

**COLLEGE OF EDUCATION  
DEPARTMENTAL COURSE SYLLABUS**

**Department of Special Education  
EEX 6732: Consultation and Collaboration in Special Education**

The following are the required elements of a departmental syllabus in the College of Education. **This syllabus should be representative of EVERY section of the course offered in the department.**

*The College of Education CAREs*

The College of Education is dedicated to the ideals of **C**ollaboration, **A**cademic **E**xcellence, **R**esearch, and **E**thics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit:

[www.coedu.usf.edu/main/qualityassurance/ncate\\_visit\\_info\\_materials.html](http://www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html)

1. **Course Prefix and Number:** EEX 6732
2. **Course Title:** Consultation and Collaboration in Special Education
3. **Regular Instructors:** Dr. Daphne Thomas  
Dr. Phyllis Jones
4. **Course Prerequisites:** Graduate standing, introductory course in special education
5. **Course Description:**  
This course is designed to prepare special education majors with the theoretical & research knowledge and the skills of consultation, working on teams with other professionals and collaborating with parents and professionals. Particular attention is given to program goals of affirming diversity and ethics.
6. **Course Goals:**
  1. Students will understand the historical progression of Least Restrictive Environment efforts in relationship to legislation and classroom practices.

2. Students will gain knowledge of research findings regarding strengths and weaknesses within our current service delivery system for students with disabilities.
3. Students will gain knowledge of different models of consultation and collaboration.
4. Students will gain knowledge of research about effective problem solving in teams of professionals.
5. Students will gain knowledge of negotiation and conflict resolution strategies.
6. Students will acquire skills in leading groups through problem solving and program planning sessions.
7. Students will gain knowledge of staff development approaches that may be used to empower team members and skill in using these approaches.
8. Students will acquire skills in effective communication with a variety of other professional and parents.

**7. Course Objectives &/or Content Outline:**

1. explore the historical aspects of collaborative programs
2. define common terminology associated with collaborative programs and least restrictive environment initiatives
3. recognize the continuum of services available in exceptional students education
4. identify resource personnel available for professional feedback
5. identify effective methods of communicating with administrators, regular education teachers, and multidisciplinary personnel.
6. identify characteristics of an effective team member
7. identify effective communication techniques for working with exceptional students
8. apply appropriate standards and ethics, given selected situations and events
9. identify legal and ethical issues related to confidential student information
10. identify and utilize sources of information provided by other professionals
11. identify the appropriate personnel for communication and consultation, based on student needs
12. identify effective methods of communication and consultation to be used with professionals and parents

13. identify appropriate content to be discussed with professionals and parents

14. integrate multidisciplinary intervention

Content Outline:

The Fundamentals of Collaboration

- Collaboration Concepts.
- Collaboration in a Contemporary Context.
- Framework for Learning About Collaboration.

Interpersonal Communication

- Models of Communication.
- Prerequisites to Effective Interactions.
- Communication Skills.
- Developing Effective Communication Skills.

Using Statements

- Purposes of Statements.
- Giving Verbal Feedback.

Asking Questions

- Purposes of Questions.
- Characteristics of Questions.
- Suggestions for Effectively Asking Questions.
- Conducting Interviews.

Interpersonal Problem Solving

- A Context for Interpersonal Problem Solving.
- Steps in Interpersonal Problem Solving.

Teams

- Team Concepts.
- Team Models.
- Conducting Meetings.
- Collaboration and Teams.

Consultation

- Consultation Concepts.
- Consultation Models.
- Consultation and Collaboration.

Co-Teaching

- Co-Teaching Concepts.
- Co-Teaching Approaches.
- Co-Teaching and Collaboration.
- Administrative and Logistic Support for Co-Teaching.

#### Paraeducators

- Paraeducators in Public Schools.
- Paraeducator Roles and Responsibilities.
- Working with Paraeducators.
- Paraeducators and Collaboration.

#### Families

- Understanding Families.
- Facilitating Family Participation in Decision Making.

#### Difficult Interactions

- Understanding Conflict.
- Understanding Resistance.

#### Perspectives and Issues.

- Role-Specific Considerations in Collaboration.
- Context Considerations for Collaboration.
- Multicultural Considerations.
- Student-to-Student Collaboration.
- Ethics in Collaborative Practice.

#### Practical Matters

- Time for Planning.
- Scheduling and Coordinating Services.
- Program Development Tasks.
- Staff Development.

### **8. Evaluation of Student Outcomes:**

***[Note to instructor—Each instructor will determine and insert the appropriate strategies to assess student achievement in this course (e.g., see possible examples below). No Program Key Assessment for this course.]***

The following assessment strategies may be used to evaluate student achievement of course goals and objectives:

- Evaluation of written assignments related to course readings and class discussions
- Reflections
- Course portfolio
- Examinations
- Research Paper

### **9. Grading System:**

Grades will be determined based on the following scale:

A = 90% - 100%

- B = 80% - 89%
- C = 70% - 79%
- D = 65% - 69%
- F = below 65%

Assignment of plus or minus grades may be implemented per university guidelines.

**No grade below "C" will be accepted toward a graduate degree. This includes C-grades.**

**Grading Criteria:**

- A (90-100%): The student completes all important components of the task and demonstrates in-depth understanding of the relevant concepts. The student offers insightful interpretations, attention to all details, and demonstrates understanding that is significantly above average.
- B (80-89%): The student completes all important components of the task and demonstrates thorough understanding of major concepts. Minor details may be missing. Overall demonstration of understanding is above average.
- C (70-79%): The student attempts to complete the important components of the task and satisfactorily accomplishes the vast majority of components. Demonstrates understanding for most of the major concepts but also demonstrates some gaps in their understanding. Overall demonstration of understanding is average.
- D (60-69%): The student demonstrates minimal understanding, fails to complete a significant number of required assignment components, and the majority of responses are incorrect or irrelevant. Overall demonstration of understanding is below average.
- F (< 60%): The student demonstrates little to no understanding, fails to complete a majority of assignment components, and the majority of responses are incorrect or irrelevant. Overall demonstration of understanding is significantly below average.

\*A satisfactory level of proficiency in written work is expected and a grading component for all assignments will be the quality of written expression. This includes proper spelling, punctuation, syntax, format, and presentation. Excessive problems with written expression may result in receiving a failing grade on individual written assignments.

**10. Recommended Texts and/or Readings:**

Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals* (4<sup>th</sup> ed.) Boston: Allyn & Bacon/Longman.

**Recommended Readings:**

Callicott, K.J. (2003). Culturally sensitive collaboration within person-centered planning. *Focus on Autism and Psychological Consultation*, 13(4), 285-313.

- Council for Exceptional Children. (2003). *What every special educator must know: Ethics, standards, and guidelines for special educators* (5<sup>th</sup> ed.). Arlington, VA: Author.
- Flowers, N., Mertens, S.B., & Mulhall, P.F. (2000). How teaming influences classroom practices. *Middle School Journal*, 32, 52-59.
- Hobbs, T., Day, S.L., & Russo, A.C. (2002). The virtual conference room: Online problem solving for first year special educators. *Teacher Education and Special Education*, 25(4), 352-361.
- Pugach, M.C., & Jonson, L.J. (2002). *Collaborative practitioners, collaborative schools* (2<sup>nd</sup> ed.). Baltimore: Paul H. Brookes.
- Sandall, S. Mclean, M., & Smith, B. (EDS.) (2000). *DEC recommended practices in early intervention/early childhood special education*. Sopris West.
- Steere, D.E., & Cavaiuolo, D. (2002). *Connecting outcomes, goals, and objectives in transition planning*. *Teaching Exceptional Children*, 34(6), 54-59.
- Turnbull, R., & Turnbull, A. (2001). *Families, professionals, and exceptionality: Collaborating for empowerment* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Veebnab, S. & Denessen, E (2001). The coaching of teachers: Results of five training studies. *Educational Research and Evaluation*, 7(4), 385-417.
- Walther-Thomas, C., Korinek, L., McLaughlin, V., & Williams, B. (2000). *Collaboration for inclusive education: Developing successful programs*. Boston: Allyn & Bacon.
- Wischonowski, M., Pfluke, J., & Twining, D. (2004). Head Start and school district collaborations: Writing an interagency agreement. *Young Exceptional Children*, 6, 11-17.
- York-Barr, J., & Kronberg, R. (2002). From isolation to collaboration: Learning from effective partnerships between general and special educators. In W. Sailor (Ed.), *Whole-school success and inclusive education: Building partnerships for learning, achievement, and accountability* (pp. 163-181). New York: Teachers College Press.

## **11. Attendance and Other Class Policies, if applicable:**

Students are expected to attend all scheduled classes (no cut policy).

**Expectations for Course Participation:** Your involvement in the class sessions will add to your learning and the learning of those around you. Each student is expected to attend class sessions, complete in-class activities/assignments according to the evaluation criteria, and participate in class discussions and activities in a professional courteous manner.

## **12. ADA Statement:**

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

### **13. USF Policy on Religious Observances:**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

### **14. Web Portal Information:**

Why are the NetID and USF mail account important to students? Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Students should go to the Academic Computing website (<http://www.acomp.usf.edu>) and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: <http://www.acomp.usf.edu/portal.html>

### **15. Academic Dishonesty:**

Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment, as well as plagiarism.

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an "F" or a numerical value of zero on the subject paper, lab report, etc., an "F" or an "FF" grade (the latter indicating academic dishonesty) in the course, suspension, or expulsion from the University. A student who receives an "FF" grade may not use the university's Grade Forgiveness Policy if the course is subsequently repeated. An "FF" grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student's registration in the course will be reinstated until the issue is resolved. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript with the formal notation: Dismissed for Academic Dishonesty.

**Detection of Plagiarism:** The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. As the instructor of this course, I reserve the right to (1) request that assignments be submitted to me as electronic files and (2) electronically submit assignments to *SafeAssignment.com*, or (3) ask students to submit their assignments to *SafeAssignment.com* through *myUSF*. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. Through this service, the instructor receives a report showing exactly how a student's paper was plagiarized. For more information about *SafeAssignment* and plagiarism, go to <http://www.c21te.usf.edu> and click on Plagiarism Resources. For information about plagiarism in the USF undergraduate catalogue, go to: <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

#### **16. Academic Disruption:**

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student record. Particularly serious instances of disruption or the academic process may result in suspension or permanent expulsion from the University.

DEPARTMENTAL COURSE SYLLABUS

Attachment I  
MATRIX

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines: National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework Outcomes [COE]
1. The student will explore the historical aspects of collaborative programs. 1.1 Changing paradigms of special education 1.2 Understanding the progression of inclusive programs. 1.3 Legalities and labels. 1.4 Legal precedents. 1.5 The change process. 1.6 Changing systems. 1.7 Supporting the change process. 1.8 Changing roles of schools.	Collaborative group participation Research Paper Written assignment Portfolio Quiz and Exam	NBPTS: 2, 10, COE: 1, 2, 5, 6
2. The student will define common terminology associated with collaborative programs and least restrictive environment initiatives. 2.1 Litigation and the Least Restrictive Environment. 2.2 Indirect service-delivery models 2.3 Direct service-delivery models.	Written assignment Portfolio Quiz and Exam	NBPTS: 1, 2, COE: 1, 2, 6
3. The student will recognize the continuum of services available in exceptional student education. 3.1 Selecting the appropriate model. 3.2 Modifying curriculum and instruction. 3.3 Specialized versus integration.	Written assignment Portfolio Quiz and Exam	NBPTS: 1, 2, 3, 6, 7, 10, COE: 1, 2, 4, 6

<p>4. The student will identify resource personnel available for professional feedback.</p> <p>4.1 Purpose of assessment in collaborative settings.</p> <p>4.2 The planning process.</p> <p>4.3 Integrated therapies.</p>	<p>Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 1, 2, 3, 7, 9, 11, COE: 1, 2, 6,</p>
<p>5. The student will identify effective methods of communicating with administrators, regular education teachers, and multidisciplinary personnel.</p> <p>5.1 Acquisition of collaborative skills.</p> <p>5.2 The classroom planning process.</p> <p>5.3 Teaching behaviors and models of strategy instruction.</p> <p>5.4 Communication</p>	<p>Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 1, 2, 3, 5, 10, 11 COE: 1, 2, 6</p>
<p>6. The student will identify characteristics of an effective team member.</p> <p>6.1 Essential skills for teacher training.</p>	<p>Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 3, 11 COE- 1, 6</p>
<p>7. The student will identify effective communication techniques for working with exceptional students.</p> <p>7.1 Social skills.</p> <p>7.2 School-focused interventions.</p> <p>7.3 Developing social skills.</p>	<p>Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 1, 3, 6, 8, 11 COE: 1, 6</p>
<p>8. The student will apply appropriate standards and ethics, given selected situations and events.</p>	<p>Implementation Plan Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 2, 5, 10, 13, COE: 2, 4,5</p>
<p>9. The student will identify legal and ethical issues related to confidential student information.</p>	<p>Implementation Plan Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 1, 2, 9, 14 COE: 5</p>

<p>10. The student will identify and utilize sources of information provided by other professionals.</p> <p>10.1 Types of assessment.</p> <p>10.2 Curriculum-based assessment.</p> <p>10.3 Grading practices in inclusive settings.</p> <p>10.4 Collaborative consultation.</p> <p>10.5 Working with families, support personnel, and community agencies.</p>	<p>Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 1, 2, 3, 9, 11, 12, 14</p> <p>COE- 1, 2, 4, 5, 6</p>
<p>11. The student will identify the appropriate personnel for communication and consultation, based on student needs.</p> <p>11.1 Analyzing student preferences for learning.</p> <p>11.2 Students strategic behaviors.</p>	<p>Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 1, 2, 3, 4, 6, 7, 8, 9</p> <p>COE- 1, 2, 6</p>
<p>12. The student will identify effective methods of communication and consultation to be used with professionals and parents.</p> <p>12.1 The home-school connection.</p> <p>12.2 Structuring supportive relationships.</p> <p>12.3 Collaborative consultation.</p>	<p>Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 1, 3, 4, 12, 13, 14</p> <p>COE- 1, 4, 5</p>
<p>13. The student will identify appropriate content to be discussed with professional and parents.</p>	<p>Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 1, ,2, 5, 6, 7, 8, 10, 11, 12</p> <p>COE: 1, 6</p>
<p>14. The student will integrate multidisciplinary intervention.</p> <p>14.1 Systematic adjustments to curriculum in the classroom.</p> <p>14.2 Functional curricula.</p> <p>14.3 Strategically delivered curriculum.</p>	<p>Written assignment Portfolio Quiz and Exam</p>	<p>NBPTS: 1, 2, 5, 6, 7, 8, 9, 10, 11,</p> <p>COE: 2</p>

<p>14.4 Cooperative learning.</p> <p>14.5 Strategies instruction.</p> <p>14.6 A systematic model for behavior management.</p> <p>14.7 Fundamental principles for behavior management in inclusive settings.</p> <p>14.8 Teacher-focused interventions.</p> <p>14.9 Student-focused interventions.</p> <p>14.10 Teaching students self-management systems.</p> <p>14.11 Group-oriented behavior management systems.</p>		
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