High-Leverage Practices in Special Education

Collaboration: Research Syntheses

Effective special education teachers collaborate with a wide range of professionals, families and caregivers to assure that educational programs and related services are effectively designed and implemented to meet the needs of each student with a disability. Collaboration allows for varied expertise and perspectives about a student to be shared among those responsible for the student's learning and well-being. This collective expertise provides collaborators with a more comprehensive understanding of each student's needs, which can be used to more effectively plan and implement instruction and services.

Teachers use respectful and effective communication skills as they collaborate with others, considering the background, socioeconomic status, culture, and language of the families and the professionals with whom they work. Collaborative activities should be focused on (a) designing each student's instructional program to meet clearly specified outcomes and (b) collecting data and monitoring progress toward these outcomes. Effective and purposeful collaboration should enlist support from district and school leaders, who can foster a collective commitment to collaboration, provide professional learning experiences to increase team members' collaborative skills, and create schedules that support different forms of ongoing collaboration (e.g., individualized education program [IEP] teams, co-teachers, teachers–families, teachers–paraprofessionals).

HLP1	**Collaborate with professionals to increase student success.**
Collaboration with general education teachers, paraprofessionals, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.	

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

Collaboration is broadly recommended in special education for accomplishing a wide range of goals, including determining eligibility for services, delivering instruction, ensuring support through paraprofessionals, and resolving student and programmatic issues (see Burns, Vanderwood, & Ruby, 2005). However, collaboration is ethereal in that it is never an end in itself, instead operating as a culture or a means through which any goal can be reached. Collaboration often is indirectly fostered among members of a school work group by arranging time for participants to meet face-to-face, guiding them through the development of positive professional relationships, establishing explicit and implicit procedures for working together, and teaching them about school programs that rely on collaborative interactions (e.g., teams, co-teaching). Collaboration is not explicitly mandated in the Individuals With Disabilities Education Act (IDEA), nor is it generally part of formal policies related to educating students with disabilities, but the requirements of the law and established school practices strongly infer that it is through collaboration that the effective education of students with disabilities is achieved.

Asked to define *collaboration*, a typical response is "working together." However, a nuanced understanding suggests that collaboration is more about how individuals share their work, and it is characterized by voluntariness, mutual goals, parity, shared responsibility for critical decisions, joint accountability for outcomes, and shared resources (Friend & Cook, 2017). It is also developmental, growing over time as participants increase their trust of one another and create a sense of professional community. It is not surprising that research on collaboration is constrained by its elusive nature, by its innumerable applications, and by the number of variables that contribute to its existence.

Research Support

Research related to collaboration has consisted largely of anecdotal reports and surveys of individuals' perceptions about their collaborative experiences, including the importance of administrative support and the effect on student outcomes, often seasoned with advice for implementing collaborative strategies and exhortations about their importance. However, a handful of studies have examined collaboration with a more precise lens; these can be grouped into three categories: (a) those that broadly analyze the relationship between the presence of collaboration and student outcomes, (b) those that consider the effect of specific collaborative school structures, and (c) those that investigate specific components of collaboration.

Researchers have for many years studied schools in which students with disabilities (usually those with learning disabilities, other health impairment/ADHD, or autism spectrum disorder) outperform similar students in other locales, seeking common characteristics that contribute to their success. Collaborative culture or high value on collaboration is a typical finding

in these studies (e.g., Caron & McLaughlin, 2002; Huberman, Navo, & Parrish, 2012). Attention has turned recently to analyzing whether specific aspects of collaboration are associated with such positive results. For example, in a study that included more than 9,000 teacher observations over 2 years as well as administrative and student data, Ronfeldt, Farmer, McQueen, and Grissom (2015)—accounting for factors that might lead to spurious correlational associations—found that teachers participating more frequently and with more satisfaction in team activities, especially those related to assessments, produced relatively higher student achievement than teachers with less frequent and less satisfying team interactions. Ronfeldt et al. concluded that a causal relationship exists between collaboration and student outcomes.

The two most common school structures presumed to rely on collaboration are co-teaching and teams. Co-teaching research generally has found strong support among teachers but mixed results for students (Murawski & Swanson, 2001; Scruggs, Mastropieri, & McDuffie, 2007). The most recent examination of the co-teaching research literature, an analysis of six co-teaching and inclusion research syntheses, concluded that when general educators and special educators work closely to coordinate the delivery of curriculum and have resources such as time to plan, small positive effects on student academic outcomes are achieved (Solis, Vaughn, Swanson, & McCulley, 2012). A related study supported this conclusion, finding that elementary-age students with disabilities in co-taught classes made significant educational progress while those in separate special education classroom settings did not, the gap between the two groups widening across time (Tremblay, 2013).

Similarly, collaboration has been associated with positive outcomes on student-centered problem-solving teams (Sheridan et al., 2004). However, much of the research on teams has focused on their general characteristics, including the importance of member interdependence, individual accountability, satisfaction of member needs, clarity of roles and expectations, and diversity of expertise among team members (e.g., Park, Henkin, & Egley, 2005). Other variables considered include teacher empowerment (Rafoth & Foriska, 2006) and the positive association of professional familiarity with team effectiveness (Killumets, D'Innocenzo, Maynard, & Mathieu, 2015).

Communication skills are key building blocks for collaboration.

Communication skills are key building blocks for collaboration; participants' verbal and nonverbal skills largely define whether collaboration can occur. For example, relatively equal amounts of talk by participants, the use of words that suggest instead of advise, and the interplay of who structures the flow of the interaction and who influences its content promote a perception of collaboration (Erchul et al., 1999). An additional element of

collaboration is trust, and qualitative research indicates that trust is a facilitator for collaboration because it enables participants to communicate clearly, even on topics that might be considered sensitive (Hallam, Smith, Hite, Hite, & Wilcox, 2015).

Conclusion

Collaboration is intuitively appealing but extraordinarily challenging to study using rigorous research designs. Even though some evidence exists to demonstrate the effectiveness of collaboration, much of that evidence consists of case studies, program evaluation, and qualitative research. At this time, only limited rigorous empirical evidence guides practitioners regarding the criteria for assessing the quality of collaboration or for determining whether collaboration has a direct and positive effect on outcomes for students with disabilities.

HLP2	**Organize and facilitate effective meetings with professionals and families.**
Teachers lead and participate in a range of meetings (e.g., meetings with families, individualized education program [IEP] teams, individualized family services plan [IFSP] teams, instructional planning) with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support these outcomes. They develop a meeting agenda, allocate time to meet the goals of the agenda, and lead in ways that encourage consensus building through positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback.	

Special education teachers typically organize, schedule, and lead a variety of meetings, including annual IEP meetings as well as ongoing collaborative meetings essential to instructional planning and progress monitoring. IEP meetings involve both parents and professionals (e.g., general education teachers, fellow special education teachers, reading specialists, curriculum specialists, principals, other administrators, outside consultants), as well as students with disabilities. IDEA requires that parents be given opportunities for full participation in the development of the IEP. The way in which the IEP meeting is organized and facilitated should ensure

that the family is an equal partner in the development of an appropriate education for the child.

Special education teachers need to facilitate meetings so they run smoothly, involve others as equal participants, and accomplish the goals of the meeting. These tasks require communicating effectively with others, being able discuss aspects of the individual child's program (e.g., explain the rationale behind behavior intervention plans, describe effective practices), and facilitating consensus among all involved. The partnership principles of equality, choice, voice, reciprocity, praxis, and reflection aid in the development of effective communication skills (Knight, 2007). Using these principles requires specific skills, which may be developed with diligent practice. It may be helpful to solicit feedback from a mentor or colleague as well as team members to improve one's communication and facilitation skills.

Collaboration—when teachers work together to diagnose what they need to do, plan and teach interventions, and evaluate their effectiveness—has shown a strong effect size of 0.93 on student achievement. Effective meetings are facilitated by building trust, communicating clearly, listening carefully to others' concerns and opinions

The Council for Exceptional Children's special education Code of Ethics (2015) includes the following principles relating to organizing and facilitating effective meetings:

- Practicing collegially with others who are providing services to individuals with exceptionalities.
- Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making. (p. 7)

Research and Policy Support

Collaboration–when teachers work together to diagnose what they need to do, plan and teach interventions, and evaluate their effectiveness–has shown a strong effect size of 0.93 on student achievement (DuFour, 2007; Hattie, 2008). Effective meet Nelson, and Beegle (2004) recommended the aforementioned attitudes and behaviors to promote positive relationships with parents. Further, the association Learning Forward has recommended using problem-solving protocols for teams and individuals who face frustrating situations (Killion, Harrison, Bryan, & Clifton, 2012). Fortunately, re-searchers have found that these communication behaviors can be learned (Patterson et al., 2012).

Meeting agendas should be planned in a way that invites the sharing of multiple perspectives, involves active listening, and encourages consensus building, while maintaining efficiency. Agendas for formal meetings should be developed and shared in advance; the meeting should be

scheduled for an appropriate amount of time given meeting goals and participants invited with sufficient advance notice.

In addition, case law supports the notion that the IEP is the centerpiece of IDEA law and that the student's parents or guardians are considered full and equal partners in its development. Teachers need to understand what is to be accomplished at IEP meetings and to ensure that all requirements are met. It is not appropriate to come to the meeting with a completed IEP, and special educators need to be sure parents have meaningful opportunities to contribute. For example, a translator will need to be available if the parent does not speak English. It also may be important to send information to parents prior to the IEP meeting, so they understand the purpose of the meeting and understand that they will be given opportunities share information about their child and to make suggestions. Sample IEP agendas are available online (e.g., www.PACER.org) and may be provided by a state's department of education or a local director of special education.

Finally, meetings will be more productive if there is trust among participants. Teachers should consider taking steps before meetings to build relationships with professionals and families on an ongoing basis (Billingsley, Brownell, Israel, & Kamman, 2013). At the start of the school year, effective special educators communicate with families via phone, e-mail, or notes home with positive messages about individual children and their accomplishments. At IEP team meetings, special educators should communicate the value of all participants' input, allow time for introductions and celebrations, and discuss meeting outcomes and goals. It is often helpful to briefly discuss ground rules for the meeting (e.g., expectations, norms, community principles). Team members' satisfaction with the process and outcomes of meetings can be improved with goal setting and ongoing feedback, which is referred to as the *social acceptability* of meetings (Reinig, 2003). As special educators are primary communicators in the school regarding students with disabilities, they also should serve as models of respectful communication by using person-first language.

Conclusion

There are two ways to consider the research available on meetings with professionals and families: effectiveness and social acceptability. Although little research is available about organizing and facilitating meetings, evidence does suggest the importance of having clear meeting goals, establishing a meeting agenda, setting expectations, using active listening, and encouraging genuine communication. Research on social acceptability is typically focused on team members' satisfaction (Reinig, 2003). Employing a partnership approach with professionals and parents makes gathering valuable input possible, and makes messages more receivable and meetings more effective (Knight, 2007).

HLP3	**Collaborate with families to support student learning and secure needed services.**
Teachers collaborate with families about individual children's needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education processes (e.g., IEPs, IFSPs). Teachers should respectfully and effectively communicate considering the background, socioeconomic status, language, culture, and priorities of the family. Teachers advocate for resources to help students meet instructional, behavioral, social, and transition goals. In building positive relationships with students, teachers encourage students to self-advocate, with the goal of fostering self-determination over time. Teachers also work with families to self-advocate and support their children's learning.	

The importance of collaborating with families to promote participation in educational decision making has been identified as one of the key principles of IDEA (H. R. Turnbull, Stowe, & Huerta, 2007). IDEA provides for specific rights that enable parents to participate as equal members of the IEP team and to be involved in evaluation, placement, and special education and related service decisions. For families to take on such roles and responsibilities, collaboration between professionals and families is necessary. Using effective partnership strategies has been identified as a necessary element of building collaborative relationships.

Family–professional partnerships have been defined as

> a relationship in which families (not just parents) and professionals agree to build on each other's expertise and resources, as appropriate, for the purpose of making and implementing decisions that will directly benefit students and indirectly benefit other family members and professionals. (A. P. Turnbull, Turnbill, Erwin, Soodak, & Shogren, 2015, p. 161)

Seven principles of effective partnerships have been identified in the literature (see A. P. Turnbull et al., 2015):

- Communication: Teachers and families communicate openly and honestly in a medium that is comfortable for the family.
- Professional competence: Teachers are highly qualified in the area in which they work, continue to learn and grow, and have and communicate high expectations for students and families.
- Respect. Teachers treat families with dignity, honor cultural diversity, and affirm strengths.

- Commitment: Teachers are available, consistent, and go above and beyond what is expected of them.
- Equality; Teachers recognize the strengths of every member of a team, share power with families, and focus on working together with families.
- Advocacy: Teachers focus on getting to the best solution for the student in partnership with the family.
- Trust: Teachers are reliable and act in the best interest of the student, sharing their vision and actions with the family.

Research Support

Researchers have examined issues related to the process of establishing family–professional partnerships and the effect of these partnerships on child and family outcomes. This body of research has used multiple methods (i.e., qualitative, quantitative, meta-analytic) to descriptively and empirically examine the effect of collaboration. Several studies have examined the relationship between family–professional partnerships and family outcomes, finding that parents report less stress, greater family quality of life, and greater satisfaction with education and related services when partnerships are stronger (Burke & Hodapp, 2014; Eskow, Chasson, Mitchell, & Summers, 2015; Neece, Kraemer, & Blacher, 2009; Shogren, McCart, Lyon, & Sailor, 2015).

When teachers and families effectively collaborate to set goals, children make more gains.

Researchers also have found that when educators use the principles of effective partnerships, this influences families' perceptions of and engagement in education planning. For example, communicating information in a respectful way—particularly by sharing information about testing results and educational progress using accessible and family-friendly language and mediums (i.e., videos, family portfolios)—leads to greater feelings of parent empowerment (Childre & Chambers, 2005; Klein et al., 2011; Meadan, Thompson, et al., 2009; Thompson, Meadan, Fansler, Alber, & Balogh, 2007). Addressing issues of cultural diversity is also essential (Kalyanpur, Harry, & Skrtic, 2000; Shogren, 2012; Valenzuela & Martin, 2005); using cultural navigators or parent or school liaisons who serve as brokers to promote respect and communication between families and educators of differing cultural backgrounds leads to increased parent involvement and families perceiving educators as trustworthy and advocating for child outcomes (Balcazar et al., 2012; Hardin, Mereoiu, Hung, & Roach-Scott, 2009; Howland, Anderson, Smiley, & Abbott, 2006).

There is a significant body of research that suggests that families, with support from teachers and related service professionals, learn and implement various teaching strategies in the home. For example, with regard to supporting positive behavior (and eliminating challenging behavior) in the home, significant child- and

family-level outcomes result when families are provided with culturally responsive training and support that promotes feelings of equality and trust in professionals (Kim, Sheridan, Kwon, & Koziol, 2013; Lucyshyn et al., 2007; McCormick, Cappella, O'Connor, & McClowry, 2013; McLaughlin, Denney, Snyder, & Welsh, 2012; Meadan, Ostrosky, Zaghlawan, & Yu, 2009). Families also play an important role in teaching self-determination skills, during early childhood (Brotherson, Cook, Erwin, & Weigel, 2008; Cook, Brotherson, Weigel-Garrey, & Mize, 1996; Erwin et al., 2009; Palmer et al., in press; Summers et al., 2014) and across the lifespan (Shogren, 2012; Shogren, Garnier Villarreal, Dowsett, & Little, 2016; Zhang, 2005). Further, when teachers and families effectively collaborate to set goals, children make more gains in the attainment of goals, which suggests the importance of partnerships in influencing child outcomes (Childre & Chambers, 2005; Palmer et al., in press). Finally, engaging families in transition planning has the potential to affect students' postschool outcomes (Test et al., 2009), and increasing family knowledge influences family expectations for postschool outcomes (Young, Morgan, Callow-Heusser, & Lindstrom, 2016), which can lead to greater advocacy on the part of families and young adults with disabilities, particularly related to employment (Francis, Gross, Turnbull, & Turnbull, 2013; Francis, Gross, Turnbull, & Parent-Johnson, 2013).

Conclusion

A diverse body of research suggests the positive effect of building collaborative relationships between educators and families using effective partnership principles. These effects include not only improvements in teacher–family relationships and increases in shared decision making, but also child-level and family-level effects. A clear set of principles that define effective partnerships have emerged from research which emphasize creating trusting partnerships through communication, professional competence, respect, commitment, equality, and advocacy. In implementing these principles, it is essential to honor and respect cultural diversity and differing communication styles and preferences.

References

Balcazar, F. E., Taylor-Ritzler, T., Dimpfl, S., Portillo-Peña, N., Guzman, A., Schiff, R., & Murvay, M. (2012). Improving the transition outcomes of low-income minority youth with disabilities. *Exceptionality, 20*, 114–132. doi:10.1080/09362835.2012.670599

Billingsley, B. S., Brownell, M. T., Israel, M., & Kamman, M. L. (2013). *A survival guide for new special educators*. San Franciso, CA: Jossey-Bass.

Blue-Banning, M., Summers, J. A., Frankland, H. C., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children, 70*, 167–184. doi:10.1177/001440290407000203

Burns, M. K., Vanderwood, M. L., & Ruby, S. (2005). Evaluating the readiness of pre-referral intervention teams for use in a problem solving model. *School Psychology Quarterly, 20*, 89–105. doi:10.1521/scpq.20.1.89.64192

Brotherson, M. J., Cook, C. C., Erwin, E. E., & Weigel, C. J. (2008). Understanding self-determination and families of young children with disabilities in home environments. *Journal of Early Intervention, 31*, 22–43. doi:10.1177/1053815108324445

Burke, M. M., & Hodapp, R. M. (2014). Relating stress of mothers of children with developmental disabilities to family–school partnerships. *Intellectual and Developmental Disabilities, 52*, 13–23. doi:10.1352/1934-9556-52.1.13

Caron, E.A. & McLaughlin, M.J. (2002). Indicators of Beacons of Excellence schools: What do they tell us about collaborative practices? *Journal of Educational and Psychological Consultation, 13*, 285–313. doi:10.1207/S1532768XJEPC1304_03

Childre, A., & Chambers, C. R. (2005). Family perceptions of student centered planning and IEP meetings. *Education and Training in Developmental Disabilities, 40*, 217–233.

Cook, C. C., Brotherson, M. J., Weigel-Garrey, C., & Mize, I. (1996). Homes to support the self-determination of children. In D. J. Sands & M. L. Wehmeyer (Eds.), *Self-determination across the lifespan: Independence and choice for people with disabilities* (pp. 91–110). Baltimore, MD: Brookes.

Council for Exceptional Children. (2015). *What every special educator must know: Professional ethics & standards* (7th ed.). Arlington, VA: Author.

Covey, S. (2004). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York, NY: Simon & Schuster.

DuFour, R. (2007). Professional learning communities: A bandwagon, an idea worth considering, or our best hope for high levels of learning? *Middle School Journal, 39*(1), 4–8. doi:10.1080/00940771.2007.11461607

Erchul, W. P., Sheridan, S. M., Ryan, D. A., Grissom, P. F., Killough, C. E., & Mettler, D. W. (1999). Patterns of relational communication in conjoint behavioral consultation. *School Psychology Quarterly, 14*, 121–147. doi:10.1037/h0089001

Erwin, E. J., Brotherson, M. J., Palmer, S. B., Cook, C. C., Weigel, C. J., & Summers, J. A. (2009). How to promote self-determination for young children with disabilities: Evidence-based strategies for early childhood practitioners and families. *Young Exceptional Children, 12*, 27–37.

Eskow, K., Chasson, G., Mitchell, R., & Summers, J. A. (2015). Association between parent-teacher partnership satisfaction and outcomes for children and families with autism. Manuscript submitted for publication.

Francis, G. L., Gross, J. M. S., Turnbull, A. P., & Turnbull, H. R. (2013). The Family Employment Awareness Training (FEAT): A mixed-method follow-up. *Journal of Vocational Rehabilitation, 39*, 167–181.

Francis, G. L., Gross, J. M. S., Turnbull, H. R., & Parent-Johnson, W. (2013). Evaluating the effectiveness of the Family Employment Awareness Training in Kansas: A pilot study. *Research and Practice for Persons with Severe Disabilities, 38*, 1–14. doi:10.2511/027494813807046953

Friend, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals* (8th ed.). Upper Saddle River, NJ: Pearson.

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Jossey-Bass.

Hallam, P. R., Smith, H. R., Hite, J. M., Hite, S. J., & Wilcox, B. R. (2015). Trust and collaboration in PLC teams: Teacher relationships, principal support, and collaborative benefits. *NASSP Bulletin, 99*, 193–216. doi:10.1177/0192636515602330

Hardin, B. J., Mereoiu, M., Hung, H. F., & Roach-Scott, M. (2009). Investigating parent and professional perspectives concerning special education services for preschool Latino children. *Early Childhood Education Journal, 37*, 93–102. doi:10.1007/s10643-009-0336-x

Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

Howland, A., Anderson, J. A., Smiley, A. D., & Abbott, D. J. (2006). School liaisons: Bridging the gap between home and school. *School Community Journal, 16*, 47–68.

Huberman, M., Navo, M., & Parrish, T. (2012). Effective practices in high performing districts serving students in special education. *Journal of Special Education Leadership, 25*(2), 59–71.

Kalyanpur, M., Harry, B., & Skrtic, T. (2000). Equity and advocacy expectations of culturally diverse families' participation in special education. *International Journal of Disability, Development, and Education, 47*, 119–136. doi:10.1080/713671106

Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). *Coaching matters*. Oxford, OH: Learning Forward.

Killumets, E., D'Innocenzo, L., Maynard, M. T., & Mathieu, J. E. (2015). A multilevel examination of the impact of team interpersonal processes. *Small Group Research, 46*, 227–259. doi:10.1177/1046496415573631

Kim, E. M., Sheridan, S. M., Kwon, K., & Koziol, N. (2013). Parent beliefs and children's social-behavioral functioning: The mediating role of parent–teacher relationships. *Journal of School Psychology, 51*, 175–185. doi:10.1016/j.jsp.2013.01.003

Klein, S., Wynn, K., Ray, L., Demeriez, L., LaBerge, P., Pei, J., & Pierre, C. S. (2011). Information sharing during diagnostic assessments: What is relevant for parents? *Physical & Occupational Therapy in Pediatric, 31*, 120–132. doi:10.3109/01942638.2010.523450

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin Press.

Lucyshyn, J. M., Albin, R. W., Horner, R. H., Mann, J. C., Mann, J. A., & Wadsworth, G. (2007). Family implementation of positive behavior support for a child with autism: Longitudinal, single-case, experimental, and descriptive replication and extension. *Journal of Positive Behavior Interventions, 9*, 131–150. doi:10.1177/10983007070090030201

McCormick, M. P., Cappella, E., O'Connor, E. E., & McClowry, S. G. (2013). Parent involvement, emotional support, and behavior problems: An ecological approach. *The Elementary School Journal, 114*, 276–300. doi:10.1086/673200

McLaughlin, T. W., Denney, M. K., Snyder, P. A., & Welsh, J. L. (2012). Behavioral support interventions implemented by families of young children: Examination of contextual fit. *Journal of Positive Behavior Interventions, 14*, 87–97. doi:10.1177/1098300711411305

Meadan, H., Ostrosky, M. M., Zaghlawan, H. Y., & Yu, S. Y. (2009). Promoting the social and communicative behavior of young children with autism spectrum disorders: A review of parent-implemented intervention studies. *Topics in Early Childhood Special Education, 29*, 90–104. doi:10.1177/0271121409337950

Meadan, H., Thompson, J. R., Hagiwara, M., Herold, J., Hoekstra, S., & Manser, S. (2009). Evaluating the acceptability and effectiveness of family assessment portfolios. *Education and Training in Developmental Disabilities, 44*, 421–430.

Murawski, W., & Swanson, H. (2001). A meta-analysis of co-teaching research: Where are the data? *Remedial and Special Education, 22*, 258–267. doi:10.1177/074193250102200501

Neece, C. L., Kraemer, B. R., & Blacher, J. (2009). Transition satisfaction and family well being among parents of young adults with severe intellectual disability. *Intellectual and Developmental Disabilities, 47*, 31–43. doi:10.1352/2009.47:31-43

Palmer, S. B., Summers, J. A., Brotherson, M. J., Erwin, E. J., Maude, S. P., Haines, S. J., & Stroup-Rentier, V. L. (in press). Foundations for self-determination in early childhood intervention: Fidelity, feasibility, and outcomes. *Journal of Early Intervention*.

Park, S., Henkin, A. B., & Egley, R. (2005). Teacher team commitment, teamwork and trust: Exploring associations. *Journal of Educational Administration, 43*, 462–479. doi:10.1108/09578230510615233

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations*. New York, NY: McGraw-Hill.

Rafoth, M. A., & Foriska, T. (2006). Administrator participation in promoting effective problem-solving teams. *Remedial and Special Education, 27*, 130–135. doi:10.1177/07419325060270030101

Reina, D. S., & Reina, M. L. (2006). *Trust and betrayal in the workplace: Building effective relationships in your organization*. (2nd ed.) San Francisco, CA: Berrett-Koeler.

Reinig, B. A. (2003). Toward an understanding of satisfaction with the process and outcomes of teamwork. *Journal of Management Information Systems, 19*, 65–83.

Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal, 52*, 475–514. doi:10.3102/0002831215585562

Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children, 73*, 392–416. doi:10.1177/001440290707300401

Sheridan, S. M., Erchul, W. P., Brown, M. S., Dowd, S. E., Warnes, E. D., Marti, D. C., … Eagle, J. W. (2004). Perceptions of helpfulness in conjoint behavioral consultation: Congruence and agreement between teachers and parents. *School Psychology Quarterly, 19*, 121–140. doi:10.1521/scpq.19.2.121.33308

Shogren, K. A. (2012). Hispanic mothers' perceptions of self-determination. *Research and Practice for Persons with Severe Disabilities, 37*, 170–184. doi:10.2511/027494812804153561

Shogren, K. A., Garnier Villarreal, M., Dowsett, C., & Little, T. D. (2016). Exploring student, family, and school predictors of self-determination using NLTS2 data. *Career Development and Transition for Exceptional Individuals, 37*, 23–33. doi:10.1177/2165143414546685

Shogren, K. A., McCart, A., Lyon, K. J., & Sailor, W. (2015). All means all: Building knowledge for inclusive schoolwide transformation. *Research and Practice for Persons with Severe Disabilities, 40*, 173–191. doi:10.1177/1540796915586191

Solis, M., Vaughn, S., Swanson, E., & McCulley, L. (2012). Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. *Psychology in the Schools, 49*, 498–510. doi:10.1002/pits.21606

Summers, J. A., Brotherson, M. J., Erwin, E. J., Maude, S. P., Palmer, S. B., Haines, S. J., … Zheng, Y. Z. (2014). Family reflections on the foundations of self-determination in early childhood. *Inclusion, 2*, 175–194. doi:10.1352/2326-6988-2.03.175

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*, 160–181. doi:10.1177/0885728809346960

Thompson, J. R., Meadan, H., Fansler, K. W., Alber, S. B., & Balogh, P. A. (2007). Family assessment portfolios: A new way to jumpstart family/school collaboration. *TEACHING Exceptional Children, 39*(6), 19–25. doi:10.1177/004005990703900603

Tremblay, P. (2013). Comparative outcomes of two instructional models for students with learning disabilities: Inclusion with co-teaching and solo-taught special education. *Journal of Research in Special Educational Needs, 13*, 251–258. doi:10.1111/j.1471-3802.2012.01270.x

Turnbull, A. P., Turnbull, H. R., Erwin, E. E., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Turnbill, H. R., Stowe, M. J., & Huerta, N. E. (2007). *Free appropriate public education: The law and students with disabilities* (7th ed.). Denver, CO: Love.

Valenzuela, R. L., & Martin, J. E. (2005). Self-directed IEP: Bridging values of diverse cultures and secondary education. *Career Development for Exceptional Individuals, 28*, 4–14. doi:10.1177/08857288050280010301

Young, J., Morgan, R. L., Callow-Heusser, C. A., & Lindstrom, L. (2016). The effects of parent training on knowledge of transition services for students with Disabilities. *Career Development and Transition for Exceptional Individuals, 39*, 79–87. doi:10.1177/2165143414549207

Zhang, D. (2005). Parent practices in facilitating self-determination skills: The influences of culture, socioeconomic status, and children's special education status. *Research and Practice for Persons with Severe Disabilities, 30*, 154–162. doi:10.2511/rpsd.30.3.154

