

Attainment

**Curriculum
Resources**

**Practical
Strategies for
Including
High School Students**

**PDF
Reproducibles**

Practical Strategies for Including High School Students with Behavioral Disabilities

Forms, information, and references to make your inclusion classroom succeed.

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Inclusion Readiness: School Survey

Take a few minutes to find or write the answers to the following for future use.

1. What position do the school administrators take regarding inclusion? To teachers? To students? To parents? Is this written? Spoken? Assumed?

2. What official notification has there been about inclusion to the staff? The PTA? The Community, The Student Body?

3. How does the ancillary staff treat the "special education" students (cafeteria workers, bus drivers, secretaries, custodians, security guards)?

4. What does your school handbook say about special education and inclusion?

5. What inclusion workshops and/or staff development are available within your district, county? What videos or support resources are in your school or professional library?

6. Who are the school psychologists? What hours or periods during the day are they available? Where are their offices?

7. What position does the health office or nursing staff take in regard to distribution of medication to students? What procedure is suggested?

8. What is your school crisis plan in the event of suspected suicidal behavior? Violent behavior? Abuse? What steps are you expected to take?

9. What resource staff is available for emergency assistance to students during the class period? Guidance? Psychologist? Social worker? Nurse? Dean of students? What are the recommended steps for arranging for an emergency visit by a student?

Pre-Inclusion Staff Survey

Answer the following questions about inclusion by checking the box under the number that most approximates your feeling.	1 = very much 4 = little 2 = somewhat 5 = very little 3 = unsure				
	1	2	3	4	5
1. To what extent do you understand the regular Education Initiative (REI)?					
2. Has the district prepared you for inclusion?					
3. To what extent do you feel the administration is knowledgeable about inclusion?					
4. To what extent do you feel the regular education teachers are knowledgeable about inclusion?					
5. To what extent do you feel the administration is prepared to support inclusion?					
6. To what extent do you feel the regular education teachers are prepared to support inclusion?					
7. As a department, to what extent do you feel that it is prepared for inclusion?					
8. Do you feel that necessary guidelines are in place for identifying students to be included?					
9. Do you feel that appropriate support systems are in place for students who might be included?					
10. Do you feel that appropriate support systems are in place for regular education teachers who might be involved?					
11. Do you feel your special education students have been prepared for inclusion?					
12. Do you feel your regular education students have been prepared for inclusion?					

13. What do you think is the best way to prepare students and staff for inclusion?

14. What type of support system do you think is necessary for the included students and staff?

15. What type of information would make you feel more comfortable with inclusion?

School Readiness Survey

The following are some of NICHCY's recommended components for successful inclusion. Rank the readiness of your school. Keep your students with emotional disabilities in mind as your frame of reference.

1= Effective. On target. Already in place. 2= Fair. On the way to the goal. 3= Poor. Talked about but not acted upon. Still a dream.			
	1	2	3
1. A method for evaluating student progress, academic, social and behavioral.			
2. A method for evaluating the inclusion program and its effectiveness.			
3. A program to develop and promote school-wide awareness of disability needs and to encourage an atmosphere of acceptance.			
4. A general education student body that is informed, aware, and accepting of inclusion.			
5. High expectations for all students.			
6. Ongoing staff training in inclusion.			
7. Classroom support in terms of resources, planning-time, space, supplementary aids and devices and additional staff as needed.			
8. Access to assistive technology, including up-to-date computers.			
9. Adaptations to the environment (wheelchair access, etc.).			
10. Adaptation to the curriculum to promote participation of the included students.			
11. A firm, fair and consistent discipline policy.			
12. A planning team for the included students to maintain coordination of efforts, to "trouble-shoot" for effective school/home communication and for creative problem solving.			
TOTAL			

1. What are some ways that you and your fellow teachers can work to improve the status of your school's environment?

2. To whom can you go for support in your efforts to make positive changes?

Student Pre-Inclusion Preparation Worksheet

The more the student is in control of his/her inclusion preparation the better. Have the student write a quick, short response, then circle those items about which he/she feels improvement is needed. After completion, discuss with each student the extent to which you agree/disagree and why. Add your suggestions for improvement.

1. What do you think students in special education need to do to be successful in the inclusion or mainstream classes?

2. What strengths do you have to succeed in an inclusion or mainstream class?

3. What weaknesses might you need to overcome to be successful in an inclusion or mainstream class?

4. How would you describe your attention span?

5. How would you describe your initiative and determination to do your assigned work?

6. How do you learn best? By watching, by listening, by doing, other?

7. How flexible are you in adjusting to new tasks, materials, teachers, environments, etc.?

8. How quickly do you work? Are you able to complete assignments in the given time period?

9. What academic problems do you have that may make your placement in an inclusion class more challenging for you?

10. How would you describe your relationships with peers? Teachers?

11. How would you describe your work with peers? Teachers?

12. Who is someone you would turn to for help with your academic work? Behavioral problem?

13. How do you handle criticism? What would you tell a teacher or student who tried to correct you?

Student Pre-Inclusion Preparation Worksheet
Ten Minute Asset Check Technology Survey

Rate Yourself	Good	Fair	Not at all
Calculator ability			
Scientific calculator ability			
Graphing calculator ability			
Desktop Computer ability			
Laptop computer ability			
Internet research ability			
E-mail use			
Internet use of school related research sites			
Use of homework help web sites			
Word processing skills			
Block, copy, cut and paste selection skills			
Use of spell check			
Use of Thesaurus			
Use of word recognition software			
Spread sheet software skills			
Scanning ability			
Importing/exporting scanned graphics and text skills			
Use of printer			
Computer encyclopedia use			
Computer set-up			
Computer repair			
Video camera use			
Film strip projector use			
VCR use			
Tape recorder use			

Other technological skills I have include:

My technological skills would help a teacher in the following ways:

WEEKLY HOMEWORK ASSIGNMENT SHEET

SUBJECT	Monday	Tuesday	Wednesday	Thursday	Friday
ENGLISH Special Instructions Location: _____ Time: _____	Read pg. Write:				
SOCIAL STUDIES Special Instructions Location: _____ Time: _____	Read pg. Write:				
SCIENCE Special Instructions Location: _____ Time: _____	Read pg. Write:				
MATH Special Instructions Location: _____ Time: _____	Read pg. Write:				

Student Assistant Job Application

Name:	Grade:
Homeroom:	Free Period:

Please check your interest areas	
Job Description:	Check if interested
Book monitor	
Homework monitor	
Bulletin Board monitor	
VRC technician	
Computer technician	
Filmstrip or tape recorder technician	
New student buddy	
Secretarial assistant (filing)	
Classroom custodian	
Web page reporter	

Please note any other interests or skills that you have which you feel might be of help:

Other helpful information:

Sample Classroom Rules

Be seated at the bell.

**Be prepared with notebook, pen,
text and homework.**

Raise hand to speak.

**Speak and behave in a
respectful manner.**

Work until closing bell.

Sample First Week Introductory Quiz

After discussing the class expectations and establishing simple class rules, this very simple introductory quiz may be given. Questions should be multiple choice, true/false, or short fill-in. It is meant for review of essential information and to provide for instant student success.

1. The name of this course is:

2. This class meets in room:

3. My teachers' names are:

4-6. Three items I am expected to bring to class:

7. The grade that I want to get in this subject:

8-9. Two things I plan to do to get that grade:

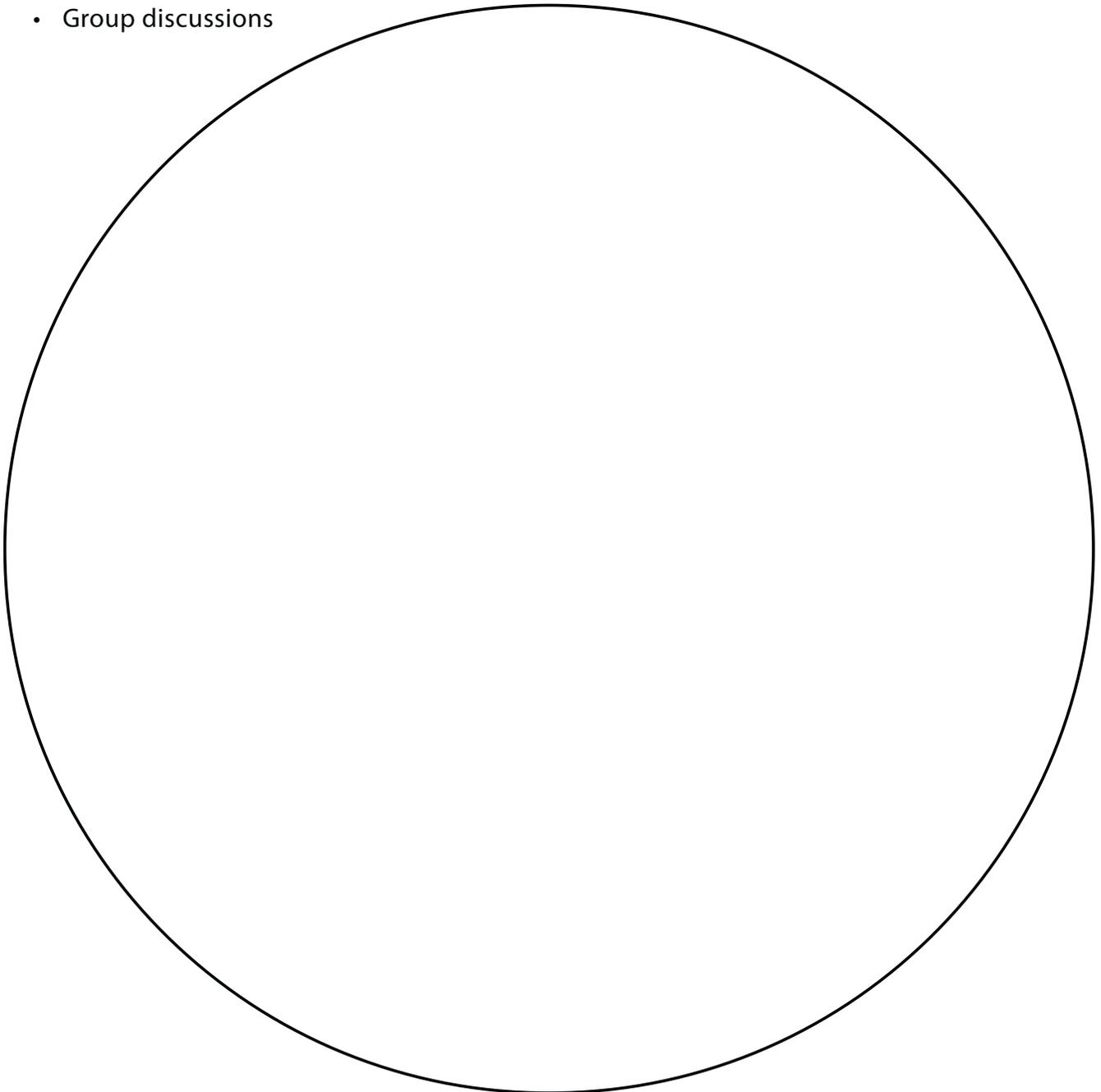
10. One fact about me that I want the teacher to know:

Preferred Teaching Style Inventory

Consider the manner in which you teach. Compare this with that of your coteachers. Make adjustments for optimal collaboration.

Divide the circle below into tenths and label the sections based on the time spent during an average class period doing the following:

- Lecture
- Note-taking
- Group work
- Demonstrations
- Reading
- Lab work or independent work
- Audio-Video presentation
- Computer work
- Worksheets
- Group discussions



Sample Multi-Modal Lesson Plan

Plan to incorporate opportunities for students to utilize different modalities for learning during each lesson.

Write the main objectives on the board, followed by short statements describing what and how you will accomplish those objectives. Check them off as they are accomplished during the class period. (Homework assignment is also written on a distinctly identified section of board.)

- How is human digestion accomplished?
 - What are distinctions between ingestion, digestion and egestion?
 - How does this life function occur on a cellular or organism level?
 - What vocabulary words relate to this life function?
1. Share or read a brief focusing story telling about digestion.
(Perhaps a true story of someone who had a portion of the digestive system removed.)
 2. Give a very quick simple quiz reviewing main ideas of story.
(Multiple choice, true/false or short answer.)
 3. Brainstorm digestive vocabulary words and meanings. Write on board.
 4. Give a short lecture on the anatomy and physiology of human digestion using overheads and visuals. Incorporate drawings to be labeled. Distribute copies for student notes with main ideas to be filled in as lecture progresses. (Teacher/coteacher fills in answers on overhead.)
 5. Introduce and show a short video on human digestion.
"I Am Joe's Stomach."
 6. Lead a group discussion of main ideas of video focusing on the anatomy and physiology of human digestion on a cellular and organic level.
 7. If time permits, review vocabulary words and meanings.

Collaborative Teaching Decision-Making Guide

The following questions are meant to be a guide for your coteaching experience. How you and your coteacher respond is important to the daily functioning of your class. First, we suggest that each of you answer the questions silently. Next, discuss your answers and collaboratively determine how you will proceed.

Communication Issues

1. Which of you will be the "Master or Mistress of Ceremonies" and introduce the teaching staff to students or parents?

2. How will you explain to your students or parents the reason for the coteaching situation? (Caution: Check on how your administration is reporting inclusion in the student handbook and with parents. Adjust your answer accordingly.)

3. Who will communicate with parents?

4. How and how often will communication with parents take place? (Letters, phone calls, visitations, e-mails, web page on school web site).

5. Who will take responsibility for inclusion needs and success and communicate it to administration? parents? colleagues?

6. How and how often will monitoring of the collaborative effort take place? (For example: Orally, at weekly planning session.)

Logistical Issues

1. How will the room be arranged for students? Student desks in rows, circle, groups?

2. Where will coteachers work and keep their professional and personal belongings?

3. How will teacher space be shared?

4. What materials will be used? Where will they be stored?

5. What space will be utilized for providing extra-help or small group work?

6. Who will be responsible for "clean up" of the shared space at the end of each class period?

Suggested Criteria for Collaborative Harmony

Little things do mean a lot! It's the every day small irritations or courtesies that can make or break a coteaching team. Below are some items that we have found important to consider. Two columns have been provided, one for each coteacher. Take time to reflect before responding.

	Coteacher 1	Coteacher 2
1. When do you arrive at class? a. early, b. at the bell, c. usually a little late, d. other (explain).		
2. How would you describe your preparedness for the day's lesson? a. knowledgeable and ready to begin, b. fuzzy about the subject but can wing it, c. haven't a clue what the lesson is about, d. other (explain).		
3. To what extent do you take charge of the situation? a. I am always in charge, b. I am flexible and take charge when necessary or appropriate, c. I do not take charge, d. other (explain).		
4. To what extent do you show courtesy and smile when you see your coteacher? a. I make a point of greeting him with a smile and speaking politely, b. I am usually too rushed, but I often show courtesy, c. I mean to, but I forget, d. other (explain).		
5. How would you describe the manner in which you interact with your coteacher in front of students? a. Professionally and with humor and courtesy, b. the period often goes by without any interaction, c. I don't think about it, d. other (explain).		
6. How would you describe your attendance? a. Infrequently absent, b. Absent once or more a month, c. Absent frequently, d. other (explain).		

Possible Roles in Collaborative Teaching

The following are roles that have generally been assumed by general and special educators. It is our belief, that as the coteaching team develops collaboratively, there will be less definite assignment and assumption of responsibility and more blurring of roles. Both teachers will become more knowledgeable and proficient working with all students.

General Educator	Special Educator
1. Curricula expert.	1. Expert on instructional materials, strategies for diverse needs.
2. High stakes exam expert.	2. Expert at dealing with aberrant behavior.
3. Supervisor of class routines.	3. Innovative with strategies and curricular development.
4. Aware of time constraints.	4. Recognizes potential behavioral conflicts.
5. Knowledgeable about subject matter, assignments, guidelines.	5. Knowledgeable about modifying instructional materials, tests, homework assignments.
6. Familiar with text and resources.	6. Knows support staff and their helping capabilities, is prepared to seek help as needed.
7. Cognizant of evaluation techniques in keeping with subject area.	7. Coordinates CSE meetings, pupil personnel meetings and parent contact.
8. Aware of behaviors considered "normal" for general population.	8. Aware of ED students' IEP, BIP, test modifications and regulations for implementation.
9. Has a repertoire of strategies and activities to promote academic success for mainstream students.	9. Good at developing and personalizing relationships with students.
10. Knows department personalities and operating procedures.	10. Ready to individualize assignments as needed.

Collaborative Teaching Survey

Optimally, we suggest that collaborating teachers complete the survey on a quarterly basis in order to improve their efforts. An end of the year reflection time and completion of the survey will assist in planning and preparing for the years to come.

1 = Strongly agree 2 = Agree 3 = Unsure	4 = Disagree 5 = Strongly disagree
	1 2 3 4 5
1. The inclusion class is well planned.	
2. Instruction in the class is collaboratively agreed upon.	
3. The coteaching styles work well together.	
4. Special education and regular education students benefit from the instruction.	
5. The special education teacher modifies instruction to meet student needs.	
6. The special education teacher modifies materials to meet student needs.	
7. Modifications and planning is appropriate to all students.	
8. Communication with students is appropriate and effective.	
9. There is consistency in dealing with rules and enforcement of discipline.	
10. The general and special educators communicated differences and concerns in a constructive manner.	
11. Both teachers are flexible in adjusting assignments, curricular planning and instructional strategies.	
12. You have a positive feeling about working in this inclusion class.	

1. What are the strong points of the collaborative effort?

2. What are the weak points of the collaborative effort?

3. How can the team better prepare and accomplish curricular objectives?

4. What can be done more effectively?

Test Construction Suggestions

We have found many students to be test phobic or at least poor test-takers. The following may allow for more positive test responses from your students.

1. Practice similar questions prior to the actual test. Use a game or team competition format similar to Jeopardy.
2. Use sample test questions in the focusing activity segment of your lesson. Use sample answers and allow students to practice allocating points and suggesting preferred responses.
3. Deconstruct past state, regents or local exams. Assign questions regularly for homework.
4. When giving multiple-choice questions, vertically arrange answers for ease of reading. (Use numbers instead of letters as students with learning disabilities may inadvertently write "b" for "d.")
 - 1.
 - 2.
 - 3.
5. Type tests, double space with uncluttered format. Use boxes. Use bold font for key words in directions and in questions.
6. Encourage students to highlight words or selections on tests that will assist them in answering.
7. Use well-organized study guides that complement readings and lecture. For those high-stakes exams, encourage students to purchase subject related review books that give practice and test-taking strategies.
8. Use tests as a teaching tool. Consider allowing retakes of tests or of an alternate format for subject mastery.
9. Have students answer easier questions first to unlock the "freeze" they feel.
10. Give ample practice with essay questions. Have students get in the habit of jotting down "x" number of important points in phrase form, then practice restating the phrases as statements.
11. Train students to monitor their time. Give an oral accounting of the time.
12. Include point allocation on the test. Teach students to spend the most time on questions worth the most points.
13. Provide a quiet, distraction free test environment.
14. Provide required test modifications for every test. Be certain not to have test questions read in a location or manner that will be distracting to others.

Student Self-Survey for Academic Success

This self-survey can be quickly administered to all students during the opening weeks of school as part of a focus activity or closing activity. Results of the group (not individual results) could be shared and discussed with the class for suggestions on how to modify instruction to meet class weaknesses. Preferably, arrange individual conferences with interested students. Encourage them to suggest personal options and discuss other available options for assistance or compensation. Most of us have some learning weakness areas. Recognizing a weakness is the first step in overcoming it.

DIRECTIONS: Check any areas below that have been difficult for you.

Learning Weakness	Check if yes
1. Speaking in class, class discussions	
2. Volunteering an answer	
3. Reading out loud	
4. Reading silently	
5. Finding the main ideas in lecture or text	
6. Outlining	
7. Maintaining an organized notebook	
8. Keeping up with note taking, copying notes accurately	
9. Mathematical computation	
10. Graphing	
11. Studying effectively for tests	
12. Remembering facts	
13. Taking tests	
14. Working independently	
15. Staying on task, completing work	
16. Working with peers in groups	
17. Writing paragraphs, essays	
18. Staying focused	
19. Remembering material presented orally	
20. Recalling information presented in written form	
21. Making an oral presentation	
22. Following directions	
23. Learning from demonstration	
24. Doing independent research	
25. Using appropriate grammar	
26. Reading and recalling subject area vocabulary	

Other difficulties that I have: _____

Student "How-to" Guide/Contract

We often assume that rules, regulations, and classroom expectations are the same in all classes. Not so. (Use this guide with each student, with co-teachers, teacher assistants and substitute teachers so classroom continuity will be assured.)

Here is a "How To" guide or contract of expectations for this class. As we review procedures, complete the phrase at the left by finishing the sentence in the box at the right. Please sign and have your parent or guardian sign to signify that the procedures are understood.

Scenario	Expectation
1. When I enter class, I should ...	
2. After I have completed the above (#1), while I wait for the teacher to begin the class, I should or may...	
3. If I am late to class, I should	
4. If homework is due, I should... (include where, when and how it should be submitted).	
5. If I have to use the restroom, I should...	
6. If I have neglected to complete a class assignment or homework, I should...	
7. If an emergency requires me to leave the classroom, I should....	
8. I can pack up for class dismissal when....	
9. I will know my homework assignment because...	
10. If I want to submit a completed make-up or extra credit assignment, I should....	
11. If I am absent for a test, I should...	
12. If I cut class, I should...	

Adapted from Algozzine & Yesseldyke, 1997

Date: _____

Student signature: _____

Parent/guardian signature: _____

Please feel free to write any questions or comments: _____

Curriculum Tips for Dealing with Easily Distracted Students

Today's youth have irregular meals, irregular sleeping habits and uncertain study habits. All of these make it difficult to maintain attention to academic work. The following may help you maintain their focus. Check each technique that you have tried and found to be successful.

Tip for Improving Student Focus	Check if Yes
1. Use of videodisc for audio/visual and bilingual subject matter presentation.	
2. Use of audio tapes or disks to enhance lesson.	
3. Use of large, colorful, interesting visuals: computer graphics, videos, overheads, tables, graphs.	
4. Use of student name in questioning or affirming an answer.	
5. Class period divided into segments that are multi-modal, reduced lecture.	
6. Use of learning games for review and test preparation.	
7. Use of student-conducted review and student-constructed questions for review or for test. Allow students to present special projects, make videos or tapes to help others.	
8. Give concrete, simple directions.	
9. Reduce extraneous classroom audio and visual stimuli. Use bulletin boards for current topics, remove old displays.	
10. Speak in a soft voice. Vary your tone and inflection. Vary tempo of lesson. Use humor.	
11. Develop "specials"; short lessons of high interest and varied activities.	
12. Reinforce the importance of accuracy over speed.	
13. Pre-teach unit or lesson. Have students brainstorm vocabulary and concepts they feel relevant. Consider giving a pre-test. (Those excelling, offered opportunity for challenging, fun project such as a subject related scavenger hunt.)	
14. Encourage and check on note taking, notebook organization.	
15. Give positive encouragement. Rephrase answers, give student acknowledgement for answer.	
16. Pause after asking questions for students to reflect before answering.	
17. Model appropriate forms, assignment completion, if possible, show samples.	
18. Be open to student questions, ideas, criticism.	
19. Use flash cards, charts, tables, and graphs in review of major concepts.	
20. Use interactive note packets. Complete unfinished portions in small or large group. Fill in answers on overhead to insure accuracy.	
21. Use of rhyme, rap, song, mnemonics to assist in fact retention.	
22. Availability of extra-credit projects to improve test average.	
23. Availability of extra-help on regular basis, with easy access.	
24. Experiment with level of lighting. (May be too bright, too dark.)	
25. Experiment with seating arrangements. Avoid long-term permanent seats. Tell students that seats will be changed regularly (giving you latitude to change as necessary).	

Suggested Do's and Don'ts for Inclusion Grading

Try to	Avoid
Give positive feedback when possible, for example: Great job on the essay part of the exam. You gave 4 important facts.	Posting grades, reading grades aloud.
Encourage oral presentations (formal or informal).	Penalizing the unsure or quiet student who prefers not to or refuses to participate.
Use multiple assessment techniques.	Using only one measure for determining grades.
Encourage creative ways to demonstrate mastery.	Expecting all students to perform well on pencil or paper tests.
Give several shorter or less extensive tests.	Giving one long, intensive and extensive test.
Grade papers yourself, or have students grade their own papers.	Having students grade another's work.
Grade notebooks or folders for completion and neatness.	No expectation of keeping notes and notebooks up to date.
Include bonus questions for all or challenge questions for those more able. Consider a "fun" question to reduce test-taking stress.	Hand-written or poorly formatted exams.
Review before the test day. Construct tests from study outlines of concepts and terms.	Using tests made by others.
Answer subject matter questions prior to disbursing tests.	Introducing any new material on test day.
Use tests as teaching tools for unit exams or high stakes exams. Allow for retake of test in an alternate format.	Using grades as threats.
An open notebook or take home test.	Directing personal negative comments about grades or test scores.
Allow students to correct test items and resubmit, consider giving partial credit for corrected items.	Giving unclear directions on tests or imprecise information about grading policy.
Avoid the need for students to transfer information from one paper to another.	Making the test cumbersome and difficult to determine how or where to answer questions.
Allow students to practice devising test items and answering them.	Surprise, "got'cha" questions.
Keep a quiet, non-threatening testing environment.	Talking or allowing others to talk during testing.
Offer mandated testing modifications in the least intrusive and obtrusive manner possible.	Calling attention to those students in need of testing modifications.
Accept and encourage critical suggestions about grading techniques and policy from students and parents.	Being rigid, positional and defensive about the grading techniques and policy.

15 Study Skills Tips

Grades can be improved. Scores on tests can go up. Test-taking stress can be reduced.

Try the following and chart your progress!

1. Organize your notebook into sections. Always date your notes and put them in order (either in the front or back of the section).
2. Listen carefully during class. Ask questions any time you don't understand something.
3. Take complete notes. Keep study guides or dittos handed out by your teachers. If you are absent, get and copy the notes from a good student or from the teacher.
4. Spend the first moments of each class reviewing previous notes.
5. Jot down new vocabulary words and terms. Keep a special section with subject area terms. Include meanings.
6. Develop a habit of daily rereading your notes from class.
7. Use a highlighter. Highlight the MOST important information.
8. Make flashcards for vocabulary words or main concepts. Study them whenever you have a few free minutes (on the school bus, in waiting rooms, etc.).
9. Before an exam, make a checklist of important things you should know. Cross them off the list as you study them.
10. Plan ahead. Study for the next test every day. Set aside time over the weekend to review the week's notes, vocabulary and main concepts.
11. Get in the habit of jotting down questions you want answered by your teacher. Write down questions you think might be on a test; be sure you can answer them.
12. Think about a study buddy, but only if the person is serious about learning. Establish a time period for study and goals of what you intend to cover. Do not waste time or talk about other non-study topics. Work together on a regular basis to review notes, vocabulary, concepts, worksheets. If you find that it is not productive, discontinue and study on your own.
13. For textbook assignments:
 - ❖ Pre-read textbook readings by scanning the assignment, looking at the pictures and reading the captions.
 - ❖ Use a 3x5 card held directly below your reading place to focus attention to the selected passage.
 - ❖ Look at all the topic headings.
 - ❖ Read any text prepared questions at the end of the assignment. Ask yourself, "What is this chapter trying to say?"
 - ❖ Read the chapter with a questioning mind looking for who, what, when, where, why, how.
 - ❖ Reread and try to summarize the main topics in your own words.
 - ❖ Make flash cards or take notes of vocabulary and important concepts.
14. Try to study at the same times daily. Develop the habit.
15. Try to study in a distraction free location, if possible the same place daily.

Test-taking Strategies

If you have studied but feel anxious that test results will not reflect your knowledge and ability, here are a few things you can do to reduce the stress.

General Strategies

- ❖ Do not talk to others about the test on the day it's given.
- ❖ When you enter the exam location, clear off your desk except for the required tools (pen, pencil, highlighter, ruler, calculator, etc.).
- ❖ Listen carefully to oral instructions prior to beginning work.
- ❖ Note how much time is allotted for test completion.
- ❖ Scan the test to note the format and the point structure for each section. Decide how you can best use your time to get the most points.
- ❖ Before you begin to answer any questions, write down any memorized study hints, formulas, and facts in the margins.
- ❖ Read the instructions carefully. Use a highlighter to indicate what you must do to answer the question. Highlight important choices or vocabulary that can help you in your answer.
- ❖ Do not allow others to distract you; focus on your own work only.
- ❖ Look through the test to locate terms or ideas that might assist you with answering other questions.
- ❖ Do not spend time on a question about which you are unsure. Circle it or make a notation in the margin. Return to it. Move on to the next question. You may recall the answer or recognize it in another question.
- ❖ Review the test upon completion to ascertain each item has been answered.

Multiple Choice Tests

- ❖ If two answers are similar, select the one you feel is best.
- ❖ Avoid answers with phrases including "always," "never."
- ❖ Select an answer that uses grammar that correctly completes the question stem.
- ❖ Place answers in the correct location on "bubble sheets" or answer sheets.
- ❖ Read the question and answer it in your own words before looking at the choices. Find the answer that corresponds.
- ❖ If you are given a wide range of numbers from which you must guess, select one in the middle.

Essay Tests

- ❖ Highlight or underline exactly what is asked of you. If there are several parts to the question, number them so you do not neglect any part.
- ❖ Make certain you follow instructions. Highlight or underline the verbs that define what you are to do. If you are to compare items, do not list; if you are to describe, do not compare.
- ❖ Make a brief outline before beginning to write your answer in sentence form. Make certain you state key concepts and give enough information to answer the question and secure the allotted points.
- ❖ Get to the point. Consider using the wording of the question in your answer.

Holistic Rubric Design

The more effective your rubric (rating scale), the more effective the evaluation of student work (process or product). There are 2 types of rubrics: holistic and analytic.

Holistic rubrics consider the whole project or process. They are easier to construct and to use but normally do not yield as much feedback as the analytic rubrics.

Sample Holistic Rubric			
SCORE	DESCRIPTION	STUDENT'S SELF-ASSESSMENT	TEACHER'S ASSESSMENT
5	All parts included; clear, complete understanding demonstrated		
4	Key parts included, demonstrates understanding.		
3	Some key parts missing, partial understanding.		
2	Many key parts missing, partial understanding.		
1	Did not respond with understanding.		
0	Did not attempt project, assignment.		

Analytic Rubric Design

The analytic rubric requires that process or product be broken into discrete steps or parts for evaluation to determine to the extent the criteria are met. Analytic rubrics are helpful in allowing teachers and students to distinguish between a superior and inferior product or process. Analytic rubrics include the clearly defined and stated important steps of the product or process, preferably in order of occurrence. They can be time consuming but provide excellent feedback, especially when students are involved in the construction and evaluation process.

Sample Analytic Rubric						
Criteria	1 Beginning	2 Progressing	3 Proficient	4 Superior	Teacher's Assessment	Self- Assessment
#1 Precise description of one important aspect of performance, product.	Description of fundamental level	Description showing movement toward proficiency	Description showing proficiency in performance	Description showing superlative performance		
#2 Precise description of one important aspect of performance, product.	Description of fundamental level	Description showing movement toward proficiency	Description showing proficiency in performance	Description showing superlative performance		
#3 Precise description of one important aspect of performance, product.	Description of fundamental level	Description showing movement toward proficiency	Description showing proficiency in performance	Description showing superlative performance		
#4 Precise description of one important aspect of performance, product.	Description of fundamental level	Description showing movement toward proficiency	Description showing proficiency in performance	Description showing superlative performance		
#5 Precise description of one important aspect of performance, product.	Description of fundamental level	Description showing movement toward proficiency	Description showing proficiency in performance	Description showing superlative performance		

Student Life Style Survey

Lifestyle decisions may be the result of habit, conscious personal choice or made unconsciously. They can impact on relationships, behavior and performance. Please take a few moments to respond to the following questions. There is a place to add comments, if you so choose.

1. About how many hours of TV do you watch daily?
2. About what time do you go to bed?
3. How many hours of sleep do you normally get?
4. How would you describe your energy level during the day?
5. What do you usually eat for breakfast?
6. What do you normally have for lunch?
7. How many glasses of water do you usually drink a day?
8. Who prepares the meals in your home?
9. Who shops for the food?
10. Where do you usually eat dinner?
11. With whom do you usually eat dinner?
12. Are you a junk food freak? If so, what is your preferred junk food and how frequently do you eat junk food?
13. How many servings of fruits and vegetables do you usually have a day?
14. How many hours do you spend on schoolwork daily?
15. Where do you do schoolwork?
16. How do you study?
17. About how much physical exercise do you get daily?
18. What is one thing you feel you should change about your health habits?

Comments:

School Discipline Survey

How does your school stack up when it comes to the establishment and maintenance of a safe, positive learning environment? The following are some indicators that may be helpful in determining to what extent your school will be able to assist you in your classroom management efforts.

Rating Scale: 1 = Almost Always 2 = Sometimes 3 = Almost Never	
	Rating
1. The school is clean, cheerful and orderly in appearance.	
2. Staff speaks to and treats ALL students respectfully.	
3. Staff reports to school and classes in a timely fashion.	
4. Students report to school in a timely fashion.	
5. Staff reports to duty assignments in a timely fashion.	
6. School discipline procedure has been clearly defined and disseminated and is understood by staff, parents and students.	
7. Teachers are supported by administration and ancillary staff in disciplinary efforts.	
8. The school staff works together to maintain discipline.	
9. Staff dresses, talks, behaves in a purposeful and professional manner.	
10. A professional staff presence is obvious between classes and before and after school.	
11. Students are a part of the school's operation and government.	
12. Students have a sense of ownership and pride in their school.	
13. Staff has a sense of ownership and pride in their school.	
14. There is a clearly defined and available chain of command to handle serious discipline issues.	
15. Administration is readily available to assist staff with emergencies.	
16. Administration is readily available to assist students with disciplinary issues.	
17. Students and staff feel no threat of violence.	
18. The school is free of gang or drug related incidents.	
19. Staff is aware of school, community and parenting resources available for supporting students and know how to access them.	
20. Effective training for violence de-escalation strategy is provided to staff.	
21. Coordinated services and programs for student support and involvement are available and widely known.	
22. School teams work on behavioral, social and academic problem solving.	
23. Effective training is ongoing to provide staff with skills to handle maladaptive behavior.	
24. There is a school wide discipline approach concerning non-compliance, unacceptable behaviors, disruptive or defiant behaviors.	
25. There is ongoing meaningful evaluation of academic, remedial and extra-curricular programs as well as staff and administration.	

Teacher's Preparedness Survey

Things to Do to Avoid Discipline Problems

Rate yourselves: The higher your score, the lower your chances for management problems from your students.

	YES	NO
1. We greet students with a smile. We treat all students respectfully.		
2. We are purposeful in starting the class, following our objectives and completing work at the closing bell.		
3. We have discussed and posted the class rules.		
4. We treat offenders personally, quietly, in a timely manner and with respect.		
5. Consequences for misbehavior are appropriate to the rule infraction. They are pro-social in nature.		
6. Effort is made to help a student avoid rule infraction, to self-monitor and self-correct.		
7. We clearly establish that rules or consequences are in place to ensure a safe environment for learning.		
8. We role-model respectful behavior and adhere to class rules and standards ourselves.		
9. Effort is made to down-play difficulties; focus is on the academic business of the class.		
10. We do not back angry, upset students into an emotional corner.		
11. We are open-minded in dealing with student suggestions and complaints and try to act upon those having merit.		
12. We make it obvious that we are there to support and help all students.		
13. We have established a repertoire of pro-social consequences for misbehaviors.		
14. We know and have practiced an emergency plan in case of violent behavior.		
15. We do not hold a grudge. We focus on the positive rather than the negative.		
16. Students recognize that our class is a safe place; that the teachers deal fairly and firmly with serious infractions.		

Student-Teacher Suggested Alternatives to Punishment

Student involvement in determining the consequences of non-violent rule infraction or misbehavior has a better chance of positively altering behavior than the use of punishment. Allowing students some choice gives them some power and the chance to benefit from the consequence. The following are some alternatives that may be helpful as you develop your repertoire of alternatives.

1. Student writes a poem, short story, rap about subject matter or misbehavior.
2. Student prepares and presents a comedy scene showing a positive alternative to his misbehavior.
3. Student agrees to attend one after school extra help session.
4. Student agrees to attend one school extra-curricular function.
5. Student brings in a brain teaser, riddle or puzzle to be shared with the class.
6. Student agrees to clean up classroom, put books away, file papers, etc.
7. Student draws a picture, develops a graph, etc., related to subject matter, to share with class.
8. Student agrees to sing a selected song in front of class.
9. Student agrees to assist teacher in helping another student in a teacher-determined manner.
10. Student brainstorms five positive alternatives for how she might better have handled the situation.
11. Student devises a self-monitoring procedure and agrees to use it in attempting to positively change behavior.
12. Student agrees to meet with teachers and develop a contract that focuses on diminishing or eliminating the negative behavior and replacing it with a positive one.
13. Student agrees to write a brief essay explaining why they were the cause of the rule infraction and what they intend to do differently. They agree to date it and sign it to place it in their file folder for future reference.
14. Student agrees to brainstorm to develop a list of 10 ways that their misbehavior impacted negatively on self, peers or the teacher.
15. Student agrees to work with teachers to develop a list of "triggers" that encourage misbehavior or a personal signal or code to indicate frustration and need for assistance in averting a potential problem.
16. Student develops a motivating, fun activity for class use related to subject matter being studied.
17. Student agrees to list five school, community or church activities opportunities (that they normally do not attend) to assist with personal growth. Student selects one and agrees to attend.
18. Student agrees to develop three alternatives not listed and with teacher approval, select one.
19. Student agrees to read lesson or text assignment on tape for student use if absent or reading disabled.
20. Student agrees to tutor a student after demonstrating mastery of subject matter.

Pointers for Establishing a Climate for Productive Parent-Teacher Conferences

A few minutes preparation before a conference will go a long way in building a collaborative relationship that will help students, parents and YOU. How prepared are you?

	YES	NO
1. Do you know the correct relationship to the student of the adult you are meeting? (parent, stepparent, foster parent, relative, guardian)		
2. Do you have the correct name of the adult?		
3. Is the person legally responsible for the student?		
4. Do you speak the primary language of the parent or guardian? If not, do you have a translator available?		
5. If the parent had to bring a child/children, do you have a place for them to sit, work or play?		
6. Do you have current samples of student work, tests, projects as well as your grade book available?		
7. Can you make at least two positive statements about the student (i.e., about academic work, motivation, participation, cooperation, behavior)?		
8. Have you established uninterrupted time for the conference?		
9. Do you have a comfortable, quiet and fairly private location? (i.e., appropriate size chair, table for both of you in the back of your room)		
10. Are you ready to greet them by name with a smile?		
11. Have you some questions to ask them about ways to work more effectively with the student?		
12. Do you have a notebook or log to jot down helpful information, contact addresses or phone numbers?		
13. Do you have specific suggestions about how parent or guardian can support academic growth and more positive behavior?		
14. Are you ready and willing to listen openly to their concerns, needs and critical comments?		
15. Do you have a follow-up plan to ensure ongoing collaboration?		
16. Are you prepared to thank them for their attendance?		

Home-School Relationships: Tips on How to Work Together

Family-school collaboration strengthens the school experience. Students who know that parents and school staff are working together for and with them are less likely to cause problems and more likely to get appropriate and timely assistance should problems arise.

Ways to reinforce positive behavior in home and at school

- ❖ Obtain and read a copy of the school behavior code with your teen. Obtain and read a copy of each teacher's classroom rules. Discuss them with your teen as well as the consequences of infractions.
- ❖ Work with your teen to establish home rules aligned with school rules. Keep them short, simple and easily enforced.
- ❖ Be consistent and fair. Give immediate consequences, preferably after discussion with your teen.
- ❖ Promote her independence and responsibility by encouraging her involvement in rule making and consequence determination.
- ❖ Maintain your sense of humor.
- ❖ Listen to your teen's complaints and suggestions. Be objective in discussing them. Try to act upon those with merit.
- ❖ If there is a difficulty at school, first collect information from your teen. Then, call the adult involved and listen to the school view. Attempt to reinforce the school code. Try not to bad-mouth the school or teacher. Many teens immediately sense disharmony and use it to undermine efforts for a unified effort at discipline.
- ❖ If you disagree with the school or teacher consequences, arrange a conference to discuss your views in an objective manner. Be specific. Be open to alternative views.
- ❖ If you have serious concerns about the disciplinary environment in the school, arrange to "visit" for a day. Note your concerns prior to scheduling a meeting with the appropriate school personnel.
- ❖ Keep the focus on your teen's safety and positive development of social behavior.

Early Warnings Signs of a Student At-Risk of Failure

- ❖ Poor test or classwork grades.
- ❖ No work brought home or shared with you.
- ❖ Failure to bring texts, notebooks and assignments home.
- ❖ Refusal to discuss school, schoolwork or academic progress.
- ❖ Reports from school of behavior problems.
- ❖ Repeated reports of boredom or assigned work that is too difficult.
- ❖ Depression.
- ❖ Lack of interest and involvement in school or community activities.
- ❖ Problem focusing or paying attention to studies.
- ❖ Limited view of personal post-high school plans.
- ❖ Frequent cutting or absences.

If you sense that your teen is not coping well or able to succeed with class work, ask for a conference with the appropriate teachers.
Try to work collaboratively to develop an assistance plan.

20 Tips to Help Your Child Study

Parents/guardians are invaluable in encouraging and supporting their children's academic growth. The following tips have been found to enhance study effectiveness and lead to improved student success.

1. Encourage your child to use an assignment pad or calendar for writing homework assignments for each class. Check it nightly (or as needed as she shows academic responsibility).
2. Encourage your child to keep a notebook organized by subject area.
3. Check with each teacher to find out what the homework policy is.
4. Talk to or arrange with your teen a regular time to do homework assignments and study.
5. Find a quiet place with good light and a place for him to sit at a table or desk.
6. Have materials available for his to use (pen, pencil, ruler, compass, calculator, dictionary, computer). Have a convenient storage area for works in progress or resources (could be as simple as a box).
7. Establish that homework or study time is "distraction-free," no TV, phone calls, games, loud music, etc.
8. Be available for help or discussion.
9. Show an interest in assignments and class work. Try to discuss school subjects during the normal course of conversation.
10. If necessary, set a good example by reading or doing quiet work while he studies and does homework.
11. Discuss the instructions for assignments to ascertain that your child will be on target.
12. Contact the teacher if your child is having difficulty doing or completing assignments or if the work seems too hard or too easy.
13. Monitor her work toward completion of assignments.
14. Check long-range assignments and monitor progress. Help her establish goals and steps.
15. Make a habit of regular library use for research and pleasure reading.
16. Talk about how to improve study habits. Encourage a nightly review of notes, assignments. Ask her if you can give an oral quiz.
17. Use the television as a learning tool. Check listings for programs that will enhance studies.
18. Talk with your child about a procedure for making up missing assignments due to absence from class.
19. Give lots of encouragement.
20. Give lots of praise whenever appropriate.

Internet Resources for Parents and Guardians

(Suggestions from National Parent Information Network, courtesy of ERIC)

There is ample research to underscore the high correlation between parental involvement and student achievement. The Internet is a quick, efficient and inexpensive method of accessing resources to assist in parenting and supporting home-school learning. The following sites have been reviewed by the National Standards for Parent/Family Involvement as helpful in promoting education and involvement.

- ❖ **Parents' Guide to the Internet**
<http://www.ed.gov/pubs/parents/internet/index.html>
- ❖ **The Children's Partnership: Children and Technology**
<http://www.childrenpartnership.org/bbar/ctech.html>
- ❖ **The Reading Village**
<http://teams.lacoe.edu/village/welcome/html>
- ❖ **The National Parent Information Network**
<http://npin.org/>
- ❖ **Family Involvement in Children's Education: Successful Local Approaches**
<http://www.ed.gov/pubs/FamInvolve/>
- ❖ **Parent Involvement: Literature Review and Database of Promising Practices**
<http://www.ncrel.org/sdrs/pidata/pi0over.htm>
- ❖ **Kids Can Learn**
<http://www.kidscanlearn.com/>
- ❖ **Dealing With Tough Issues Series: QuickTips® for Parents**
<http://www.par-inst.com/products/quicktips/qtindex.shtml>
- ❖ **Partnership for Family Involvement in Education**
http://www.indiana.edu/~eric_rec/ieo/digests/d140.html
- ❖ **Helping Your Child With Homework**
<http://www.ed.gov/pubs/parents/homework/pt7.html>

Getting Started Packet

Paraprofessional Skill-Comfort Checklist

Working with others collaboratively can be more comfortable and effective when team members recognize our skills and accept those areas that are not within our comfort zone. Please respond to the following. Your additional comments are appreciated.

Comfort rating scale			
1= Very comfortable	4= Uncomfortable		
2= Fairly comfortable	5= Very uncomfortable		
3= Unsure (may be willing to try)			
	Rating	Additional Comment	
1. Providing one-on-one instruction			
2. Reading passages, instructions			
3. Rewording/simplifying passages or instructions for ease of comprehension			
4. Providing small group instruction (using teacher instruction and guidance)			
5. Refocusing and redirecting off-task students			
6. Assisting students with specific disabilities			
7. Speaking or understanding a second language			
8. Reinforcing previously taught concepts			
9. Using a computer for word processing			
10. Using a computer for research (internet skill)			
11. Using a scientific calculator			
12. Helping with advanced math concepts			
13. Helping with disciplinary issues and affirming class rules			
14. Relating to or working with ED students			
15. Maintaining a calm attitude even if provoked			
16. Accepting constructive criticism			
17. Giving constructive criticism			
18. Assisting with group projects			
19. "Reading" non-verbal cues			
20. Sharing responsibility for instruction			
21. Helping provide specified testing modifications			
22. Encouraging students toward independence			
23. Following collaborator's guidelines and lessons			
24. Making materials (modifying, copying etc.)			
25. Assisting with emergency evacuation plans			
26. Understanding the ethnic culture of students in class			

Special Skills: _____

Ways I can be most effective: _____

Getting Started Packet

Guideline #1 for Effective Collaboration

Taking time to clarify classroom procedures with paraprofessionals saves time in the long run. Students need to hear the same message from all the members of the collaborating team in regard to discipline and operating procedures. We suggest that collaborating teachers fill in the following and present it as part of a "Getting Started Packet" for your paraprofessional.

Scenario	Expectation
1. When students enter class, they should . . . (tell where they should sit, what they should have with them, what they should do).	
2. After they have completed the above (#1), while they wait for the teacher to begin the class, students should...	
3. If they are late to class, students should . . .	
4. If homework is due, students should . . . (Include where, when and how it should be submitted).	
5. If they have to use the rest room, students should . . .	
6. If they have neglected to complete a class assignment or homework, students should . . .	
7. If an emergency requires him to leave the classroom, he should . . .	
8. Students can pack up for class dismissal when . . .	
9. Students will know the homework assignment because . . .	
10. If students want to submit a completed make-up or extra credit assignment, they should . . .	
11. If students are absent for a test, they should . . .	
12. If students cut class, they should . . .	

Getting Started Packet Guideline #2 for Effective Collaboration

The following are the classroom rules that have been discussed with students and conveyed to parents or guardians. They are posted prominently for student or teacher quick referral.

- 1. Be seated at the bell.**
- 2. Be prepared with notebook, pen, text, and homework.**
- 3. Raise hand to speak.**
- 4. Speak and behave in a respectful manner.**
- 5. Work until the closing bell.**

Getting Started Packet

Guideline #3 for Effective Collaboration

Tips on How to Avoid Discipline Problems

We want to work together to have a safe, effective learning environment for all students. We are endeavoring to use the following guidelines to avoid disciplinary problems that might interfere with instruction. Please rate yourself: The higher your score, the lower the chances for management problems.

	YES	NO
1. I greet students with a smile. I treat all students respectfully.		
2. I attempt to encourage students to prepare for class by the opening bell and continue to work until the closing bell.		
3. I know and attempt to follow and enforce posted class rules.		
4. If I must discipline a student, I treat offenders personally, quietly, in a timely manner and with respect, following guidelines established with my collaborating team.		
5. Consequences for misbehavior are appropriate to the rule infraction. They are pro-social in nature.		
6. I make an effort to help a student avoid rule infraction, to self-monitor and self-correct.		
7. I make an effort to follow and enforce clearly established rules or consequences to ensure a safe environment for learning.		
8. I make an effort to be a positive role-model of respectful behavior.		
9. I make an effort to down-play difficulties; focus is on the academic business of the class.		
10. I do not back angry, upset students into an emotional corner.		
11. I am open-minded in dealing with student suggestions and complaints concerning my performance and try to act upon those having merit.		
12. I make it obvious that I am there to support and help all students.		
13. I am aware of the established repertoire of consequences for misbehaviors.		
14. I know the emergency plan in case of violent behavior.		
15. I do not hold a grudge. I focus on the positive rather than the negative.		

Getting Started Packet

Guideline #4 for Effective Collaboration

Daily communication enhances relationships and instruction. You are in a position to strengthen the team's effectiveness. When you see, hear or feel that you have valuable information, kindly use the form below for conveying it. Place the comments in (a specified location such as: Our mailbox, on the desk, etc.). If you feel a sense of urgency about something, please be certain to let us know!

Today I heard/saw/felt the following that's important for you to know.

Students have indicated the following that may be helpful in your lesson planning or instruction.

I have a concern about...

I am upset that...

I am pleased that...

Getting Started Packet

Guideline #5 for Effective Collaboration: Paraprofessional Self-Evaluation

How Am I Doing So Far?

The following items are meant as a guide regarding expectations for effective collaboration. Please take a few moments for self-evaluation. You may or may not share it with us, but be certain to express any concerns you have concerning our collaborating efforts.

	Yes	No
1. I arrive to class prior to the bell.		
2. I greet coworkers and students with a smile.		
3. I follow and encourage students to follow the class rules.		
4. I know what is expected of me each period.		
5. I am able to follow team members' non-verbal cues.		
6. I feel free to communicate my concerns, ideas and comments.		
7. I can identify and assist those students in need of specific academic help.		
8. I guide students rather than provide answers or do the work for them.		
9. I am aware of classroom operating procedures and can answer student questions about them.		
10. I support my coworker's disciplinary efforts and guidelines.		
11. I maintain confidentiality in regard to students' personal and academic history.		
12. I help daily to enhance the academic instruction of the class.		
13. I feel comfortable asking for explanation or assistance.		
14. Students seem to be accepting of and respectful of me.		
15. I feel comfortable working with my team members.		
16. I feel comfortable helping all students.		
17. I would like to discuss this self-evaluation with my coworkers.		
18. I would like to take part in and provide input into my professional evaluation.		

One question that I want answered is:

If I had one thing I would like to see changed it is:

I could be a more effective member of this collaborating team if: