

The Effectiveness of Implementing Transdisciplinary Teamwork Approach in a Special School: A Case Study of a Student with Severe & Multiple Disability

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Abstract

With the pass of the law of establishing and implementing disciplinary teams for educating individuals with disabilities in 1999 in Taiwan, the cooperative styles and implementing procedures were clearly defined. There are three models of team cooperative services: multidisciplinary, interdisciplinary and transdisciplinary. The special school has been always implementing the interdisciplinary model. The purpose of this research was intended to understand the difficulties and to analyze the effectiveness of implementing transdisciplinary teamwork in a special school. The research was conducted by a qualitative method. One student with severe & multiple disabilities and the disciplinary team workers of the special school were included in this study. This study used the methods of observation, interviews, videotaping, and documentation to analyze the information. The results showed that: (1) based on the ecological inventory, the home-room teacher focused solely on the school environment to set up the goals and objectives, (2) perspectives among the team members' were not consistent, due to the different professional training and philosophy; and administrators were not familiar with transdisciplinary teamwork approach, (3) administrative challenges included timing limitation, the appropriate arrangement for the logistical support, finally, (4) according to the effectiveness of implementing transdisciplinary teamwork, all members agreed that the intervention of transdisciplinary teamwork had a lot of contribution for the student's improvement in his performance.

Key words: Special school, severe & multiple disabilities, transdisciplinary,