

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

COMPARING SCHOOLS ATTUNED AND CO-TEACHING

A graduate project submitted in partial fulfillment of the requirements  
for the degree of Master of Arts in Special Education,  
Mild to Moderate Disabilities

by

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ABSTRACT  
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Delivering high quality service to students with special needs and diverse learning styles in an inclusive setting creates a need for effective, efficient, and culture changing service delivery models. Secondary settings encounter more problems with full inclusion and schools often struggle to find effective service delivery models that will facilitate inclusion. Increasingly, schools are choosing the Schools Attuned professional development program or a Co-Teaching model to address the needs of secondary teachers and student populations. The Schools Attuned professional development program complements Co-Teaching strategies. A school site that uses a combination, or Hybrid model, would gain the organization, vocabulary, philosophical tenets and systematic problem solving offered through the All Kinds of Minds Institute's Schools Attuned program, and benefit from the inherent accountability, support, and communication of Co-Teaching.