

CONSULTATIVE-COLLABORATIVE SERVICE DELIVERY MODEL

The Consultative-Collaborative model is a framework for student service delivery to students that recognizes the most enabling environment is almost always the regular classroom. Only when educators have exhausted all possibilities for success in the regular classroom, is student placed in an alternative environment. The child retains his or her enrolment in the classroom and his or her education remains the responsibility of the regular classroom teacher regardless of where the child is temporarily placed.

A collaborative model of service delivery involves working jointly with team members. This model includes transference of knowledge across discipline boundaries in order to facilitate the provision of consistent programming for individual students.

In this approach, students may receive combined direct and consultative services. These services may include:

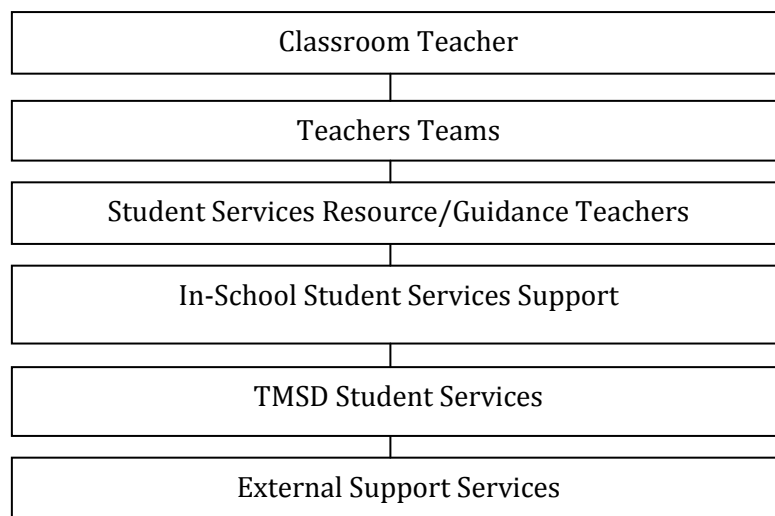
1. Discipline-specific evaluation
2. Collaborative goal and program development
3. Implementation of programming in a variety of settings
4. Professional development and training of the other members of the child's team

Consultation involves the discussing and sharing of ideas and materials regarding the student and/or the class.

Collaboration involves the Student Services Professional Team members teaming with other professionals, particularly the classroom teacher to assist with meeting the needs of students in a variety of ways. This may include: teaching, small group and/or individual instruction within the classroom setting.

Direct Services involves individual and group assessments, individual and group modifications/enrichment programs and English as an Additional Language support.

The Consultative-Collaborative model involves six levels of student services delivery.



Classroom Teacher

The first level refers to the unassisted efforts of the classroom teacher. The consultative-collaborative approach is consistent with the view that teachers are professionals who wish to retain responsibility for resolving teacher-learning problems in their classrooms (Bravi, 1984). Teachers are viewed as continually evolving toward greater professionalism and broader abilities to work with all students.

Teacher Teams

The second level of service delivery refers to team of teachers. The teacher team is the first level of assistance available to the classroom teacher and is made up of close colleagues who have particular curricular or technological expertise.

Student Services Resource/Guidance Teachers

The resource or guidance teacher is at the third level of service delivery in the consultative-collaborative model. The school-based resource or guidance teacher is an in-house special educator who provides and channels support services to the classroom teacher.

In-school Student Services Support Team

The fourth level of student services support is supplied by an in-house team of staff. Team members might include the parent, student, Assistant Superintendent of Student Services, Principal, Vice-principal, and Classroom Teachers. Teams may be generated on a case by case basis. They are created only when necessary and usually only include as many members as are needed to solve a given problem. In some schools, a permanent team exists to coordinate all support services in the school and to help access extra-school services for a small number of students. School-based support services usually include a resource program and may also include programs such as counselling, peer tutoring and behaviour interventions.

Turtle Mountain School Division Student Services

The next level of support is provided on a divisional basis under the coordination of the Assistant Superintendent of Student Services. The support services team consists of Speech Language Pathologists, School Psychologists, Occupational and Physical Therapists who can provide either direct service or indirect support.

External Support Services

The final support service refers to services that are available to students, but are not part of the regular educational system. These include a wide range of advocacy and treatment organizations that interact with schooling in the lives of children and their families (e.g. Child and Family Services and so forth).