

# Types of Collaboration

**Consultation:** Two professionals share techniques and ideas for working with a child or group of children. The children may or may not be present.

Example: The speech therapist sends the following email to the physical therapist: "Hi, Sharon! I've been working on rote counting with Damere this month. Can you please have him count the steps when you take him on the stairs? Also, I've been working on sorting shapes by color with Marco – do you want me to make him reach up above his head to get the shapes, or straight out in front of him?"

**Parallel Collaboration:** Two or more professionals set up groups or centers that address different aspects of the same topic. Each specialist addresses his/her own goals and objectives in an individual center.

Example: The art teacher, the occupational therapist, and the speech therapist are doing a lesson on flowers. The class starts with the speech therapist reading a short story about flowers. Then the class is divided – one group works with the art teacher to make a flower collage, another group works with the occupational therapist to cut out the elements of the collage, the final group completes an activity involving answering questions about the story and sequencing the life cycle of a flower. The groups rotate so that each student completes each activity.

**Indirect Collaboration:** One professional is responsible for planning and presenting the lesson or topic while another professional assists a specific child or group of children in completing the lesson. Goals and objectives for this target group may be slightly different than for the rest of the group.

Example: During a handwriting lesson, the occupational therapist sits with one or two students in the class. The classroom teacher teaches the lesson while the OT helps those specific students successfully complete the classwork.

**Direct Collaboration:** Both professionals participate equally in planning and presenting the lesson. Goals and objectives of the various specialists are intermingled throughout the lesson.

Example: The speech therapist and the occupational therapist present a lesson about apples. The occupational therapist concentrates on having the children color and cut the project successfully; the speech therapist concentrates on having the children name colors and count the elements correctly.

## **Benefits of Collaboration**

- \*Fosters a better understanding of each professional's goals and skills.
- \*Allows the student to address multiple goals at once in a more natural environment.
- \*Makes carryover of skills easier and faster.
- \*Makes student accountable for skills in different settings and with different adults by putting professionals on the same page and same team.
- \*Makes it easier to work with students who have low skills or short attention spans.

## **Barriers to Collaboration**

- \* All or nothing mentality.
- \* Failure to communicate
- \* Misconception of the amount of work/planning involved.
- \*Inconsistent effort.

# **Steps to Collaboration**

(1 or 2) Choose a student/group.

Consider your most difficult student.

Consider a group that is difficult to schedule.

Consider students with multiple disabilities

(1 or 2) Choose a professional with whom to collaborate.

Your friends may not always make the best collaborators.

Consider teaching styles and goals/objectives.

Consider communication styles.

Consider scheduling restrictions.

3. Choose a time period.

One time collaboration

Limited time (for one month, once per marking period, etc.)

Ongoing

4. Determine the type of collaboration best suited to your situation.

5. Determine a means and frequency of communication.

In person at a set time.

In person incidentally.

Via email.

6. Choose a specific goal and activity to begin collaboration.

# **Collaboration Worksheet**

Collaborators: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student/Group: \_\_\_\_\_  
\_\_\_\_\_

Time: \_\_\_\_\_

Type of Collaboration: \_\_\_\_\_

Communication: \_\_\_\_\_

Frequency: \_\_\_\_\_

Activity: \_\_\_\_\_

Goal: \_\_\_\_\_

Goal: \_\_\_\_\_

Goal: \_\_\_\_\_

Activity: \_\_\_\_\_

Goal: \_\_\_\_\_

Goal: \_\_\_\_\_

Goal: \_\_\_\_\_

From: Kristin Patterson-Maas  
Sent: Mon 10/6/2008 11:36 AM  
To: Scott Gold  
Subject: Wednesday Lesson

Hello - hope your weekend was good! Here are some ideas/questions for Wednesday:

1. Apples - instead of applesauce, we could do the grating-the-apple thing and make apple pancakes. Pros: takes longer, may be more interesting, can cover concepts like hot and cold, kids would grate, stir, flip, and use a fork to eat. Cons: Much messier, lots more prep and cleanup.
2. I got a huge thing of cinnamon at BJ's - we could do the apple/cinnamon ornaments. Pros: it's apple-y, it takes up time. Cons: You usually like to do that around xmas, so we could wait for that one.
3. Trash the apple-theme and move to "fall." I have a tree they could make by ripping tissue paper into leaves and gluing one leaf onto each dot of glue on the paper. Pros: it's cute. Cons: might not take that long.
4. As a filler, if we have time to kill we could let them play with shaving cream - I just did it with Naadir and Stephanie. I let them spread the shaving cream on the table and then tried to get them to draw shapes in it. S did okay, N did eh. He played with it but didn't get the part about drawing in it. Pros: the table and kids are squeaky clean afterwards. Cons: it's a mess during and I know you don't like messes.

Let me know your thoughts and I will write up a lesson plan for whatever you pick.

From: Scott Gold  
Sent: Tue 10/7/2008 8:11 AM  
To: Kristin Patterson-Maas  
Subject: RE: Wednesday Lesson

Greetings and good morning,

Since I was at Shop-Rite at 7:00 am this morning to get apples, there is no freakin way we are trashing an apple activity.

Apple pancakes sound OK. I have a skillet, and I could stop off and pick up flour, and oil and milk on the way over again....OOORRR

How about "apple dips" I cut the apples into wedges, the kids spread cream cheese (strawberry flavored...get regular cream cheese, and the kids mix it with Strawberry jelly!!) then, dip the wedge/cream cheese into crushed peanuts or crushed cookie crumbs:

Pros, not as involved as frying, work on spreading, dipping crushing cookies

Cons: not as long as frying, but the spreading and mixing could take a while..

Shaving Cream play sounds very messy (as you said), but it works as a "classic" and I won't have a problem with shaving cream mess

So: either pancakes or dips...you're choice, just let me know by 2:00 so I can plan for what to bring tomorrow.  
Cya!!!

sg

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From: Kristin Patterson-Maas  
Sent: Tue 10/7/2008 8:31 AM  
To: Scott Gold  
Subject: RE: Wednesday Lesson

I think pancakes have more of a "wow" factor, so let's go with that. Also, I have a book about some sort of cake that I'm sure I can modify to be apple cakes. But let's just do bisquick and milk - no need to do "real" ones with all the various ingredients. I also have a skillet, so let me know who should bring what. Here's what we need:

Bisquick, milk, skillet, spatula, mixing bowl\*, mixing spoon\*, apples (you have), grater, cinnamon (I have). I have paper plates and forks (we're not doing syrup!)

\* We can do one big mixing bowl, or give each kid a paper bowl and have them mix up their own little bit of batter, cook it, and eat it. That might be better (less exposure to spitty fingers!) What do you think?

Then we can do the cream cheese with something else later in the year (when we're desperate for ideas!)

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From: Scott Gold  
Sent: Tue 10/7/2008 10:49 AM  
To: Kristin Patterson-Maas  
Subject: RE: Wednesday Lesson

Scott will pick up/bring: Bisquick, milk, bowls, mixing spoon, spatula

Kristen will bring: Skillet, cinnamon, plates, , forks, grater

let me know if this works.....don't we need oil to fry the pancakes?

sg

## **Unit: Apples**

<b><i>SPEECH/ESL GOALS</i></b>	<b>Naadir</b>	<b>Jaheim</b>	<b>Justice</b>	<b>Stephanie</b>
Follow directions	X	X	X	E
Name color	X	X	X	X E
Name shape	X	X	X	E
Label number of objects	X	X	X	E
Prepositions		X		X E
Use effective communication skills in personal, school and daily life activities	X	X	X	E
Name body parts	X	X	X	X E

<b><i>OT IEP GOALS</i></b>	<b>Naadir</b>	<b>Jaheim</b>	<b>Justice</b>	<b>Stephanie</b>	<b>Crystal</b>
Perform classroom art/craft activities accurately such skills as pasting, coloring inside spaces	X	X	X	X	X
Will color to designated target areas covering 75% of space	X	X	X	X	X
Will imitate hand gestures	X	X		X	X
Point accurately using index finger	X	X	X	X	X
Improve visual-motor skills	X	X	X	X	X

**09/25/2008**

**Procedure:**

1. Students will listen attentively to story Ten Apples Up On Top (Use effective communication skills in personal, school and daily life activities.)
2. Students will discuss the color and shape of the apples in the story – specifically, the color red and the shape circle. Students will imitate the sign language sign for “red.” (Name color; name shape; imitate hand gestures.)

3. Students will count the number of apples on the animals' heads by pointing to/touching each apple. (Label number of objects; imitate hand gestures)
4. Students will name and/or point to the body parts of the animals in the story – specifically *head*. Students will name and/or touch their own heads. (Name body parts; imitate hand gestures.)
5. Students will begin to understand the preposition *on* – specifically: *on the head*. (Prepositions)
6. Students will glue the shape of a dog to a piece of paper and attempt to draw apples on the dog's head in between two lines drawn by adult (Follow directions; perform classroom art/craft activities accurately; color to designated target areas; name color; name shape.)
7. Students will glue red circles to the paper representing apples on the dog's head. Students will count the number of apples glued to the paper. (Follow directions; perform classroom art/craft activities accurately; color to designated target areas; name color; name shape; label number of objects; imitate hand gestures.)

**10/01/2008**

**Procedure:**

1. Students will listen attentively to story Ten Apples Up On Top (Use effective communication skills in personal, school and daily life activities.)
2. Students will discuss the color and shape of the apples in the story – specifically, the color red and the shape circle. Students will imitate the sign language sign for “red.” (Name color; name shape; imitate hand gestures.)
3. Students will count the number of apples on the animals' heads by pointing to/touching each apple. (Label number of objects; imitate hand gestures)
4. Students will name and/or point (using index finger) to the body parts of the animals in the story – specifically *head*. Students will name and/or touch their own heads. (Name body parts; imitate hand gestures.)
5. Students will begin to understand the preposition *on* – specifically: *on the head*. (Prepositions)
6. Students will make apple prints by dipping cut apples into red paint and pressing them onto paper in designated areas to utilize visual motor skills. Students will count the number of apple prints by pointing to/touching each image. (Follow directions; perform classroom art/craft activities accurately; imitate hand gestures; name color; label number of objects.)



7. Students will color leaves (drawn by adult) on apple prints green with a maximum deviation of 2" with minimal assistance. Students will count the number of leaves by pointing with index finger. (Follow directions; perform classroom art/craft activities accurately; imitate hand gestures; color to designated target areas; label number of objects.)

**10/08/2008**

**Procedure:**

1. Students will listen attentively to story You Can Do It, Sam (Use effective communication skills in personal, school and daily life activities.)
2. Students will discuss the different foods mentioned in the story – specifically, apples and cake. Students will imitate the sign language signs for apple, cake, and eat. (Increase vocabulary; imitate hand gestures.)
3. Students will actively participate in making apple cakes. Students will grate apples, mix ingredients, and flip pancakes. Students will name objects being used in the process i.e. bowl, spoon, flour, etc. (Follow directions; label nouns; use effective communication skills in personal, school and daily life activities; imitate hand gestures; demonstrate appropriate grasp in regards to strength and accuracy; demonstrate appropriate gross and fine motor movements; demonstrate appropriate ADL/home chore skills.)
4. Students will repeat steps involved in making cakes either verbally or through gesture (remember information; retell a story in appropriate sequence; use hand gestures in a purposeful manner to convey meaning.)

# Speech/Literacy Lesson Grading Record

Activity: Apple Unit

Date: 09/25/2008

Student	Listen attentively to story	Follow one-step directions	Name color red	Name shape	Label number of objects	Prepositions	Name/point to body parts	Show pride in work
Naadir	1	1	0	0	1	0	0	0
Jaheim	1	1	2	1	1	0	1	2
Justice	2	3	3	2	3	1	3	3
Stephanie	2	1	1	1	1	0	2	3

Key: 0-Did Not Demonstrate    1-Needs More Time    2-Making Progress    3-Skill Mastered

# Speech/Literacy Lesson Grading Record

Activity: Apple Unit

Date: 10/11/2008

Student	Listen attentively to story	Follow one-step directions	Name color – red and green	Name shape	Label number of objects	Prepositions	Name/point to body parts	Show pride in work
Naadir	0	1	1	0	1	0	2	0
Jaheim	1	2	2	0	1	0	2	1
Justice	3	3	3	2	2	2	3	3
Stephanie	2	3	1	1	1	2	3	1

Key: 0-Did Not Demonstrate    1-Needs More Time    2-Making Progress    3-Skill Mastered

# Speech/Literacy Lesson Grading Record

Activity: Apple Unit

Date: 10/8/2008

Student	Listen attentively to story	Follow one-step directions	Name types of food	Label nouns (spoon, bowl, flour, etc.)	Retell story verbally or with gestures	Show pride in work		
Naadir	1	1	1	1	0	1		
Jaheim	1	2	1	1	0	1		
Justice	3	3	2	3	2	3		
Stephanie	2	1	2	2	2	3		

Key: 0-Did Not Demonstrate    1-Needs More Time    2-Making Progress    3-Skill Mastered

# Speech/Literacy Lesson Grading Record

Activity: Pumpkin Unit

Date: 10/15/08

Student	Listen attentively during lesson	Give name on request	Follow one-step directions	Name color – orange, green	Label nouns (pumpkin, pot, seed, vine, etc.)	Sort objects by size	Retell sequence verbally or with gestures	Show pride in work
Naadir	0	1	1	0	0	0	1	0
Jaheim	0	1	0	0	0	0	1	0
Justice	2	3	3	2	3	2	1	3
Stephanie	1	3	2	1	2	2	1	2

Key: 0-Did Not Demonstrate    1-Needs More Time    2-Making Progress    3-Skill Mastered

<b>Speech Goal</b>	<b>PE Goal</b>	<b>Naadir</b>	<b>Jaheim</b>	<b>Justice</b>	<b>Stephanie</b>
Follow directions	{HE.K-2.2.5.A.8} Respond appropriately to verbal and visual cues during physical activity. {HE.K-2.2.5.A.9} Correct movement errors in response to feedback. {HE.K-2.2.5.D.2} Follow basic activity and safety rules.	X	X	X	E
Form utterances	{HE.K-2.2.5.B.6} Define and use basic movement vocabulary to describe physical activity. {HE.K-2.2.5.B.6} Define and use basic movement vocabulary to describe physical activity.	X			E
Communicate immediate needs	{HE.K-2.2.1.F.3} Describe and demonstrate appropriate ways to express wants, needs, and emotions.	X	X		E
Use effective communication skills in personal, school and daily life activities	{HE.K-2.2.1.F.3} Describe and demonstrate appropriate ways to express wants, needs, and emotions. {HE.K-2.2.A.4} Demonstrate effective communication and listening skills.	X	X	X	E
Name body parts	{HE.K-2.2.1.B.1} Name and locate body organs and parts.	X	X	X	X E
Answer yes/no questions	{HE.K-2.2.5.B.1} Identify body planes and parts. {HE.K-2.2.A.4} Demonstrate effective communication and listening skills.	X	X		E
Group and sort by: color size shape	{HE.K-2.2.1.C.2} Sort foods according to food groups and food sources.	X	X	X	E
Prepositions	{HE.K-2.2.5.B.6} Define and use basic movement vocabulary to describe physical activity.		X		X E

*"E" indicates that goal is also ESLS goal.*



# Speech Therapy/ESL Collaborative Goals

{ELL.3-5.L.A.1} Listen actively for a variety of purposes (e.g., enjoyment and obtaining information).

{ELL.3-5.L.A.2} Listen to read, watch, and respond to plays, films, stories, books, songs, computer programs, and magazines.

{ELL.3-5.L.A.3} Exchange verbal and nonverbal messages.

{ELL.3-5.L.A.5} Listen attentively and critically to a variety of speakers.

{ELL.3-5.L.A.6} Interpret vocabulary gained through listening.

{ELL.3-5.L.B.1} Follow multistep oral directions.

{ELL.3-5.L.B.2} Listen to and summarize a story and/or information from various sources (television, film, speaker, or assembly).

{ELL.3-5.L.B.3} Ask relevant questions, take notes, and draw conclusions based on information presented.

{ELL.3-5.L.B.4} Listen and contribute to class discussions.

{ELL.3-5.L.B.5} Paraphrase information shared by others.

{ELL.3-5.S.B.1} Repeat or paraphrase a teacher's directions orally.

{ELL.3-5.S.B.5} Contribute information, ideas, and experiences to classroom inquiry.

{ELL.3-5.S.B.8} Develop appropriate questions to explore a topic.

{ELL.3-5.S.D.4} Talk about a given topic.

{ELL.3-5.R.F.5} Infer specific word meanings in the context of reading passages.

{ELL.3-5.R.F.4} Identify and correctly use antonyms, synonyms, homophones, and homographs.

{ELL.3-5.R.G.7} Respond to text by questioning techniques (who, what, why, when, where, and how).

{ELL.3-5.R.G.11} Draw conclusions and inferences from texts.

{ELL.3-5.W.A.2} Begin to sequence stories and put ideas into writing using pictures, developmental spelling, or conventional text.

{ELL.3-5.W.A.3} Use simple sentences to convey ideas after hearing stories, recalling experiences, brainstorming, and drawing.



## **Preschool Music Lesson**

### ***Turkey Tambourines***

#### **Goals**

##### **Students will:**

- Listen attentively to a story
- Imitate motor movements
- Imitate sound patterns
- Participate in a group song
- Learn two different tempos – fast and slow
- Identify and/or name the parts of a turkey
- Sort by color

#### **Procedure:**

##### **Whole Class/Large Group** (15 minutes)

- \* Teacher will read the story *The Turkey Ball* aloud to the students.
- \* Teacher will discuss vocabulary associated with turkeys: beak, feathers, tail, wings, etc.
- \* Students will imitate sound pattern of “gobble-gobble-gobble” and imitate motor movement of flapping wings.
- \* Students will participate in singing the *Turkey Pokey*.

##### **Small Group** (7 minute rotations– 21 minutes total)

- \* (*Instructional Assistant*) Students will sort turkey feathers by color using 2, 3, or 4 colors according to individual ability.
- \* (*Speech Therapist*) Students will create a turkey tambourine and will identify/name the parts of a turkey.
- \* (*Music Teacher*) Students will use tambourines to practice two different tempos – fast and slow

##### **Whole Class/Large Group** (9 minutes)

- \* Teacher read the story *10 Fat Turkeys* to the students
- \* Students will participate in singing *If You're a Turkey and You Know It*.

## ***Turkey Tambourine***

### **Materials:**

2 paper plates per student  
Brown crayons  
Unpopped popcorn  
Construction paper  
Glue  
Stapler/staples

### **Procedure:**

1. Teacher will cut tail feathers, beak, turkey wattle, eyes, and feet out of construction paper.
2. Students will color the backs of both paper plates brown.
3. Students will glue tail feathers and feet to the back of one paper plate, and eyes, beak, and wattle to the back of the other paper plate.
4. A small amount of unpopped popcorn will be placed in the center of one paper plate. Glue will be placed around the edge of the plate. The other paper plate will be placed on top, and the two plates will be stapled together to create a tambourine.

## ***The Turkey Pokey***

(Sung to the tune of Hokey Pokey, using parts of a turkey instead of body parts.)

You put your right wing in,  
You put your right wing out,  
You put your right wing in and you shake it all about  
You do the Turkey Pokey and you turn yourself around – that's what  
it's all about GOBBLE GOBBLE!

*Repeat with:*

Left wing

Beak

Tail feathers

Right/left drumsticks

Etc.

## ***If You're a Turkey and You Know It***

(Sung to the tune of If You're Happy and You Know It.)

If you're a turkey and you know it flap your wings;  
If you're a turkey and you know it flap your wings;  
If you're a turkey and you know it, then you'll really want to show it;  
If you're a turkey and you know it flap your wings!

If you're a turkey and you know it shake your tail feathers;  
If you're a turkey and you know it shake your tail feathers;  
If you're a turkey and you know it, then you'll really want to show it;  
If you're a turkey and you know it shake your tail feathers!

If you're a turkey and you know it say "Gobble!";  
If you're a turkey and you know it say "Gobble!";  
If you're a turkey and you know it, then you'll really want to show it;  
If you're a turkey and you know it say "Gobble!"

# Speech/OT Collaborative Lesson #1

## Fall Tree

**Book:** Fall is Not Easy, by Marty Kelley

**Station:** Cutting

Students will cut out tree trunks.

OT Goals	Speech Goals
Grasping scissors	Following directions
Cutting straight lines	Color recognition/identification
Cutting curved lines	Vocabulary: Parts of a tree

**Station:** Writing

Students will draw straight lines on their tree trunk to represent bark.

Students will trace the words, "Fall is Not Easy."

Students will trace their names.

OT Goals	Speech Goals
Grasping a pencil/crayon	Following directions
Following dotted lines to trace words	Attending to task
Completing downward strokes	Vocabulary: bark, rough, letter recognition
	Name recognition

**Station:** Assembly/Completion

Students will glue tree trunks onto a sheet of paper.

Students will sponge paint leaves in a variety of colors onto their trees.

OT Goals	Speech Goals
Applying glue stick purposefully	Following directions
Grasping a sponge	Preposition: On
Up and down motor movement	Color recognition/identification

## Speech/OT Collaborative Lesson #2

### Apple Basket

**Book:** Apples and Pumpkins, by Anne Rockwell

**Station:** Cutting

Students will cut out strips of brown paper to weave baskets.

Students will cut out red, yellow, and/or green circles.

OT Goals	Speech Goals
Grasping scissors	Following directions
Cutting straight lines	Color recognition/identification
Cutting curved lines	Vocabulary: basket, apple,

**Station:** Weaving/Stamping

Students will weave strips of paper to create a basket.

Students will dip a cut apple into paint and stamp a print on yellow, red, and/or green circles.

OT Goals	Speech Goals
Grasping scissors	Following directions
Cutting straight lines	Prepositions: in, out
Cutting curved lines	One-to-one correspondence
	Counting objects
	Matching colors
	Color recognition/identification.

**Station:** Assembly

Students will glue completed baskets onto a sheet of paper.

Students will glue apples into the baskets.

Students will draw a stem on each apple.

OT Goals	Speech Goals
Applying glue stick purposefully	Following directions
Grasping a marker	Counting objects
Drawing a line (stem)	Counting objects
	Color recognition/identification

## **GRADING RUBRIC**

**3 – Skill Mastered:** Student is able to perform skill independently without prompting or cueing from teacher. Skill is performed with no imperfections or with minor imperfections.

**2 – Making Progress:** Student is able to perform skill independently with some prompting or cueing from teacher. Teacher may repeat directions, rephrase directions, or give more specific directions to elicit skill. Skill may be preformed imperfectly, but is close to the targeted behavior.

**1 – Needs More Time:** Student is able to perform skill with help and/or cueing from teacher. Student may copy/repeat skill as demonstrated by teacher, or teacher may provide physical (hand over hand) or verbal assistance with skill. Skill is performed imperfectly.

**0 – Did Not Demonstrate:** Student made no attempt to complete or demonstrate the skill.

# Collaborative Lesson Grading Record

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date	Activity	Listen attentively to story	Respond to questions by pointing	Respond to questions orally	Demonstrate knowledge of new vocabulary	Identify Colors	Follow one-step directions	Follow multiple-step directions	Show pride in work		

Key: 0-Did Not Demonstrate    1-Needs More Time    2-Making Progress    3-Skill Mastered

# OT Grading Rubric

Activity: \_\_\_\_\_

Date: \_\_\_\_\_

Student	Perform classroom art/craft activities accurately	Color to designated target areas covering 75% of space	Imitate hand gestures	Point with index finger	Show pride in work			
Naadir								
Jaheim								
Justice								
Stephanie								
Crystal								

Key: 0-Did Not Demonstrate    1-Needs More Time    2-Making Progress    3-Skill Mastered



# Collaborative Lesson Grading Record (Class)

Activity: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Student	Listen attentively to story	Respond to questions by pointing	Respond to questions orally	Demonstrate knowledge of new vocabulary	Identify Colors	Follow one-step directions	Follow multiple-step directions	Show pride in work		

Key: 0-Did Not Demonstrate    1-Needs More Time    2-Making Progress    3-Skill Mastered

# Collaborative Lesson Grading Record

[illegible]