

# Considerations for Co-Teaching Autistic Learners



In an inclusive classroom, it is important to consider how to provide specialized instruction to autistic learners as well as other students with disabilities. Co-teaching is a popular model for teaching students with disabilities in the general education setting. Using co-teaching as a framework for integrating interventions for students with disabilities, teachers can increase students' access to the general curriculum and outcomes related to individual learning needs.

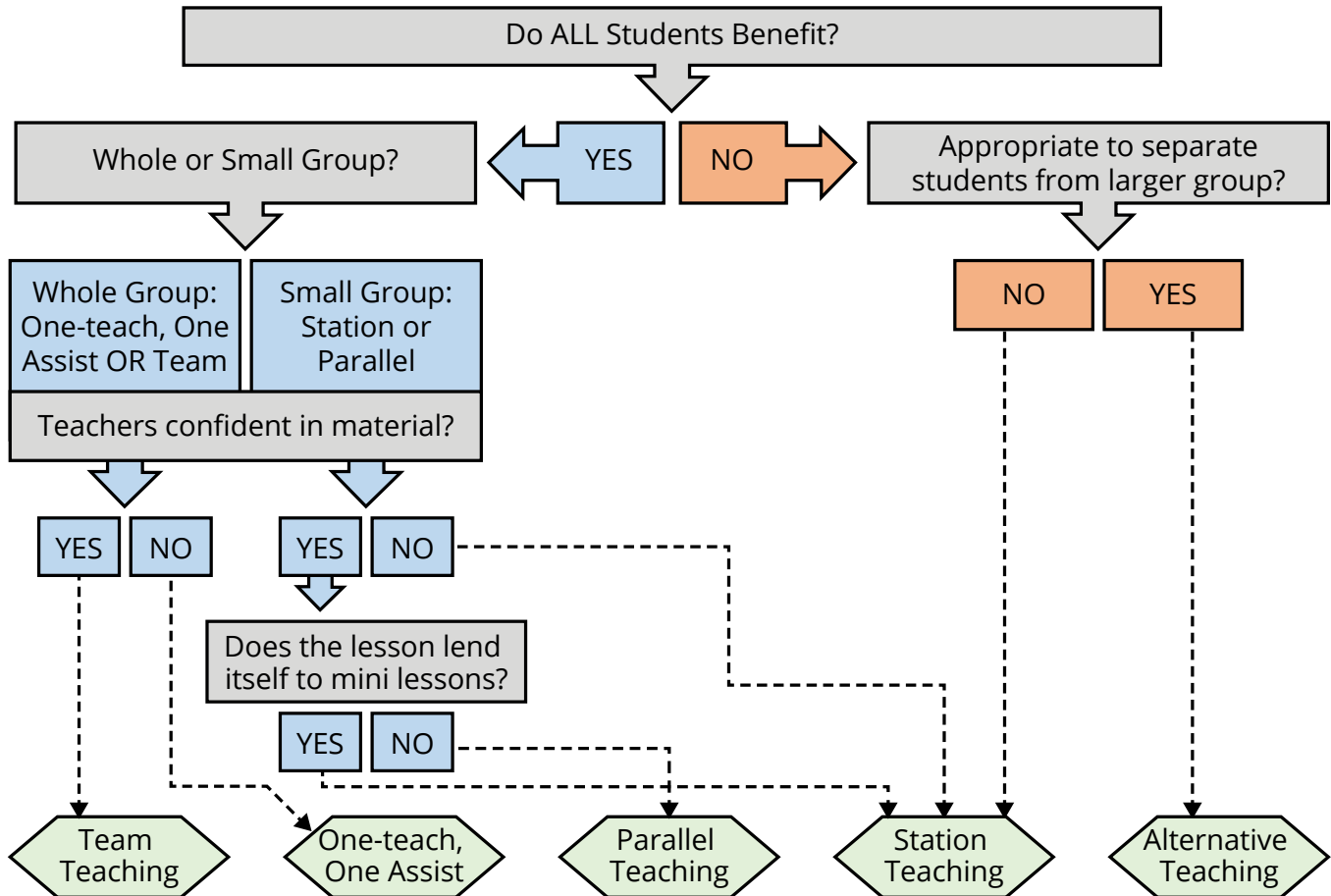
## CO-TEACHING MODELS DEFINED

<b>One-teach, one assist</b>	In this model one teacher takes the lead and the other teacher supports or enhances the instruction.
<b>Station teaching</b>	In this model each teacher facilitates a learning activity at topic-focused stations that are set up around the room. Students rotate through each station.
<b>Parallel teaching</b>	In this model the class is divided into two smaller heterogeneous groups. Each teacher teaches the same content at the same time to their group.
<b>Alternative teaching</b>	In this model the class is broken up into two groups. One teacher provides instruction to most of the class while the other teacher provides instruction to a smaller group of students.
<b>Team teaching</b>	In this model both teachers present content equally while actively engaging the whole group.
<b>One-teach, One-observe</b>	In this model, one teacher has primary instructional responsibility and the other gathers information on student performance, student behaviors, and teacher instruction. This model can be useful for data collection and progress monitoring.

## WHAT ARE THE STEPS TO FOLLOW WHEN INTEGRATING SPECIALIZED INSTRUCTION INTO THE GENERAL EDUCATION CLASSROOM?

1. Identify learning goals and student needs.
2. Select effective practices for targeted intervention.
3. Select a co-teaching model for targeted intervention.
4. Determine roles for each teacher in the planning and implementation of effective practices.
5. Implement the practice.

## WHAT ARE THE CONSIDERATIONS WHEN CHOOSING A CO-TEACHING MODEL?



Decision-making flowchart from "Integrating Effective Practices Into Co-teaching: Increasing Outcomes for Students With Disabilities," by S. C. Cook & K. McDuffie-Landrum, 2020, *Intervention in School and Clinic*, 55(4), p. 225. Copyright 2019 by Hammill Institute on Disabilities. Reprinted with permission.

In the flowchart above, the one-teach, one-observe model is not referenced, however you may choose this co-teaching model at two potential timepoints:

1. At the start of a lesson, use the one-teach one-observe model to evaluate specific student needs and engagement during instruction through observation and data collection.
2. To collect specific data to inform lesson plans, assessments, IEP programming, behavior intervention plans, and grading.

## WHAT EVIDENCE-BASED PRACTICES ARE NEEDED TO SET AUTISTIC LEARNERS UP FOR SUCCESS?

<b>Environmental Arrangement</b>	Purposeful planning and organization of classroom materials, furniture, and activities to promote learning and success and decrease the likelihood of problem behavior.
<b>Schedules and Task Analyses</b>	A schedule is an ordered list of specific activities to be completed during a given period and task analyses can support the order of events that occur during an activity from start to finish.
<b>Reinforcement</b>	The process of encouraging or establishing a pattern of behavior, through systematic rewards and encouragement.

### TRIAD RESOURCES

Consider attending a TRIAD webinar, workshop, or enrolling in a TRIAD consultation and coaching service line to support implementation. Learn more at [Triad.vumc.org/schools](https://Triad.vumc.org/schools).

### REFERENCES

Cook, & McDuffie-Landrum, K. (2020). Integrating Effective Practices Into Co-Teaching: Increasing Outcomes for Students With Disabilities. *Intervention in School and Clinic*, 55(4), 221–229.