

Course Information Summary

Course (Prefix, Number, Title):

SPE 5800 Collaboration and Consultation in Special Education

Course Description:

An in-depth study of collaborative consultation in the provision of education to students with disabilities. This course has implications for teaching, supervision, and educational service delivery for students in general and special education settings.

Pre-requisites/Co-requisites

Prerequisites: Upper division or Graduate level standing in special education or a related field; SPE 4730: Consultation and Curriculum Adaptations for Individuals with Special Needs or SPE 5133: Topics-Collaboration and Consultation or permission of the Department Chairperson.

Required Text:

*New Text Under Consideration

Idol, L., Nevin A., & Paolucci-Whitcomb (2000). Collaborative

Consultation. 3rd edition. Austin, TX: PRO-ED.

Support of Conceptual Framework:

Methods of Instruction:

Class discussion, reflective exercises, and simulation activities will be the primary means of instruction and interaction.

Learning Outcomes/Objectives

Eastern Illinois Graduate Assessment of Candidate Learning Assessments
(Indicate which of six outcomes are assessed by the requirements of this course)(EIU):

2. Critical thinking and problem-solving
3. Oral and written communication skills
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community and profession in which they work

CEC Advanced Content Standards Addressed In This Course (CEC AC)

Advanced Standard 2: Program Development & Organization
Special educators apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a

continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. . Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 5: Professional Development and Ethical Practice
Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Advanced Standard 6: Collaboration
Special educators prepared at the advanced level have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understand to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

CEC Advanced Core Standards, including Common Core Knowledge and Skills (CEC ACC_K or CEC ACC_S):

CEC ACC_K

2K4 Prereferral intervention processes and strategies.

6K1 Methods for communicating goals and plans to stakeholders

6K2 Roles of educators in integrated settings

CEC ACC_S

2S1 Develop programs including the integration of related services for children based upon a thorough understanding of individual differences.

5S1 Model ethical behavior and promote professional standards

5S4 Disseminate information on effective school and classroom practices

6S1 Collaborate to enhance opportunities for learners with exceptional learning needs.

6S2 Apply strategies to resolve conflict and build consensus

CEC Specialty Area Knowledge and Skills (if applicable):

Special Education Administrator (CEC SEA_K or CEC SEA_S):

CEC SEA_K:

6K2 Administrative theories and models that facilitate communication among all stakeholders

CEC SEA_S:

6S1 Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation

6S3 Develops and implements intra- and interagency agreements that create programs with shared responsibility for individuals with exceptional learning needs and their families

6S5 Implements collaborative administrative procedures and strategies to facilitate communication among all stakeholders

6S6 Engages in leadership practices that support shared decision making

6S7 Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptional learning needs

6S8 Consults and collaborates in administrative and instructional decisions at the school and district levels

Grading Policy:

Grading Scale

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of total points	=	A
80-89% of total points	=	B
70-79% of total points	=	C
60-69% of total points	=	D
less than 60% of total points	=	F

Assignments:

Simulation of Consultation Model: Each candidate, in pairs or teams will participate in an in-class simulation of a consultation or team situation that might occur in the public schools. Each simulation will be video-taped. There will be an opportunity for self-assessment as well as instructor feedback.

Chart of Assessments:

See Chart . .

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Graduate/Advanced: Chart of Assessments

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed						Dispositions Addressed				
		1	2	3	4	5	6	1	2	3	4	5
Simulation of Consultation model	Each student, in pairs or teams will participate in an in-class simulation of a consultation or team situation that might occur in the public schools. Each simulation will be video-taped. There will be an opportunity for self-assessment as well as instructor feedback. Specific directions will be provided by the instructor.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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List of Graduate/Advanced Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Critical Thinking and Problem Solving
- Standard 3 – Oral and Written Communications
- Standard 4 – Advanced Scholarship/Research/Creative Activity
- Standard 5 – Working with Diverse Clientele
- Standard 6 – Collaboration and Creating Positive Relations

List of Unit Dispositions:

- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity

SPE 5800 Collaboration and Consultation in Special Education

COURSE DESCRIPTION

SPE 5800: Advanced Collaboration and Consultation in Special Education (3-0-3) S. ADV COL/CON SPE. An in-depth study of collaborative consultation in the provision of education to students with disabilities. This course has implications for teaching, supervision, and educational service delivery for students in general and special education settings. Prerequisites: Upper division or Graduate level standing in special education or a related field; SPE 4730: Consultation and Curriculum Adaptations for Individuals with Special Needs or SPE 5133: Topics-Collaboration and Consultation or permission of the Department Chairperson.

LEARNING MODEL

The **primary learning model** for this course is the Ecological Model (See Evans, W.H., Evans, C.S., Gable, R.A., & Schmidt, R.E. (1991). *Instructional Management*. Needham, MA: Allyn & Bacon).

COURSE TEXT(S)

*New text under consideration

Idol, L., Nevin A., & Paolucci-Whitcomb (2000). *Collaborative*

Consultation. 3rd edition. Austin, TX: PRO-ED.

2. There is no one text that covers all information relevant to the topic of collaboration and consultation. Therefore additional readings and handouts included in this course can be purchased at Copy X, Lincoln St., Charleston.

COURSE OUTLINE

- I. Course Introduction
 - A. Scope of content
 - B. Course Requirements
- II. Framework and Rationale for Collaboration and Consultation
 - A. Definition of Consultation/Collaboration
 - B. Characteristics of Consultation/Collaboration
- III. Historical and Legal Foundations for Consultation, Collaboration and Teaming
 - A. Historical and Legal Foundations including IDEA'97 and IDEIA 2005
 - B. Consultation and Collaboration models
 1. Behavioral
 2. Clinical
 3. Mental Health
 4. Organizational
 5. Collaborative Consultation
 - C. Teaming
- IV. Teams in Special Education

- A. Multidisciplinary Teams
 - 1. Definition
 - 2. Characteristics
 - 3. Strengths/Weaknesses in Practice
 - 4. Application in Special Education
 - 5. Relationship to Consultation
 - B. Prereferral Intervention Teams
 - 1. Definition and Types
 - a. Teacher Assistance Teams
 - b. Prereferral intervention system
 - c. Others
 - 2. Characteristics
 - 3. Strengths/Weaknesses
 - 4. Application in Special Education
 - 5. Relationship to Consultation
 - C. Other Types of Teams
 - 1. Definition and Types
 - a. Teaching Teams
 - b. Grade-level Teams
 - c. School-wide Teams
 - d. Peer Coaching Teams
 - 2. Characteristics
 - 3. Strengths/Weaknesses
 - 4. Application in Special Education
 - 5. Relationship to Consultation
- V. Facilitating Factors
- A. Understanding Roles and Perspectives of Team Members
 - B. Enhancing Communication Skills
 - 1. Components of the Process of Communication
 - 2. Characteristics of Effective Communication
 - 3. Factors to Consider in Communication
 - 4. Forms of Communication
 - 5. Principles of Empathetic Communication
 - 6. Managing Conflict
 - a. Conflicts with Individuals
 - b. Conflicts in Groups
 - c. Dealing with Resistance
 - 7. Application of Communication Strategies
 - C. Developing Service Coordination Skills
 - D. Enabling and Supporting Families
 - E. Principles of Interpersonal Leadership

COURSE REQUIREMENTS

1. Students will develop the theoretical concepts and knowledge base on which collaborative consultation is supported empirically.
2. Students will comprehend, analyze, synthesize, and evaluate the generic principles of collaborative consultation.
3. Students will apply the collaborative consultation model in conjunction with parents, other professionals, and/or the student to plan and provide direct and indirect services relative to individuals with disabilities or developmental needs.
4. **Readings** Each student will be responsible for the information contained in the readings for this course. For each assigned reading the student will complete a reading response reflection following APA guidelines. The purpose of the readings is to help with completing course activities and exam. (60 Points)
5. **In Class Activity Points** Class members will participate in activities that demonstrate the ability to use information regarding collaboration and consultation in making instructional decisions, planning individual programs, adapting and using instructional strategies and materials in accordance to the needs of the learner inclusive of racial, cultural, gender and ethnic differences. These points cannot be made up (50-70 Points)
6. **Exam** Each student will complete one exam that may include a combination of multiple choice, true-false, matching, short answer, and/or essay items. (100 Points)
7. **Simulation of Consultation Model** Each student, in pairs or teams will participate in an in-class simulation of a consultation or team situation that might occur in the public schools. Each simulation will be video-taped. There will be an opportunity for self-assessment as well as instructor feedback. Specific directions will be provided by the instructor. (50 Points)

Course/Department Policies

1. **Written Language Standards**
Written assignments are expected to follow *American Psychological Association (APA)* style, format, and guidelines. Nonlabeling language is expected in all written materials. Students in SPE 5800 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.
 - a. **APA Style**: Knowledge of APA style is assumed at the graduate level. APA style should be used in all writing assignments. If you have not used APA style prior to taking this course, please familiarize yourself with the manual and ask questions prior to turning in assignments.

- b. Non-Labeling Language: The Department of Special Education at EIU requires that all assignments be completed using non-labeling language. If labeling is utilized because it is part of a quote from a published source, please indicate that the information is a quote, utilizing correct APA form.

Example:

1. Non-Labeling Language
 - a. Students with learning disabilities
 - b. Students identified as behavior disordered
 - c. Teachers of students with mild mental impairments
 2. Labeling Language (DO NOT USE)
 - a. Learning Disabled Students
 - b. BD Students
 - c. Learning Disability Teachers
2. Attendance: Students are expected to attend all classes. If prevented by an acute illness or an emergency the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor after due consideration to the reason for the absence may deny the student's request to make up missed assignments or exams. **Students for whatever reason, are held responsible for the material covered during their absence.**

The Department of Special Education endorses the notion that attendance in classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

3. Assistance: Each student is encouraged to contact the instructor for assistance with any problem and/or for general discussion. The instructor is interested in you. Available conference times are posted in the notebook in Room 1212, Special Education Office. If times listed are inconvenient, please call to arrange an alternate time.
4. Policy on Late Assignments: Assignments are due the **class period** of the day listed as the **due date** for the assignment. Any assignment turned in after this is considered late. If an absence is excused, the student will not be penalized points. Assignments that are late due to unexcused absences will be assessed a 10% penalty for **each day** they are late.
5. Grading Scale
A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:
- | | | |
|-------------------------------|---|---|
| 90% or more of total points | = | A |
| 80-89% of total points | = | B |
| 70-79% of total points | = | C |
| 60-69% of total points | = | D |
| less than 60% of total points | = | F |

DETERMINATION OF FINAL COURSE GRADE

Readings	60 points
In Class Activities	50-70 points
Exam	100 points
Simulation	50 points
TOTAL POINTS	<hr/> 260- 280 points

Learning Outcomes Assessed in this Course

EIU Graduate Level Outcomes:

- 2. Critical thinking and problem-solving
- 3. Oral and written communication skills
- 5. Ability to work with a diverse clientele, recognizing individual differences
- 6. Ability to collaborate and create positive relations within the school, community and profession in which they work

CEC Advanced Content Standards and CEC Special Education Administrator Knowledge and Skills:

- Advanced Standard 2: Program Development and Organization
- Advanced Standard 5: Professional Development and Ethical Practice
- Advanced Standard 6: Collaboration

REFERENCES

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