I. Prefix & Number: ESP 468 (9M7)
II. Title: Collaborative Consultation in Special Education
III. Credit: 3 hours
IV. Semester: Fall 2006
V. Class Hours/Location: Fridays: 4:00-8:00 p.m.; Saturdays: 8:00 a.m.- 4:00 p.m. / EOB
VI. Instructor: Dr. Kit-hung Lee
VII. Office/Phone/e-mail: CEB 118/ 895-3205/ kithung@unlv.nevada.edu
VIII. Office Hours: By appointment
IX. Prerequisite Courses: 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:


Heron, T.E., & Harris, K.C. (2001). The educational consultant: Helping professionals, parents, and mainstreamed students in inclusive classrooms (4th ed.). Austin, TX: Pro-Ed.


**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. Students will earn 5 participation points for every class attended. If a student is not in class, regardless of the reason, they will not earn the participation points.

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; I have already read the book. Paper should be typed.

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 in the book of readings, 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. You must be short and to the point—your time is short!!!!!!

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

6. **READING:** Due to the nature of course content, students will be responsible for completing assigned readings in advance of each class meeting.

7. **ASSIGNMENTS:** Due to nature of course content, students will be responsible for turning in assignments on time. Late assignments, regardless of the reason, will result in the assignment being graded down ten points automatically.

8. **CLASS ASSIGNMENTS:** Each student will be responsible for:
   b. Plan and present (in class) an in-service concerning Collaborative Consultation
   c. Collaborative Consultation Notebook
   d. In-class midterm and final

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>In-Class Midterm</td>
<td>100</td>
</tr>
<tr>
<td>In-Service</td>
<td>50</td>
</tr>
<tr>
<td>Reaction Paper</td>
<td>100</td>
</tr>
<tr>
<td>Collaborative Consultation Notebook</td>
<td>100</td>
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<tr>
<td>In-Class Final</td>
<td>100</td>
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</table>

**Grading Range:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C+</td>
<td>78-80</td>
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<tr>
<td>C</td>
<td>74-77</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</table>
### XIV. Class Schedule:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>11/17</td>
<td>Orientation, Background History of Collaborative Consultation</td>
<td></td>
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<tr>
<td>2.</td>
<td>11/18</td>
<td>The Need for Consultation Components of Consultation Making Consultation Run Smoothly</td>
<td>Chapters 1 &amp; 2, Chapters 16</td>
</tr>
<tr>
<td>3.</td>
<td>12/1</td>
<td>Consultation: A shared Responsibility Fine Art of Negotiation</td>
<td>Chapter 3, 15</td>
</tr>
<tr>
<td>4.</td>
<td>12/2</td>
<td>Preparing Students with Disabilities for Inclusion Preparing Students without Disabilities for Inclusion Collaborating with Parents and Others</td>
<td><strong>Reaction Paper Due</strong></td>
</tr>
<tr>
<td>5.</td>
<td>12/8</td>
<td><strong>Midterm (In Class)</strong> Open book, open notebook</td>
<td></td>
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<tr>
<td>6.</td>
<td>12/9</td>
<td>Multicultural Issues; Preparing Schedules Selecting and Implementing Appropriate Behavioral Management Strategies Modifying Curriculum and Instructional Strategies at Elementary level</td>
<td>Chapter 14, Chapters 4, 5, 6, &amp; 7</td>
</tr>
<tr>
<td>7.</td>
<td>12/15</td>
<td>Modifying Curriculum and Instructional Strategies at the Secondary Level</td>
<td>Chapters 8, 9, 10, 11, 12, &amp; 13 <strong>Notebook Due</strong></td>
</tr>
<tr>
<td>8.</td>
<td>12/16</td>
<td><strong>Final Exam (In Class)</strong> Open book, open notebook In-Service Presentations</td>
<td></td>
</tr>
</tbody>
</table>
## Special Notes

### Learning Enhancement Services

The American with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that may require assistance, you will need to contact Disability Resource Center (DRC) for coordination of your academic accommodations. The DRC is located in Room 137 in the Reynolds Student Services Complex (SSC). The telephone number is 702-895-0886 (TDD: 702-895-0652).

### Academic Integrity Statement

UNLV and the College of Education demand a high 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 in the *Handbook of Regulations Governing Probation and Suspension Within The College of Education*. This publication may be found in the curriculum Materials Library (CML – CEB 101), the Department of Educational Leadership (CEB 320), or the Office of the Dean of the College Education (CEB 301).

### Copyright and Fair Use Requirements

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 or assume any responsibility for employee or student violations of 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 familiarize yourself with copyright and fair use policies.

### Religious Holidays

It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

### Collection of Candidate Assignments for Accreditation Purposes

Assignments 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.
Evaluation Rubric for Inservice Presentation
for
ESP 468 (9M7)

Levels of Proficiency

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