such as effective teaming, collaborative problem solving, and methods of pulling in special education services and co-teaching. Training helps teachers and other team members define the skills that are needed to include students and presents teachers with different models for planning and delivering coordinated special education supports.

2. Special education teachers meet individually with general education teachers to determine the general education teachers’ preferences for teaming roles and responsibilities.

3. Team members identify and share their responses to questions about their strengths/resources and needs/fears regarding inclusion and teaming: What skills, talents, knowledge, and experiences do I bring to the team? What are my emerging skills? What supports and resources do I need? What supports can