



## COLLABORATIVE METHODS OF SPECIAL EDUCATION AND GENERAL EDUCATION TEACHERS

Jessica M. Twombly (Dee Caldwell)  
Urban Institute for Teacher Education

A growing number of students with disabilities are being served in general education classrooms. Research has shown that inclusive education programs can be as effective as pullout or self-contained special education units (Fitch, 2003). Research has also shown that co-teaching is an effective service delivery system for providing special education students with services and support. However, the techniques that teachers use to create an effective co-teaching relationship have not been clearly identified. Through observations and interviews with teachers, the techniques and features of effective co-teaching relationships were investigated. The characteristics and collaboration methods of effective co-teaching models across Salt Lake Valley schools were identified. Research consisted of three hours per week in classrooms for fifteen weeks totaling 45 hours of observations and interviews. Research was conducted within eleven co-teaching teams across three different school districts. Best practices for serving students with disabilities in the general education classroom were identified and conclusions were drawn about the most effective co-teaching techniques used in Salt Lake City classrooms. Through this research, five to ten strategies that make co-teaching an effective service delivery strategy were identified.

Fitch, F. (2003). Inclusion, Exclusion, and Ideology: Special Education Students' Changing Sense of Self. *Urban Review*, 35(3), 233-252.

