

Chapter 2


Interdisciplinary Pre–Service Professional Preparation Through Video Modeling

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ABSTRACT

Preparation of pre-service professionals to work in the field of special education requires explicitly taught approaches to collaboration as a part of a multidisciplinary team. The authors' faculty learning community provides a model to emanate the skills, knowledge, and dispositions of a high-functioning collaborative team expected from pre-service professionals through a mock individualized education program (IEP) team video series. Issues (origin story), solutions (video modeling), and areas of future research (mock interdisciplinary student teams) will be discussed. A description of Cox's (n.d.) 16 recommendations to frame a faculty learning community, video production, and other relevant topics for potential implementation will also be included. The faculty learning community and its video modeling products are presented as an exemplar for interdisciplinary, cross-departmental/institutional expertise to model a positive student-centered mock IEP team.

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INTRODUCTION

The following chapter outlines an approach to create and model interdisciplinary pre-service professional preparation with representation from personnel with a range of expertise in the field of special education. In this approach, an interdisciplinary team of faculty, also known as a faculty learning community (FLC), model and learn from each other to enhance professional knowledge and skills. These experiences include the development of an FLC and the creation of a video case study series to model interdisciplinary professional roles and engagement within special education and related fields. Professionals across various fields related to education might consider this project as an exemplar for organizing, facilitating, and evaluating the overall impacts of a shared and interdisciplinary learning experience.

The interdisciplinary and inter-professional FLC that was established developed the following collaborative goals:

1. Compose video models for pre-service professionals that represent inter-professional expertise to support students with high-intensity academic, social-emotional, and behavioral needs;
2. Model a positive collaborative approach to special education team meetings (i.e., Individualized Education Program team meetings, Functional Behavioral Assessment data analysis with behavior planning, Individualized Education Program goal development and selection of support services) for pre-service professionals' future careers; and
3. Distribute video models for pre-service professionals across a range of disciplines.

This interdisciplinary and inter-professional project-based approach to collaboration stemmed from the need for quality models of individualized education program (IEP) team meetings for pre-service professionals. Additionally, faculty were interested in establishing a stronger partnership between pre-service professional preparation programs and continuity in the use of discipline-specific terminology and practice. In this particular FLC project, then, the *IEP team* was used as a broad term most universally accepted in special education. Specifically, *IEP team* was used as a replacement for the Committee on Special Education (CSE) referenced in the *New York State Handbook Guide to Quality Individualized Education Program (IEP) Development and Implementation* (University of the State of New York: The State Department of Education, 2010).

In sum, this chapter will serve as an example to support the need for interdisciplinary and inter-professional approaches to preparing future service providers for students with disabilities and the stakeholders who support them.

BACKGROUND

Collaboration in Higher Education through Faculty Learning Communities (FLCs)

One of the essential prerequisites to interdisciplinary collaboration in higher education is interdisciplinary education (Petri, 2010). As part of this interdisciplinary education, faculty from separate disciplines develop an understanding of the knowledge, skills, roles, and inherent value of other disciplines. The

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