“Preparing Professionals for Changing Contexts”

SYLLABUS
Special Education
University of Nevada, Las Vegas

I. Prefix & Number: ESP 468
II. Title: Collaborative Consultation in Special Education
III. Credit: 3 hours
IV. Semester: Fall 2007  Location: CEB 133 Time: Monday: 7:00 – 9:45 pm
V. Instructor: Shannon Hennrich
VI. Office Location: CEB133
VII. Office Hours: By appointment
VIII. E-mail: Shannon Hennrich on Web Campus or shennrich@unlv.nevada.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 7 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:


Supplemental Readings:


**XIII. Assignments, evaluation procedures, and grading policy:**

**Course Requirements/Assignments:**

1. **PARTICIPATION/ATTENDANCE:** The success of this class depends on our collective attendance and punctuality. Please call or email before class if you are unable to attend. Informed participation in discussions and activities is also an essential part of this process. Contributions should be based on readings and research, collaboration, and conversations with peers and mentors, as well as your own experience.

2. **Ethical Journal:**

Students will keep a journal of ethical questions and responses for each chapter of *No Pity* (two points possible per journal entry) Content from at least three of these journal entries must be included in the student’s *No Pity* Reaction Paper (fifty points possible).
3. **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. Included in this paper, students must include content from at least three entries from their Ethical Journal in their reaction paper.

4. **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.

5. **INSERVICE:** Students will plan and present in class a 10-minute inservice on a component of collaborative consultation (e.g., co-teaching, teams, consultation, etc.). Students will generate the topics for the inservice during class and then individuals will be given the opportunity to sign-up for a topic. This inservice is designed to introduce the concept/topic chosen 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.

6. **EXAMS:** Mid-term and Final Examinations will be in-class. Additional information will be given in class.

**Grading:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>In-class Midterm</td>
<td>10/8</td>
</tr>
<tr>
<td>In-Service</td>
<td>10/22</td>
</tr>
<tr>
<td>Reaction Paper to No Pity &amp; Ethical Journal</td>
<td>11/5</td>
</tr>
<tr>
<td>Collaborative Consultation Notebook</td>
<td>12/3</td>
</tr>
<tr>
<td>In-class Final</td>
<td>12/10</td>
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</tbody>
</table>

**Grading Policy and Instructional Methods:**

1. A combination of lecture, classroom discussion, and outside study/practical application will be used in this course.

2. **Assignments submitted after the due date will not be accepted.**

3. An Incomplete for the course will be given only in medical or emergency situations, which are approved by the instructor with consultation of the Dean of the Special Education department.

4. Assignments will be evaluated on both content and language usage. Assignments completed outside of class must be typed or word-processed (12 point font and double spaced) with correct APA (5th Ed.) style, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.

5. Attendance and participation are vital to the successful completion of this course. For each of the fourteen (14) scheduled in-person class periods and participation on Web Campus there are three (3) attendance/participation points available. Students must be present in class and/or participate during in-class and Web Campus discussions and assignments associated with that class to receive the participation points.
Grading Range:

Grades will be based on the total number of points earned during the semester. The point scale is as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Points</th>
<th>Maximum Points</th>
<th>Percentage Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>328-350</td>
<td>350</td>
<td>(94-100%)</td>
</tr>
<tr>
<td>A-</td>
<td>314-327</td>
<td>327</td>
<td>(90-93%)</td>
</tr>
<tr>
<td>B</td>
<td>289-302</td>
<td>302</td>
<td>(83-86%)</td>
</tr>
<tr>
<td>B-</td>
<td>279-288</td>
<td>288</td>
<td>(80-82%)</td>
</tr>
<tr>
<td>C</td>
<td>258-267</td>
<td>267</td>
<td>(74-76%)</td>
</tr>
<tr>
<td>C-</td>
<td>244-257</td>
<td>257</td>
<td>(70-73%)</td>
</tr>
<tr>
<td>D</td>
<td>226-243</td>
<td>243</td>
<td>(65-69%)</td>
</tr>
<tr>
<td>F</td>
<td>Below 225</td>
<td></td>
<td>(0-64%)</td>
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XIV. Tentative Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic:</th>
<th>Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Orientation, Background</td>
<td></td>
</tr>
<tr>
<td>9/03</td>
<td>No Class-Labor Day</td>
<td></td>
</tr>
<tr>
<td>9/10</td>
<td>History of Collaborative Consultation: The Need for Consultation</td>
<td>Chapter 1 Friend &amp; Cook</td>
</tr>
<tr>
<td></td>
<td>Basic Principles/Perspectives</td>
<td>Chapters 1 &amp; 2 (posted on Web Campus)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read syllabus thoroughly and bring any additional questions to next class</td>
</tr>
<tr>
<td>9/24</td>
<td>Implementing Consultation Smoothly: Legal/Multicultural Issues</td>
<td>Chapter 4 Friend &amp; Cook</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>10/1</td>
<td>A Shared Responsibility: The Fine Art of Negotiation and Working in Teams</td>
<td>Chapters 2 &amp; 3 Friend &amp; Cook</td>
</tr>
<tr>
<td>10/8</td>
<td>MIDTERM IN-CLASS</td>
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<tr>
<td>10/15</td>
<td>Preparing Students Collaborating with Parents and others Developing Schedules</td>
<td>Chapters 5, 6, 7, and 12 Friend &amp; Cook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborative Consultative Schedule (Part 1) In-Class</td>
</tr>
<tr>
<td>10/22</td>
<td>INSERVICE PRESENTATIONS</td>
<td>Collaborative Consultative Schedule (Part 2) Individual and Reflection DUE</td>
</tr>
</tbody>
</table>
Additional Statements of Rules and Regulations - Academic Integrity Statement

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations and fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright

UNLV and its College of Education demand a level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting honesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated within the Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Office of the Dean of the College of Education (301).

In addition to successful academic performance in prescribed coursework, you are enrolled in a professional course of studies, which is governed by a student code of ethics and programmatic expectations. The Handbook of the Committee to Review Initial Licensure Students outlines the UNLV Student Code of Conduct, NEA Code of Ethics for the Teaching Profession, and student expectations. The handbook is available in the COE Dean’s office. Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other States. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

If you have a documented disability that requires assistance, you will need to go to Disability Services (DS) for coordination in your academic accommodations. DS is located within the Learning Enhancement Services office in the Reynolds Student Services Center, room 137. The DS phone number is 895-0866 or TDD-895-0652. You may visit their website at www.unlv.edu/studentlife/les

Students are encouraged to secure an e-mail account with UNLV and to use this to communicate with the professor and other students in the class during the semester.

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to the religious holiday absence only, and students must notify the course instructor of anticipated absences by the second week of the semester. Students who represent UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but the student must provide official written notification to the professor no less than one week prior to the missed class(es).
Beepers and cellular phones should be turned off during the class sessions. Socialization unrelated to the topics and issues of group and class discussion must be at a minimum level. Such disruptions may also be considered in determining a “participation” grade component.

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.

Plagiarism: 1

“Plagiarism has become an increasingly more common phenomenon. It will not be tolerated in any form in this course. To assist you in understanding what plagiarism is, and to indicate before hand how plagiarism will be viewed in this course, the following definition and examples are provided. The next four paragraphs describe a definition of plagiarism. All academic work, written or otherwise, submitted by a student to this instructor or other academic supervisor, is expected to be the result of her/his own thought, research, or self-expression. In any case in which a student feels unsure about a question of plagiarism involving her/his work, s/he is obligated to consult the instructor on the matter before submitting it. When a student submits work purporting to be his/her own, but which in any way borrows ideas, organization or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.”

“Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. Any accommodations, because of disability, that may be interpreted by anyone to constitute a possible violation of this premise must be coordinated through the Disability Resource Center (see note 1) and be discussed, in advance, with the instructor. When a student’s assignment involves research in outside sources or information, s/he must carefully acknowledge exactly what, where and how s/he has employed them. If the words of someone else are used, quotation marks must be placed around the passage and the there must be, in APA style, the appropriate indication of origin. Making simple changes while leaving the content and phraseology intact, without the appropriate citation, is plagiarism. However, nothing in these statements should be construed to apply to those ideas that are so generally held and circulated as to be a part of the public domain.”

“Examples of plagiarized and non-plagiarized work include:

Plagiarized Example: A minimum of three separate observation points, plotted on the graph, during this baseline phase are required to establish a trend in the data.

This statement would be considered to plagiarized because it is a direct quotation, and it is not cited as a direct quotation.

Non-Plagiarized Example:

"A minimum of three separate observation points, plotted on the graph, during this baseline phase are required to establish a trend in the data" (Barlow & Hersen, 1973, p. 320).

This statement is not an example of plagiarism because it is correctly quoted.

Plagiarized Example:

A minimum of three separate observation points, plotted on the graph, during this baseline phase are required to establish a trend in the data (Barlow & Hersen, 1973).

This statement is considered plagiarism because it is a quotation of another source, but it is not acknowledged as a quotation. According to the APA style manual, in this example the reader is led to believe
that the statement is the words of the writer and the idea of the source that is cited. Quotation marks should have been placed around it thus indicating that the words, as well as the idea, are those of the source.

Non-Plagiarized Example:

Three baseline points are considered to be the minimum number in order to establish a trend (Barlow & Hersen, 1973).

This statement is not an example of plagiarism because the words are those of the student and credit for the idea is given to the cited source.

Each participant is encouraged to read carefully pages 33-38 in the University of Nevada, Las Vegas Graduate Catalog, Fall 2005 - Spring 2007 (http://www.unlv.edu/pubs/catalogs/graduate/) Pay particular attention to the section under the heading "Academic Integrity". For any case of plagiarism in this course a grade of F will be recorded and the instructor will definitely initiate the disciplinary review procedures that are outlined there and in Rules and Disciplinary Procedures for Members of the University Community. Remember; if you are unsure as to whether or not you are correctly referencing the work of others simply bring your question to the instructor before submitting your work.

1 Dr. John Fililler is a professor with the University of Nevada, Las Vegas. The information regarding plagiarism has been taken from his ESP 783 syllabus. In his syllabus, he uses information taken from Dr. David Gast, Professor of the Department of Special Education at the University of Georgia at Athens, has provided the statements contained below regarding a definition of plagiarism. He includes these as a portion of an appendix to his syllabus for the class he teaches, SPED 8370 Analysis of Research in Special Education: Single Subject Research Methodology.
## ESP 468: INSERVICE PRESENTATION RUBRIC

Name: ___________________________  Total Points Earned: _______

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>Organization and Presentation of Information</td>
<td>Unclear presentation</td>
<td>Clear presentation</td>
<td>Clear presentation</td>
</tr>
<tr>
<td>(20 points)</td>
<td>No reference to literature</td>
<td>Reference to literature/</td>
<td>Accurate and relevant references to substantial literature/background information</td>
</tr>
<tr>
<td></td>
<td>Inaccurate reference to literature</td>
<td>Background information</td>
<td>Use of: overheads, PowerPoint, manipulatives, handouts, etc.</td>
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<tr>
<td></td>
<td>No presentation style</td>
<td></td>
<td>(18-20)</td>
</tr>
<tr>
<td>Promotion of the Concept of Equity and Concept of Parity</td>
<td>One Way</td>
<td>Interaction between</td>
<td>Interaction between/among participants and presenter/s</td>
</tr>
<tr>
<td>(20 points)</td>
<td>Non-participatory</td>
<td>participants and presenter/s</td>
<td>(18-20)</td>
</tr>
<tr>
<td>Professionalism and Referent Power</td>
<td>Unsure/hesitant</td>
<td>Appropriate dress</td>
<td>Knowledgeable about topic</td>
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<tr>
<td>(10 points)</td>
<td>Unbelievable</td>
<td>Posture</td>
<td>Very believable</td>
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<td>(6-under)</td>
<td>(7-8)</td>
<td>(9-10)</td>
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