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**8 STAGES**  
**BUILDING EFFECTIVE COLLABORATIVE RELATIONSHIPS**

*STAGE 1.*

Establish a foundation for understanding each team member's role and responsibility.

*STAGE 2.*

Build the education team's understanding of the impact of disabilities (such as communication, motor, physical, behavioral impairments) on learning; especially in relation to accessing the Common Core State Standards, RTI, and classroom performance.

*STAGE 3.*

Jointly identify classroom communication demands and expectations, including communications, methods, and tools used during instruction & intervention. Discuss how each of these aspects helps or hinders the student's performance.

*STAGE 4.*

Explain the instruction and intervention goals and types of support needed in order to improve the student's performance in the classroom.

*STAGE 5.*

Jointly determine modifications and accommodations to facilitate improved performance in the classroom & therapy.

*STAGE 6.*

Establish simple mechanisms for coaching and mentoring fellow team members to implement intervention and instruction strategies.

*STAGE 7.*

Share the responsibility for instruction and intervention. Be clear about each team member's role, responsibility, objectives, mode of delivery.

## *STAGE 8.*

Encourage independence.

**Blosser, J.** (2012). *School Programs in Speech-Language Pathology: Organization and Service Delivery*. Plural Publishing.

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**Schmitt, M. B. & Justice, L.** (2011, June 07). *Schools as Complex Host Environments: Understanding Aspects of Schools that May Influence Clinical Practice and Research*. The ASHA Leader.

**Stewart, E. B.** (2008). School structural characteristics, student effort, peer associations, and parental involvement. *Education and Urban Society*, 40(2), 179–204.

Check out these websites.

- [New Teacher Center](#)
- [The Center For Improving School Culture](#)
- [U Teach](#)