

## Course Information Summary

### **Course (Prefix, Number, Title):**

SPE 5133: TOPICS—Collaboration and Consultation in Special Education

### **Course Description:**

A study of the nature of various forms of consultation in the provision of education to students with mild disabilities. This course has implications for teaching, supervision, and educational service delivery for students in general and special education settings.

### **Pre-requisites/Co-requisites**

Prerequisite: Upper division or Graduate level standing in special education or a related field.

### **Required Text:**

Dettmer, P., Dyck, N., & Thurston, L.P. (2005). Consultation, Collaboration, and Teamwork for Students with Special Needs (5th Ed.). Boston, MA: Pearson Education, Inc.

### **Support of Conceptual Framework:**

Understanding and utilizing effective communication, collaboration, consultation, teamwork, and conflict resolution skills allows an educator to create an environment suited to meet the needs of all students. Furthermore, functioning as a valuable member of various school-based and/or professional teams can impact the profession in a more significant manner. When educators can recognize one another's strengths, build on those, and ascribe to the idea that together we are better, everyone benefits.

### **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 . .

### 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 5133  
TOPICS: Collaboration and Consultation in Special Education

Course Description

SPE 5133: TOPICS—Collaboration and Consultation in Special Education (3-0-3). TOPICS: COL/CONS. A study of the nature of various forms of consultation in the provision of education to students with mild disabilities. This course has implications for teaching, supervision, and educational service delivery for students in general and special education settings. Prerequisite: Upper division or Graduate level standing in special education or a related field.

Learning Model

The primary learning model utilized in this course is the ecological model (Walker & Shea, 1995).

Textbook

Dettmer, P., Dyck, N., & Thurston, L.P. (2005). *Consultation, Collaboration, and*

*Teamwork for Students with Special Needs (5th Ed.)*. Boston, MA: Pearson Education, Inc.

There is no one text that covers all of the historical content to be taught in this course. Therefore, additional readings consisting of various journal articles on the topics included in the course can be obtained on Web CT <http://www.eiu.edu/vce/>. Students are expected to access handouts and assignments through Web CT.

Course Outline

- I. Course Introduction
  - A. Scope of content
  - B. Course requirements
  
- II. Introductory Concepts in Consultation
  - A. Definition of Consultation
  - B. Characteristics of Consultation
  
- III. Legal Basis for Consultation in Special Education
  - A. Multidisciplinary Team Requirements of PL 94-142, IDEA 97, IDEA 2004
  - B. Least Restrictive Environment Provision of PL 94-142, IDEA 97, IDEA 2004
  - C. Place of consultation in Cascade Model of Special Education Services
  
- IV. Philosophical Basis for Consultation in Special Education
  - A. Inclusion
  - B. Regular Education Initiative

- C. Societal Attitudes and Trends
  - D. School Trends and Developments
- V. Behavioral Consultation in Special Education
- A. Definition
  - B. Characteristics
  - C. Strengths/Weaknesses
  - D. Application in Special Education
- VII. Clinical Consultation in Special Education
- A. Definition
  - B. Characteristics
  - C. Strengths/Weaknesses
  - D. Application in Special Education
- VIII. Organizational Consultation in Special Education
- A. Definition
  - B. Characteristics
  - C. Strengths/Weaknesses
  - D. Application in Special Education
- IX. Collaborative Consultation in Special Education
- A. Definition
  - B. Characteristics
  - C. Strengths/Weaknesses
  - D. Application in Special Education
- X. 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 and variations

- b. Grade-level teams
  - c. School-wide teams
  - d. Peer coaching teams
2. Characteristics of each type
  3. Application in Special Education
  4. Relationship to Consultation

### Course Requirements

1. **Readings:** Each student is responsible for the information contained in the readings for the 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.
2. **In class participation 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)
3. **Exam:** Each student will complete one exam which may include a combination of multiple choice, true-false, matching, short-answer, and/or essay items. (100 points)
4. **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

#### 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 5133 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

#### 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 who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.



### 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:

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60-69% of total points	=	D
less than 60% of total points	=	F

### Late Assignments

Assignments are due the class period of the day listed as the due date. Any assignment turned in after the designated due date is considered late. Assignments turned in late without instructor approval will result in a 10% deduction of total points for each day assignment is not submitted.

### Appointments/Assistance

Each student is encouraged to contact the instructor for assistance with any problem and/or for general discussion. 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.

### 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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