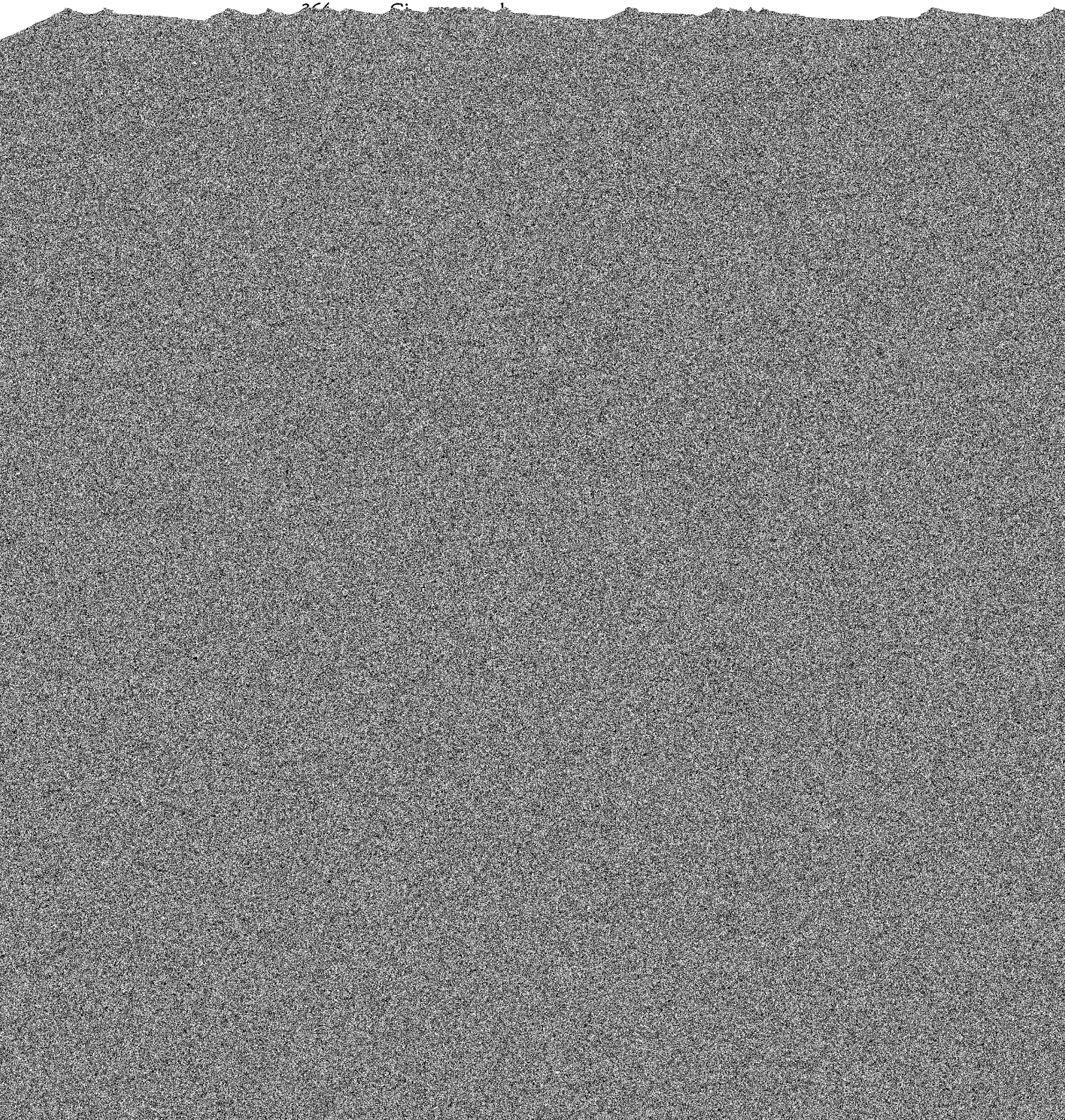


respective disciplines and the collaborative skills required to work effectively with others in the context of a family-centered approach in

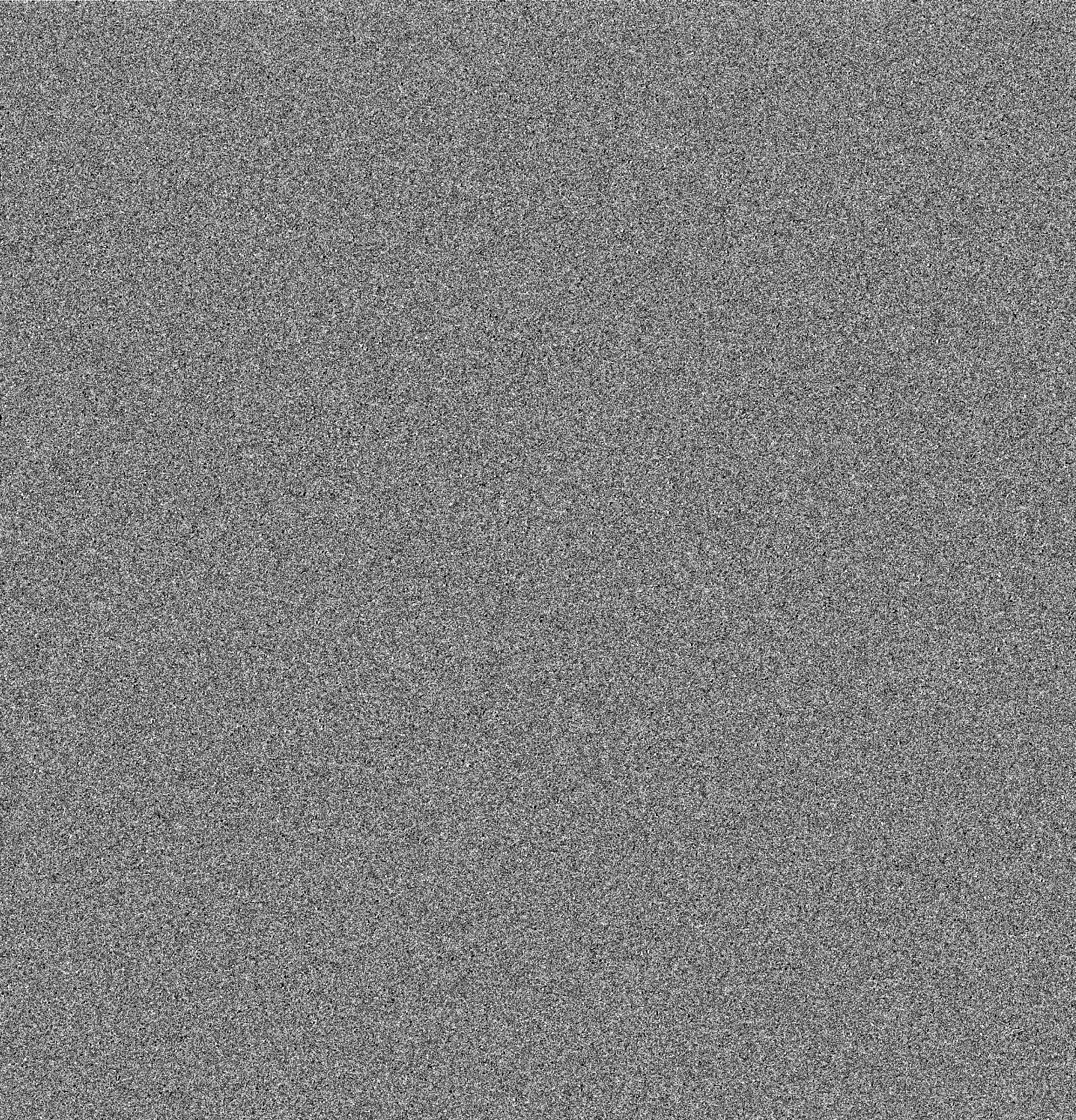
that too often 1) do not match the IDEA definition of *related services*;
2) do not abide by court rulings pertaining to related services (e.g.



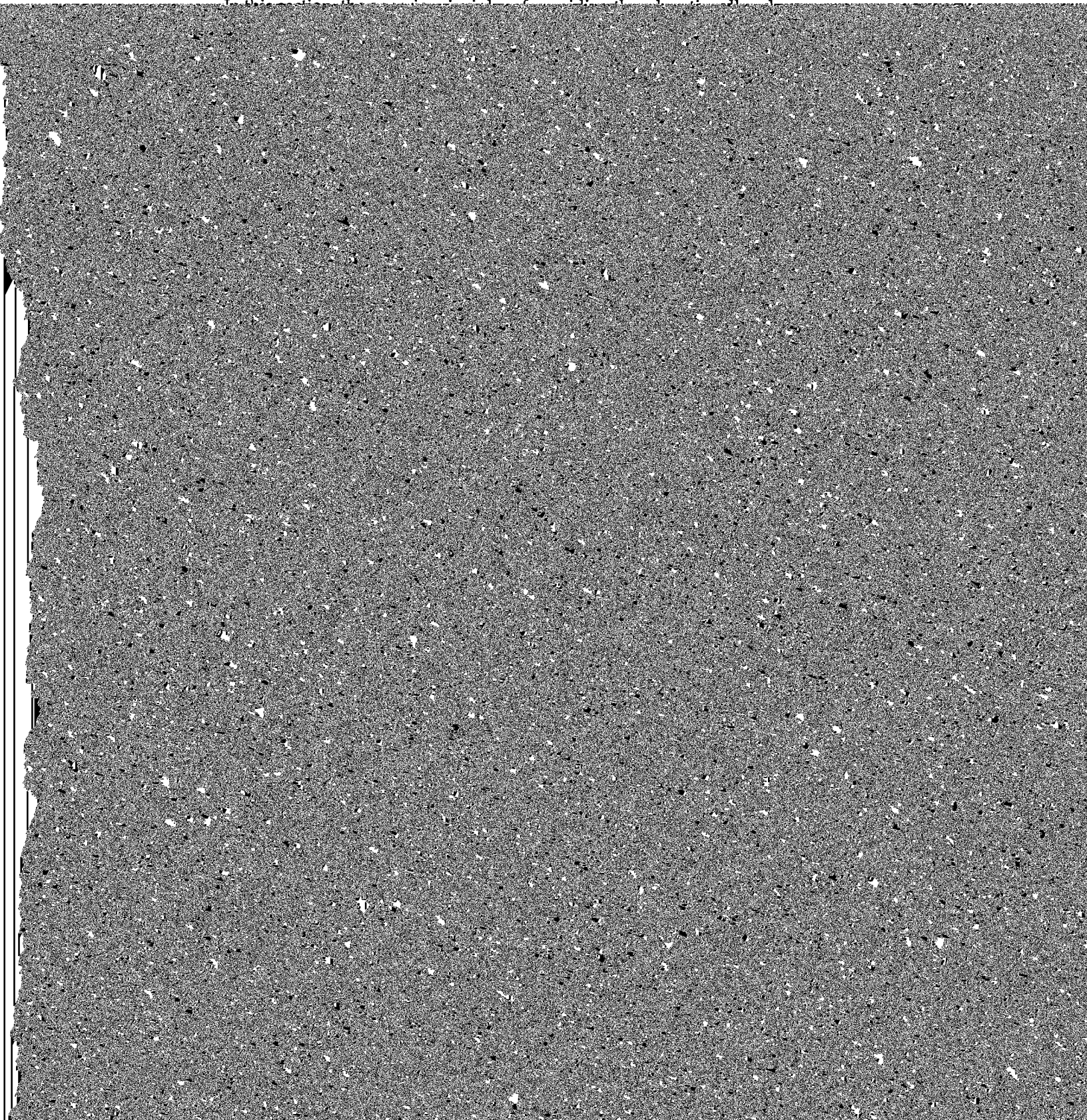
Chapter 10), they fail to engage in arguably the most defining and foundational characteristic of a team—the pursuit of shared goals. Teamwork does *not* mean agreeing to have *different* goals for each discipline that subsequently are stapled together and inaccurately labeled a “team IEP.” This common and problematic practice of having separate goals stems at least in part from our professional socialization as

responsible for providing that service, because it could be delivered

Figure 1. (continued)

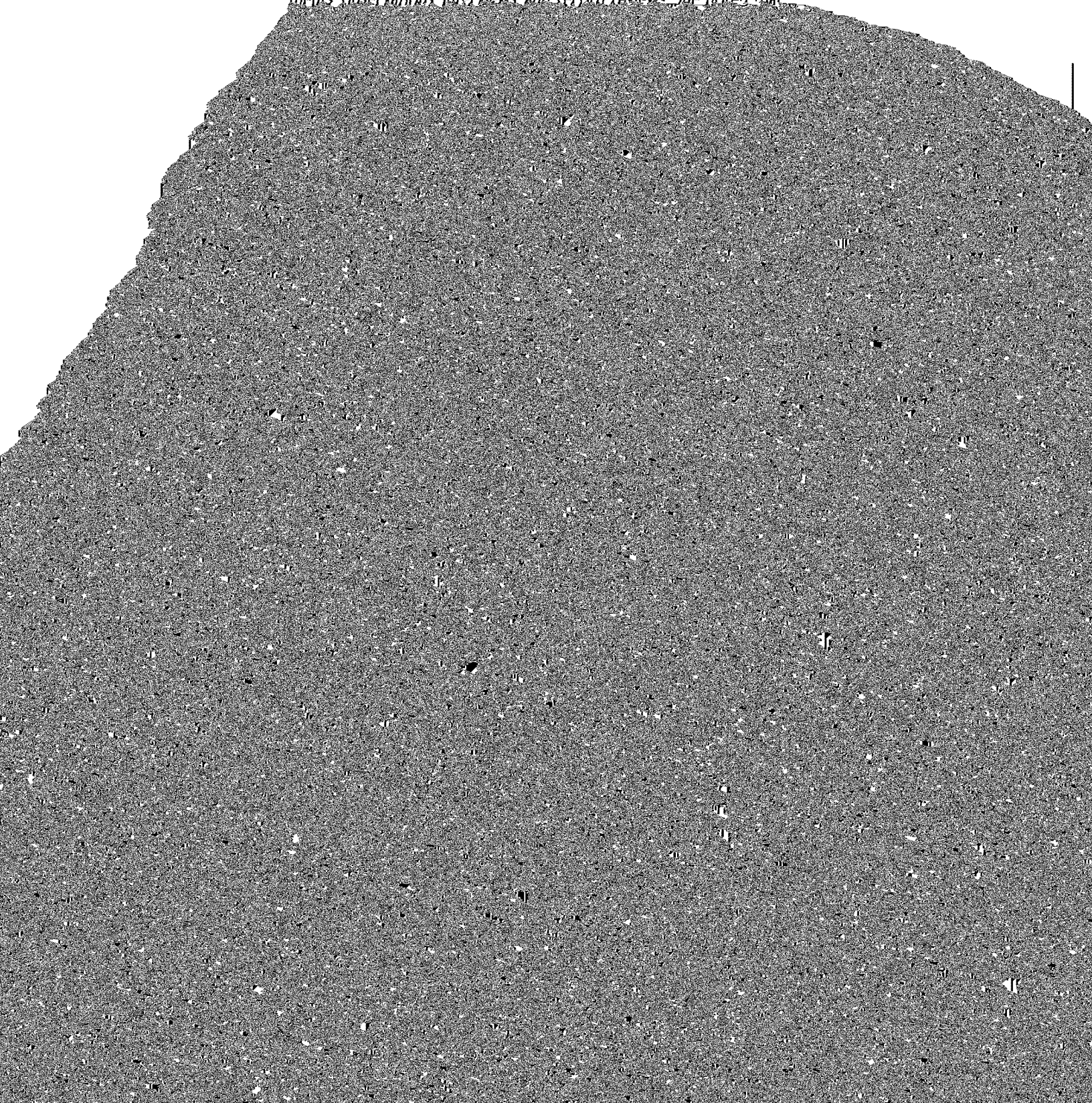


CASE STUDIES



those that were difficult for him. This fact-finding was used as part of a broad set of information to help the team identify learning priorities for Elliot that could be translated into his annual IEP goals. The team also clarified expectations for his participation within the gen-

The information provided by the occupational therapist was based on multiple sources, including formal and informal assessments, observations, interviews, and record reviews. She noted that



Determining which, if any, support services Lazaro needed to benefit from his education program was a team decision. To make informed decisions, each team member reviewed information gathered during assessments conducted by the IEP team. The occupational therapist focused her attention on the information from parents, teachers, and other specialists including the physical therapist and

Tina's team considered the needs for service support using a



