**“Preparing Professionals for Changing Contexts”**

**SYLLABUS**  
Special Education  
University of Nevada, Las Vegas

I. **Prefix & Number:** EDSP 423  
II. **Title:** Collaborative Consultation in Special Education  
III. **Credit:** 3 hours  
IV. **Semester:** Fall 2009 / Nov. 13-Dec 12; Friday 4pm-8pm and Saturday 8am-4pm  
V. **Instructor:** Madonna Pittman  
VI. **Office Location:** to be announced  
VII. **Office Hours:** By appointment  
VIII. **email:** Madonna.pittman@unlv.edu

IX. **Prerequisite Course(s):**  
   ESP 200: Introduction to Special Education

X. **Course Description:**

   This course is an introduction to the collaborative consultative process in special education. Emphasis is placed on the role of the special educator in this process. Practical consultative techniques are emphasized.

****General Curriculum (GC)****

GC1: Philosophical, Historical, and Legal Foundations of Special Education  
GC4: Instructional Content & Practice  
GC5: Planning and Managing the Teaching and Learning Environment  
GC6: Managing Student Behavior and Social Interaction Skills  
GC7: Communication and Collaborative Partnership

**Knowledge**  
1. Collaborative and consultative roles of special education teachers in the integration of individuals with disabilities* into the general curriculum and classroom (CEC GC7:K3).

**Performance**

1. Articulate the pros and cons of current issues and trends in the education of individuals with disabilities* (CEC GC1:S1).  
2. Delineate the principles of normalization versus the educational concept of “least restrictive environment” in designing educational programs for individuals with disabilities* (CEC GC1:S3).  
3. Integrate related services into the instructional settings of learners. (CEC GC4:S16).  
5. Adapt lessons that minimize the physical exertion of individuals with specialized health care needs (CEC GC4:S22).  
6. Use strategies for facilitating the maintenance and generalization of skills across learning environments (CEC GC4:S26).  
7. Teach individuals with disabilities* in a variety of educational settings (CEC GC5:S3).  
8. Design learning environments for individuals with disabilities* that provide feedback from peers and adults (CEC GC5:S4).  
9. Coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities* (CEC GC5:S7).  
10. Establish a consistent classroom routine for individuals with disabilities* (CEC GC6:S6).
XI. Course Objectives:

Upon completion of this course, student will be able to:

1. Describe the role of the collaborative resource teacher and the structure and function of the teacher in the collaborative consultative model of special education. (CEC CC1 K1, 3; CEC CC7 K1)

2. Understand the history behind the evolution of the collaborative consultative model in Special Education. (CEC CC1 K1)

3. Understand the concepts and theories behind the collaborative consultative model and adjustments that must be made in direct service programs within this model. (CEC CC7 K4)

4. Demonstrate the ability to develop a workable collaborative consultative schedule. (CEC CC5 K6)

5. Use assessment in making teaching and instructional decisions within the collaborative consultative model. (CEC CC3 K9; S4,5,7,8,9)

6. Demonstrate knowledge of a range of teaching strategies for improving reading, mathematics, spelling and written language skills for students with disabilities who are in collaborative consultative mainstreamed classrooms. (CEC CC4 K1,2,3,4,5,6,7,8; CC5 K3)

7. Demonstrate knowledge of a range of behaviors strategies for improving social behavior at school for students with disabilities who are in collaborative consultative mainstreamed classrooms. (CEC CC4 S10; CC6 K4 S3)

8. Demonstrate knowledge of the role of the consulting special education teacher in working with teachers in general education to facilitate the successful transition and maintenance of the student with disabilities in the mainstreamed classroom. (CEC CC4 S14,16; CC5 S2; CC7 S1,2,6,7)

9. Demonstrate knowledge of the role of the consulting special education teacher in working with administrators to facilitate the successful transition and maintenance of the student with disabilities in the mainstreamed classroom. (CEC CC4 S14, 16; CC5 S2; CC7 S1,2,6,7)

10. Demonstrate knowledge of the role of the consulting special education teacher in working with parents to facilitate the successful transition and maintenance of the student with disabilities in the mainstreamed classroom. (CEC CC1 K5; CC4 S6, 14,16; CC5 S2; CC7 S1,2,3,4,5)

11. Demonstrate knowledge of the role of the consulting special education teacher in working with school faculty to facilitate the development and continuance of a successful collaborative consultative model within the school environment. (CEC CC7 S1,2,6,7)

12. Review published collaborative consultative models and identify the strengths and weaknesses of various models. (CEC CC1 K1)

13. Develop IEP goals and objectives that are appropriate for use in the collaborative consultative model. (CEC CC3 K8; CC4 S3)

14. Develop lesson plans that are appropriate for use in the collaborative consultative model. (CEC CC4 S5)

15. Identify multicultural considerations in educational consultation. (CEC CC1 k2; CC4 K7)

16. Understand the legal implications of the collaborative consultative model. (CEC CC1 K4)
XII. Texts, readings, and instructional resources:

Required Texts:


Xerox Packet of Handouts

As of the Fall 2009 Semester, all students enrolled in the College of Education are required to obtain a LiveText account. This is a one-time purchase that will be used for assessments throughout your program within the College of Education. LiveText includes a student file manager that allows you to store documents, files, videos, etc. and access them from any computer in the world.

The current cost of purchasing LiveText is $98. Your subscription will provide you with LiveText access throughout your program at UNLV plus one year after graduation, for a maximum of 5 years. LiveText accounts can be purchased at the UNLV bookstore as well as on line at https://college.livetext.com/purchasing/membership_student.html.

Supplemental Readings:


XIII. Assignments, evaluation procedures, and grading policy:

**Course Requirements/Assignments:**

1. **Informed, Timely, and Consistent Participation:** The success of this class depends on our collective attendance and consistent participation. Because of the intense nature of this class, you are required to attend all day each day (Friday and Saturday). On Friday class will begin at 4:00 pm and end at 8:00 pm. On Saturday class will begin at 8:00 am and end at 3:30 pm. We will take a half hour lunch. We will have some time during the day to complete some of the assignments.

2. **REACTION PAPER:** Students will write a 3-5 page reaction paper based on the book *No Pity.* This is not a book report, but rather your reaction to the book---your thoughts/reflections.

3. **COLLABORATIVE CONSULTATION NOTEBOOK:** Students are required to keep a notebook of the collaborative instructional interventions, ideas, and strategies presented in class. The notebook will also include
pages from the textbook and handouts, as well as other resources. The notebook will be typed or neatly handwritten and organized into topic areas. This is to be a **PROFESSIONAL** resource.

4. **INSERVICE**: Students will plan and present, in class, a 10-minute in-service on Collaborative Consultation, designed to introduce the concept to a group of general educators in your school. This presentation may involve overheads, transparencies, activities—whatever you believe is necessary to persuade your colleagues that collaboration is not only possible, but also essential for students and their teachers.

5. **EXAMS**: In-class open-book midterm and final examinations.

### Grading:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td>In-class Midterm</td>
<td>20</td>
</tr>
<tr>
<td>In-Service</td>
<td>15</td>
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<tr>
<td>Reaction Paper</td>
<td>15</td>
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<tr>
<td>Collaborative Consultation Notebook</td>
<td>15</td>
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<tr>
<td>In-class Final</td>
<td>20</td>
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</tbody>
</table>

### Grading Range:

- **A**: 94-100
- **A-**: 90-93
- **B+**: 88-89
- **B**: 84-87
- **B-**: 80-83
- **C+**: 78-79
- **C**: 74-77
- **C-**: 70-73
- **D+**: 68-69
- **D**: 64-67
- **D-**: 60-63
- **F**: Below 60

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XIV. **Class Schedule (Subject to change)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/13</td>
<td>Orientation, Background History of Collaborative Consultation</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>The Need for Consultation</td>
<td></td>
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<tr>
<td>11/14</td>
<td>Basic Principles/Perspectives Implementing Consultation Smoothly</td>
<td>Chapter 4</td>
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<tr>
<td></td>
<td>Legal/Multicultural Issues</td>
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<tr>
<td>11/20</td>
<td>A Shared Responsibility The Fine Art of Negotiation</td>
<td>Chapter 4</td>
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<tr>
<td>11/21</td>
<td><strong>MIDTERM IN-CLASS</strong> Preparing Students Collaborating with Parents and others Developing Schedule</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>11/27 – 11/28</td>
<td>Thanks Giving Break</td>
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<tr>
<td>12/4</td>
<td><strong>INSERVICE PRESENTATIONS</strong> Modifying Instruction/Curriculum: Oral and Written Language</td>
<td>Chapter 10</td>
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<tr>
<td>12/5</td>
<td>Modifying Instruction/Curriculum: Reading and Spelling</td>
<td>Chapter 10</td>
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<tr>
<td></td>
<td>Modifying Instruction/Curriculum: Social/Behavioral Issues</td>
<td>Chapter 7</td>
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<td></td>
<td><strong>REACTION PAPER DUE</strong></td>
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<tr>
<td>12/11</td>
<td>Modifying Instruction/Curriculum: Mathematics</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>12/12</td>
<td>Modifying Instruction/Curriculum: Science/Social Studies Final Considerations</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>12/12</td>
<td><strong>FINAL EXAMINATION</strong> -in class</td>
<td>NOTEBOOKS DUE</td>
</tr>
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If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center for coordination of your academic accommodations. The DRC is located in the Reynolds Student Services Complex in Room 137. The DRC phone number is 895-0866. (TDD 895-0652)

Regarding Religious Holidays: It is the responsibility of the student to notify the instructor no later than the last day of registration of his or her intention to participate in religious holidays that do not fall on state holidays or periods of class recess.

Collection of Student Assignments for Accreditation Purposes

Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
## ESP 468: INSERVICE PRESENTATION RUBRIC

Name: ___________________________  
Total Points Earned: _______

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Low</th>
<th>Adequate</th>
<th>Exceptional</th>
</tr>
</thead>
</table>
| Organization and Presentation of Information | Unclear presentation  
No reference to literature  
Inaccurate reference to literature  
No presentation style | Clear presentation  
Reference to literature/Background information | Clear presentation  
Accurate and relevant references to substantial literature/background information  
Use of: overheads, PowerPoint, manipulatives, handouts, etc. |
| (6 points) | (0-1) | (2-4) | (5-6) |
| Promotion of the Concept of Equity and Concept of Parity | One Way  
Non-participatory | Interaction between participants and presenter/s | Interaction between/among participants and presenter/s |
| (6 points) | (0-1) | (2-4) | (5-6) |
| Professionalism and Referent Power | Unsure/hesitant  
Unbelievable | Appropriate dress  
Posture  
Believable  
Confident  
Presentation format appropriate to purpose | Knowledgeable about topic  
Very believable |
| (3 points) | (0) | (1-2) | (3) |