Today’s Goals

• To provide a definition and framework for interpersonal Collaboration

• To identify the importance of communication, negotiation, resolving conflict are in collaboration

• To discuss effective interpersonal skills for use in collaboration.
Most students with disabilities are included in the gen. ed. Classroom.

Provision of IDEA 2004 call for maximum access to the G.E. curriculum.

Provisions of NCLB call for maximum access to the G.E. curriculum and participation in large-scale assessment for most students.
Why is Collaboration Important?

- Expanded responsibilities for teachers
- Increased complexity of teaching roles and responsibilities
- Reality of higher standards
- Clear accountability

Need for teaching professionals to pool resources
**Collaboration: Possible Roles & Settings**

- **Consultant**
  - (work indirectly with another Teacher)

- **Co-Taught Classroom**
  - (Interact directly with another teacher)
Your Views

Take a minute….

• How do you know collaboration when you see it (or feel it)?

• What is NOT collaboration from your perspective?
What is Collaboration?

• Interpersonal collaboration is a *style* for direct interaction between at least two *coequal* parties, *voluntarily* engaged in *shared decision making* as they work toward a *common goal*.

• Collaboration refers to *how* the activity occurs and the *nature* of the interpersonal relationship.
Collaboration is NOT:

- Working in isolation
- Catching partner while passing in the hall, Keeping information to oneself
- Pushing one person’s agenda or having two separate agendas
- Teaching two separate groups of students
- Telling, directing or commanding a colleague
Collaboration IS...

- Participating in voluntary relationships
- Valuing each person in partnership equally
- Creating and working toward Common goals
- Making decisions together
- Interacting directly with a partner
“Two heads are better than one”
Characteristics of Collaborative Interactions

• Believing in the value of working together
• Spending time building trust together
• Seeking each other’s opinion
• Sharing resources, information and expertise
Is this Collaboration?

• A co-teacher is concerned about a student’s performance and asks for input on how to differentiate the lesson more.

• The only time one co-teacher agrees to meet is during the other’s lunch hour.

• Changes in curriculum and lesson plans are not discussed, they just appear.
Four “Knows” of Collaborative Teaching

• Know Yourself

• Know your partner

• Know your students

• Know your “Stuff”

(Keefe, Moore, & Duffy, 2004)
Know Thyself

• Recognize your strengths and weaknesses
• Discover your collaboration style
• Identify your communication style
• Recognize how you deal with conflict
• Reflect on what you can give up, share, and learn.
• Question your biases and stereotypes
Your Collaboration Style

• Take a few minutes to complete the Collaboration Style handout.

• After you have completed, discuss your results with a neighbor.
Different Styles

What happens when co-teachers have different styles and they....

- Need to discuss student progress on a regular basis
- Deal with conflict within the classroom e.g. students, paraprofessionals etc.
- May disagree on approaches to grading student projects
Collaboration Works When:

• Teaching partners are committed
• Both partners communicate clearly.
• School climate supports goal
• There is support from administration
  o Making time for collaboration
  o Provide supportive scheduling
  o Acknowledge ongoing support for participation
  o Extend opportunities for staff development
Communication
Collaboration and Competent Communication

• Communication is key to effective collaboration.

• Communication is at the root of both successful and unsuccessful partnerships.
Brainstorm

• Identify collaborative situations where teachers might need to communicate

• Identify how miscommunication might affect the situation
Communication Process

- Source
- Channel
- Message
- Receivers
- Feedback
Competent Communication Skills

- Listening, Responding and Giving Feedback
- Managing Conflict
- Using Assertiveness Skills
The Importance of LISTENING
The Rationale for Listening

• Serves as a basis for building trust, rapport and a effective relationship.

• Conveys interest and shows intent to understand

• Obtains accurate and needed information
Role in Building Trust

• Take time to get to know your partner
• Listen responsively:
  o Send the message that you are interested in what they say.
  o Respond in such a way that shows you understand what they are saying
Listening

- Listening is a *process* involving
  - Hearing
  - Attending
  - Understanding
  - Responding
  - Remembering
Effective Listening

Four Levels of Listening

• Non-listening - distracted, no content
• Marginal listening - picking up parts of message
• Evaluative listening - hear message and form opinion/judgment
• Active listening - engaged, can paraphrase accurately
Your turn

- **Message**: We missed you at the IEP meeting
- **Listener hears**: So where were you? Don’t you think it’s important?

- **Message**: Beth is still having issues with the lesson on fractions. I’m not sure the modifications are working.
- **Listener hears**: Those modified worksheets and manipulatives aren’t working. It’s your fault, you need to do more.

➢ With a partner, discuss what’s what level the listener is using. How might they respond differently?
Barriers to Communication
Why is it difficult to *Listen*?

- It may be due to our perceptions or how we *see things*
- It may be a result of
- our knowledge
  - Our background
  - Our expertise
  - Our values
Factors that Interfere with Responsive Listening

- Prejudging (opinions, values)
- Daydreaming
- Filtering messages
- Being Emotional e.g. “Hot” words
- Rehearsing
- Being Distracted
- Not having enough time
Responding

Two Stages:

• While the person is talking:
  o Listener nods head, smiles, makes eye contact

• After the person stops talking:
  o Listener responds verbally and non-verbally
Responding

• **Prompting**: shows you have been listening
  - *You are feeling upset because Mr. Nicks has said some things that you don’t think are fair”*

• **Clarification**: Lets listener know you want to hear more
  - *I’m not sure that I understand what is happening between you two. Could you tell me more about it?*

• **Paraphrasing**: plays back message in listener’s words
  - *It sounds like you would like more information about alternative types of assessment before we decide how to set up grading.*

• **Reflecting**: describes what person said and tries to capture the affective meaning of the message through inference.
  - *It sounds as though you’d feel safer if someone could meet with you and the parents. I’m sure I can be there but if not can we reschedule the meeting?*
Paraphrasing: Restating in your own words what you think another person has said.

- Involves focusing on small units of information, generally no inference in terms of emotion
- Goal is to show that listener has paid attention and has an accurate understanding of what is being said.
- It helps to clarify the information being provided
- It avoids misunderstanding and possible conflict

Tips:

- Be accurate
- Be brief
- Avoid attributing motivation, blame, emotion
Example:
Teacher A: *Without a full-time aide, I don’t see how I’ll be able to give the IEP students what they need.*

Teacher B: *It sounds like you are concerned that the children with disabilities in your class won’t get what they need without the assistance of an aide.*

Starting phrases:
• It sounds like …. 
• So it seems like you are feeling…. 
• Let me see if I got this, you are saying…. 

Discussion Activity

• I don’t know what’s happening in my classroom. I try to do what I can for all the students. One of my students refuses to do his work, becomes frustrated and then stomps out of class. I have others who constantly want my attention. When I talk to my co-teaching partner, it seems her suggestions just give me more work. What do they think I am made of and how much time is there in a day? Now one of my parents and the IEP team want me to accommodate him on tests. It isn’t fair.

• With a partner, discuss the situation and identify how you might respond using responsive listening skills such as:
  o Clarification, Paraphrasing, or reflection.
Conflict
What is Conflict?

• When one perceive that others are interfering with ability to attain goals. (Friend & Cook, 2010)

• Unresolved differences

• Could be based on needs, values, goals, and/or personalities
### Types of Conflict

(Moore, 1992)

<table>
<thead>
<tr>
<th>Type</th>
<th>Causes</th>
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<tr>
<td>Value-based conflict</td>
<td>Goals, ideology</td>
</tr>
<tr>
<td>Structural</td>
<td>Unequal Power or resources</td>
</tr>
<tr>
<td>Relationships</td>
<td>Miscommunication</td>
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<tr>
<td>Data-based</td>
<td>Lack of information</td>
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Co-teaching and Conflict

Possible Causes/Issues:

• Insufficient training
• Lack of preparation time
• Different approaches to assessment, classroom management
• Different views on grading
• Different styles-big picture vs. detailed
• No common planning time
• Interaction/communication difficulties
Conflict

Response Styles

- Avoidance
- Accommodative
- Compromising
- Dominating/competing
- Collaborative
When to Use?

• **Competing**: Need to be decision, vital to welfare of others
• **Collaborating**: Find consensus, merge views, both important
• **Compromise**: time constraints, maybe temporary, other approaches failed
• **Avoiding**: prioritize, triage, need to cool down, bigger issues
• **Accommodating**: Harmony most important, realize error
After completing various forms and surveys on your philosophy about teaching, you discover that your co-teacher believes in detailed and explicit instruction and appreciates the value of scripted curricula while you are more of a constructivist and believe that students should construct their own meaning as much as possible with the role of a teacher being someone to guide students rather than use a scripted format.

What style might you use to handle this? Discuss with your group.
Resolving Conflict

Possible Approaches

• Focus on the issues, not people
• Find common ground
• Reduce emotional piece
• Get third party/outside person
Conflict Management

“Always think win/win” (Covey)

1. Try to see it from the other’s view
2. Identify key issues/concerns
3. Make a list of what you’d accept
4. Look for new options-results
After you and your co-teacher compete the “wanna have” and “deal breaker” activity, you discover that a deal breaker for you is being “an assistant” in a co-taught classroom yet a “wanna have” for your co-teacher is to be in control of the class, both instructionally and behaviorally.

Thinking “Win-Win”, how might you approach this?

Working in pairs, follow the steps below and practice negotiating, each of you assuming one of the roles.

- What is other person’s view?
- What response style will be needed to make this work?
- What are key issues?
- Identify common ground.
- What would you accept?
- Are there other options/alternatives?
Response to Conflict: Behavior

• **Aggression**
  o Anger is shown through physical, emotional or psychological behavior

• **Passive Aggressive**
  o Anger is repressed by internalizing and denying

• **Assertiveness**
  o Thoughts and feelings are expressed, even anger, directly in non-threatening manner, not hurting yourself, another person or property
Response to Conflict

Aggressive: All about YOU

Assertive: All about OTHERS

Passive: All about OTHERS

All about YOU
Assertive Behavior

- Eye Contact
- Body Posture
- Gestures
- Facial Expression
- Voice tone, inflection, volume
- Timing
- Content
Assertiveness Checklist

• Convey “I” message instead of “you”
• Say “and” rather than “but”
• State behavior/issue objectively
• Say what you want to have happen
• Express concern
• Speak firmly, clearly
• Use assertive posture
• Avoid aggressive language
• It’s ok to apologize
Managing Conflict

“I” Messages

The three parts of an I Message include:

1. **Emotions**: The conditions that describe how you feel, it must express a feeling.
   - “I feel...”

2. **Behavior**: The conditions under which you feel that way
   - “When this happens” or “When you ....” Or “When X.....”
   - Describe the observable behavior or describe the conditions that are related to your feelings

3. **Why those conditions or behavior result in you to feel this way (emotions)**
“I” Message Example

• “I feel “(state your emotion)
• *when this happens* (describe the behavior or under what conditions you feel this way),
• *because ....* (explain why the behavior or conditions result in you feeling this way)
Example “I Statements”

• “I feel embarrassed when the reports we need are not completed on time for the IEP meetings because we don’t have all the information we need to set goals for the student. Several of us did not receive notice of the meeting until 3 days before.”

• “I feel disappointed when you broke confidentiality about the situation with John’s parents. Now, I will have to talk with the Smiths and apologize”
Some of the IEP students are having difficulty with their math lessons. One coacher is upset because the lesson plan was not received until the day before and adaptations and modifications were not made for some of the students.

One of the co-teachers needs information on a student’s IEP. In talking with her supervisor, she was told that her partner says there is a lack of communication between them.

How could you use an I statement to positively convey the teacher’s view.
Examples:

• Your co-teacher waits until Sunday evening to post items regarding upcoming lessons for the week. This gives you little to no time to provide input let alone learn the content or plan for differentiation.

• Your co-teacher schedules his or her IEP (and other) meetings during your co-taught class. Sometimes he or she does not provide much advance communication to you, so often you are having to make last minute changes to the lesson. You are feeling frustrated about this situation

• With a different partner, practice how you would respond to the situations, using assertive behavior.
Being Proactive

- Use proactive strategies to lower the probability of conflict and damaging the relationship (Conderman, 2011)
- Discuss teaching related issues before you begin.
- Be honest about views on grading and classroom management, teaching style, philosophy etc.
- Talk about how you both want to address conflict. Ask about “hot” button issues, pet peeves
- Put lesson plans in writing
- Address issues early
- Practice effective communication skills-listen, ask questions, paraphrase etc.
In Summary

• Take a minute to identify a few key points as “take-aways”:
  • So, what do we know about what makes collaboration effective?
  • What approaches might we use to make communication more effective?
Until tomorrow…

• Thank you for your participation in today’s sessions.

• We look forward to seeing you tomorrow for the final two sessions.

• Tomorrow’s session begins at 9 am
TEN COMMANDMENTS FOR GOOD LISTENING

1. **STOP TALKING!**
   You cannot listen if you are talking.
   Polonious (Hamlet): "Give every man thine ear, but few thy voice."

2. **PUT THE SPEAKER AT EASE.**
   Help the speaker feel that he/she is free to talk.
   This is often called a "permissive environment."

3. **SHOW THE SPEAKER THAT YOU WANT TO LISTEN.**
   Look and act interested. Do not read your mail while she/he talks.
   Listen to understand rather than reply.

4. **REMOVE DISTRACTIONS.**
   Don't doodle, tap, or shuffle papers.
   Will it be quieter if you shut the door?

5. **EMPATHIZE WITH THE SPEAKER.**
   Try to put yourself in the speaker's place so that you can see his/her point of view.

6. **BE PATIENT.**
   Allow plenty of time. Do not interrupt.
   Don't start for the door or walk away.

7. **HOLD YOUR TEMPER.**
   An angry person gets the wrong meaning from words.

8. **GO EASY ON ARGUMENT AND CRITICISM.**
   This puts the speaker on the defensive. She/he may "clam up" or get angry.
   Do not argue: even if you win, you lose.

9. **ASK QUESTIONS.**
   This encourages the speaker and shows you are listening.
   It helps to develop points further.

10. **STOP TALKING!**
    This is first and last, because all other commandments depend on it. You just can't do a good listening job while you are talking. **Nature gave us two ears but only one tongue, which is a gentle hint that we should listen more than we talk.**
The three parts of an **I Message** include:

1. **Emotions**: The conditions that describe how you feel, it must express a feeling.
   
   “I feel...”

2. **Behavior**: The conditions under which you feel that way
   
   “When this happens” or “When you ....” Or “When X ....”
   
   Describe the observable behavior or describe the conditions that are related to your feelings

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   “I feel” (state your emotion) when this happens (describe the behavior or under what conditions you feel this way), because ...(explain why the behavior or conditions result in you feeling this way)

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<tr>
<th>Because: Explain why those conditions or behavior result in you feeling this way</th>
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**Examples of “I Statements”**: 

“I feel upset when I don’t receive the lesson plan for math until the day of the lesson because I need time to make the adaptations/modifications for several of our students.”

“I feel embarrassed when the reports we need are not completed on time for the IEP meetings because we don’t have all the information we need to set goals for the student.”

“I feel sad when I see that you haven’t completed your make-up tests because it will affect your grades and your eligibility for baseball.”

“I feel apprehension when I receive reports that about lack of communication because I have tried several times in the last week to contact you by phone and by email.”
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Communication Skills

Phrases to promote a positive view:
Thorough
Shows commitment
Has a good grasp
Caring
Improved

Phrases to express concern:
Could profit by
Needs reinforcement in
Finds it difficult at times to
Requires support

Words to avoid:
Unable can’t
Won’t refuses
Always never
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“I feel apprehension when I receive reports that about lack of communication because I have tried several times in the last week to contact you by phone and by email.”
Discover Your Collaboration Style
Find your collaborative “bent” and how it affects your relationship.

In each box, circle each word or phrase that describes a consistent character trait of yours.
Total the number circled.

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<td>Takes charge</td>
<td>Takes risks</td>
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<td>Assertive</td>
<td>Visionary</td>
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<td>Bold</td>
<td>Motivator</td>
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<td>Enterprising</td>
<td>Fun loving</td>
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<td>Decision maker</td>
<td>Very verbal</td>
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<td>Enjoys change</td>
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<td>Enjoys challenges</td>
<td>Group-oriented</td>
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<tr>
<td>Adventurous</td>
<td>Avoids Detail</td>
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<td>“Let’s do it now”</td>
<td>“Trust me, it will work out”</td>
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<td>Enjoys routine</td>
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<td>Good listener</td>
<td>Practical</td>
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<td>Sympathetic</td>
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<td>Nurturing</td>
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<td>Tolerant</td>
<td>Inquisitive</td>
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<td>“Let’s keep things the way they are.”</td>
<td>“How was it done in the past?”</td>
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My predominant collaborative style/styles:

adapted from J. Trent
Tips to deal with difficult people or to solve conflicts in a daily life

- Make sure you are not the difficult person - assess your own attitude, check your motive and level of patience, and gauge your own temperament
- Show respect and acknowledge their concern
- Demonstrate that you take their concerns seriously
- Gain the person’s respect and confidence
- Change your posture or use humor when appropriate to diffuse tension
- Don’t give-in, be firm and positive, but friendly - tell truth with kindness
- Maintain your self-esteem and self-courage
- Be open, welcomed with a good listening attitude
- First understand the problem before being understood
- Use time limit for venting
- Separate the person and the issue
- Take notes - separate the facts from emotions
- Consider bringing all parties to the table - set the consequences
- Aim to de-escalate the tense situation or person - focus on problem-solving and to find potential solution - remember goal is about what is best for everyone involved
- Sometimes be open to agree to disagree, as it is not about winning or losing
- Watch and ask others who manage difficult people or deal with conflicts
GROUP ACTIVITY

THE COMPONENTS OF ASSERTIVE BEHAVIOR

GOAL: To help each person in the room to learn these components by using them in a role play situation.

EYE CONTACT: Looking directly at another person when you are speaking is an effective way of declaring that you are sincere about what you are saying, and that it is directed to him/her.

BODY POSTURE: The "weight" of your messages to others will be increased if you face the person, stand or sit appropriately close to him/her, lean toward him/her and/or hold your head erect.

GESTURES: A message accented with appropriate gestures takes on an added emphasis.

FACIAL EXPRESSION: Effective assertions require an expression that agrees with the message (smiling when happy, clenched teeth when angry).

VOICE TONE, INFLECTION, VOLUME: A whispered tone will seldom convince another person that you mean business, while a shout will bring his defenses into the path of communication. A level, well-modulated conversational statement is convincing without being intimidating.

TIMING: Spontaneous expression will generally be your goal since hesitation may diminish the effect of a point. Judgment is necessary, however, to select an appropriate occasion. For example, speaking to your boss in the privacy of his office, rather than in front of a group of his subordinates where he may need to respond defensively.

CONTENT: Express your own feelings and take responsibility for them. It is not necessary to put the other person down (aggressive) in order to express your feelings (assertive).

DEFINITION: To be ASSERTIVE means that I express my own thoughts and feelings in a way that demonstrates for myself and others, that I uphold my human rights without taking away from the rights of others.

Group Activity: Role play a situation using first passive behavior, then aggressive behavior, and finally assertive behavior.