

Designing reasonable adjustments to support school inclusion

for children with a disability

Evidence Review Summary

Collaborative-Consultation

What is it?	Collaborative-consultation has been described as a model of inclusive education wherein the classroom teacher is supported in educating students with disabilities through collaborative consultation that takes place in and out of the classroom (1). It involves “co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal” (2).
Who are the collaborators?	Two key types of collaborators have been described in the literature: 1. Learning support coaches, who also go by a range of other names, are special education-trained professionals who may meet with students, teachers, or both (3-6); and 2. Allied-health professionals (psychologists, speech pathologists, occupational therapists) (7).
In what settings has it been used?	Collaborative-Consultation has been used in specialist and mainstream schools, at primary and secondary levels.
Evidence of good outcomes	Collaboration has been found to be a key element in effective inclusive education (8, 9). There is evidence that learning support coaches, who meet daily but only briefly with students, provide beneficial support to secondary students (5, 6). Collaboration is fostered with allied-health professionals when they are internal to the school (7), and when teachers and learning support consultants communicate effectively (4).
Evidence of poor outcomes	Poor experiences with collaborative-consultation were reported when communication was poor and expectations mismatched (4). Allied-health professionals were less effective when external to the school (7).
Barriers to effective use of Collaborative-Consultation	Low implementation and poor training were frequently identified (10, 11), as were lack of planning time (9, 12). Segregation attitudes from administration have also posed a barrier (13).

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