

Contents

- 1 Interdisciplinary Teams in Special Education Schools:
Their Language and Discourse 1**
 - 1.1 Part A: Rationale, Importance, and Definition
of Interdisciplinary Teamwork in Special Education Schools 1
 - 1.1.1 The Rationale 1
 - 1.1.2 The Definition 4
 - 1.2 Part B: Important Aspects of the Language and Discourse
of an Interdisciplinary Team in a Special Education School 4
 - References 6
- 2 Methodology 7**
 - 2.1 Part A: The Methodological Basis of the Method Chosen 8
 - 2.1.1 The Data Collection Tools 8
 - 2.1.2 The Research Process 12
 - 2.1.3 The Data Collection Process 13
 - 2.1.4 The Rationale 14
 - 2.1.5 Ethical Considerations 17
 - 2.1.6 Limitations of the Research 19
 - 2.1.7 Critical Discussion of the Research Method 19
 - 2.2 Part B: The Method Employed in the Analysis of the Language
and Discourse of the Interdisciplinary Team 23
 - 2.2.1 Description of the Research Setting 23
 - 2.2.2 Models for Data Analysis 26
 - 2.2.3 Presentation of Models 28
 - 2.2.4 Rationale for the Choice of Minuchin’s Approach
(Minuchin 1982) 33
 - References 35

3 Key Words Related to the Team's Work with the Students	37
3.1 Part A: First-Order Knowledge—Key Word Categories (Organized by Profession)	40
3.1.1 Class of Key Words Originating with the Therapists	40
3.1.2 Class of Key Words Originating with the Teachers	46
3.1.3 Class of Key Words Originating with the Doctors	49
3.2 Part B: Second-Order Knowledge—The Concepts Used by the Members of the Interdisciplinary Team in Relating to Their Work with the Pupils, and What They Reveal About the Culture of the Team	53
3.2.1 A Progression of Discontent	53
3.2.2 Transferability	57
References	60
4 What Key Words Do the Team Members Use When Relating to Their Work as an Interdisciplinary Team?	61
4.1 Part A: First-Order Knowledge—Key Word Classes	62
4.1.1 Class of Key Words Adopted from a Different Sphere of Discourse	62
4.1.2 Class of Key Words that Reflect the Difficulties Encountered by the Interdisciplinary Team	68
4.1.3 Class of Key Words Presenting Possible Solutions to Work-Related Problems of in the Interdisciplinary Team	75
4.1.4 Metaphors Taken from Nature	78
4.2 Part B: Second-Order Knowledge—The Key Concepts Used by the Members of the Interdisciplinary Team in Relating to Their Work as a Team and What This Reveals About the Culture of the Team	81
References	85
5 Discourse Events in the Interdisciplinary Team	87
5.1 Analysis of Context in IEP Meetings	90
5.1.1 Categories of Information and Information-Sharing Discourse	91
5.2 Analysis of the Information-Sharing Discourse	92
5.2.1 Information-Sharing Discourse A	92
5.2.2 Information-Sharing Discourse B	96
5.2.3 Information-Sharing Discourse C	98
5.2.4 Combined Sharing Discourse: A and C	98
5.3 Part B: Patterns of Discourse in the Interdisciplinary Team and What They Reveal About Its Culture	100
5.3.1 Model of Discourse Categories of Knowledge	100
References	102

6 Discourse Events in the Administrative Team	103
6.1 Part A: First-Order Knowledge—Analysis of Discourse Events . . .	105
6.1.1 Discourse Event A: Self-defense When in Danger of Being Injured by a Pupil	106
6.1.2 Discourse Event B: The Assistant Teacher’s Late Arrival to a Therapy Session with a Pupil	111
6.1.3 Discourse Event C: Preparation of an “Identity Card” for the School. Bringing in an External Advisor	112
6.1.4 Discourse Event D: Preparation of a School Identity Card: First Meeting	114
6.1.5 Discourse Event E: Preparation of a School Identity Card: Second Meeting	115
6.1.6 Discourse Event F: Arrival of a New Pupil to the School . .	117
6.1.7 Discourse Event G: Administrative Team Complains of Overload and Asks the Principal to Lighten the Load . . .	119
6.2 Part B: Second-Order Knowledge—Discourse Events in the Administrative Team and What They Reveal About the Culture of an Interdisciplinary Team.	123
References	127
7 Conclusion: Practical Model for Interdisciplinary Team	129
7.1 Summary of Findings by Chapter	129
7.2 Third-Order Knowledge	130
7.2.1 The Subject Around Which the Collaboration Was Formed	132
7.2.2 Categories of Information	133
7.2.3 Information Targeting and the Nature of the Collaboration. . .	133
7.2.4 Type of Discourse.	134
7.2.5 Collaborative Operation	135
Glossary	139
Index	141

Language and Discourse in Special Education
Understanding Ethnographic Interdisciplinary Team
Culture

Manor-Binyamini, I.

2015, XIV, 142 p. 11 illus., Hardcover

ISBN: 978-3-319-09023-8