“Preparing Professionals for Changing Contexts”

SYLLABUS
Special Education
University of Nevada, Las Vegas

I. Prefix & Number: ESP 468 CM1
II. Title: Collaborative Consultation in Special Education
III. Credit: 3 hours
IV. Semester: Fall 2007  Location: CEB 117  Time: MTWTHF, 8:00-5:00pm
V. Instructor: Vita Ishmael
VI. Office Location: CEB144
VII. Office Hours: By Appt.
VIII. Telephone/email: 895-1075 vishmael@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.

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One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. http://writingcenter.unlv.edu/

** 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).
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)

II. 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. Students will earn 10 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 on the book. Paper should be typed. Please adhere to APA guidelines.

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 neatly tabbed with handwritten notes in organized 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!!!!! A bell will sound at 10 minutes.

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:
   a. Read book, *NO PITY,* by Joseph Shapiro and write a 3 to 5 page reaction paper concerning the book.
   b. Plan and present (in class) an in-service concerning Collaborative Consultation
   c. Collaborative Consultation Notebook
   d. In-class final and midterm
Grading:

Participation 50 points
In-class Midterm 100 points
In-Service 15 points
Reaction Paper 100 points
Collaborative Consultation Notebook 100 points
In-class Final 100 points

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

XIV. Class Schedule:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1.</td>
<td>9/24</td>
<td>Orientation, Background</td>
<td>Chapters 1 &amp; 2</td>
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<td>History of Collaborative Consultation</td>
<td>Chapters 16</td>
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<td>The Need for Consultation</td>
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<td>Components of Consultation</td>
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<td>Making Consultation Run Smoothly</td>
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<td>Video</td>
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<td>2.</td>
<td>9/25</td>
<td>Consultation: A shared Responsibility</td>
<td>Chapter 3, 15</td>
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<td>Fine Art of Negotiation</td>
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<td>Preparing Students with disabilities</td>
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<td>For inclusion</td>
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<td>Preparing students without disabilities</td>
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<td>For inclusion</td>
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<td>Video</td>
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<td>3.</td>
<td>9/26</td>
<td>Midterm – In-class</td>
<td>Midterm will begin the group essays questions.</td>
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<td>Open book; open notebook</td>
<td>Please be on Time</td>
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<td>Consulting with parents of students who</td>
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<td>Are included in General Ed.</td>
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<td>Multicultural Issues; Preparing Schedules</td>
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<td>Date</td>
<td>Activity Description</td>
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<td>9/27</td>
<td>Selecting and Implementing Appropriate Behavioral Management strategies</td>
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<td>Modifying curriculum and instructional Strategies at Elementary level</td>
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<td>Modifying curriculum and instructional Strategies at Secondary level</td>
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<td><strong>Reaction Paper due</strong> <strong>Chapter 14</strong> <strong>Begin Chapter 4,</strong> 5,6,7,8,9,10,11,12,13</td>
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<td>9/28</td>
<td>Final – In class <strong>Open book; open notebook</strong></td>
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<td><strong>Note books due</strong> <strong>Final will begin at 1:00</strong></td>
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**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: _______

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