate would evaluate the effectiveness of this collaboration is detailed and thorough.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to use knowledge of professional collaboration in the field of exceptional needs to discuss steps for collaborating with others in a particular situation and explain how to evaluate the effectiveness of this collaboration.

Characteristics:

- The response provides a brief description of a student with exceptional needs.
- The response identifies two individuals with whom the candidate would collaborate in a particular situation and provides an explanation of why the candidate would choose each of these individuals.
- The discussion of two steps the candidate would take in collaborating with the two individuals is complete.
- The explanation of how the candidate would evaluate the effectiveness of this collaboration is complete.