Collaborative Intervention

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DEFINITION

企业提供服务与一个或多个专业人员或合作伙伴的合作。

可以包括在个人水平（例如：教师和共同教师）和组织水平（例如：学校设置和社区机构）的合作与伙伴关系。

This principle is one of the 10 evidence-based principles, identified in a scoping review, that can guide the organization and delivery of services for students with disabilities in integrated classrooms.

Examples

- Co-teaching with two or more educators with distinct skills working collaboratively on student academics and behaviors in an integrated educational setting (Morocco et al., 2002)
- Joint intervention by teacher and the school occupational therapist to integrate OT-recommended techniques and activities into classroom context (Razon et al., 2009)
- Close collaboration with school psychologists and mental health professionals, families, students, and community mental health agencies to provide services to students with emotional difficulties (Ballard et al., 2015)
- Setting ground rules for collaboration and teamwork when implementing a trans-agency health prevention program (Bagnato et al., 2014)

Evidence & Outcome

In combination with other principles, using a collaborative intervention:

- Improves visual-motor skills (Razon et al., 2009)
- Enables identification of roles of different professionals involved (Morocco et al., 2002)
- Improves social-emotional functioning (Ballard et al., 2014)

Application Ideas

Internal support amongst school professionals and working with external professionals to provide services

- Ensuring that substitute teachers are aware of specific needs and accommodations for student
- Holding team meetings amongst all professionals involved with the student to discuss services, student needs and intervention plans
- Ensuring that all team members are aware of the student’s intervention plan and that they have the support needed to implement the specific plan
- Transferring intervention plans from one teacher to the next (transitioning to next grade)
- Collaborating with and referring to community services as needed