



Collaborative Intervention



Dana Anaby, Chantal Camden and the GOLDs/OR Group

dana.anaby@mcgill.ca
chantal.camden@usherbrooke.ca

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.

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, students, 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 accommodations for student

Holding team meetings amongst all professionals involved with the 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 needed 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