

## OFFICIAL SYLLABUS

DISCIPLINE: EDSP  
COURSE: 451

### **A. Catalog Entry**

EDSP 451. Collaborative Consultation and Communication Skills for Special Education  
(Abbreviation: COLLAB CONSULT COM SKILLS)

(3) Three hours lecture

Prerequisites: EDSP 360 or 361, and 2.5 GPA

Prospective educators are prepared with the background knowledge and skills necessary to develop and work within collaborative environments designed to enhance the success of individuals with diverse learning needs in the general education curriculum. Participants will gain an understanding of collaborative structures, knowledge of consultation, and the communication skills necessary to become a contributing member of school teams which serve children and families with varying cultural backgrounds, attitudes, feelings, and needs.

### **B. Detailed Description of Content of Course**

Participants will gain an understanding of collaborative structures and demonstrate knowledge of communication skills and strategies necessary to become an effective member of the school community whose goals include meeting the needs of students with exceptionalities from varying cultural backgrounds. The course addresses collaboration and communication techniques and the following related topics:

- Co-teaching
- Problem solving methods
- Consultation
- Communication skills
- Coordination of service delivery with related service providers and general educators
- Meaningful involvement of families
- Preparing, managing, and monitoring paraprofessionals

### **C. Detailed Description of Conduct of Course**

This course is conducted with emphasis on introductory knowledge of the subject matter through student participation, discussion, individual and group projects, presentations, technology applications, videos, readings, and lectures.

## **D. Goals and Objectives of the Course**

Goals, objectives, and assignments in this class address NCATE Standard 1c Professional and Pedagogical Knowledge and Skills and 1g Dispositions. This course directly addresses CEC Standard 10 Collaboration.

The codes included below refer to the CEC Knowledge and Skill Standards and the Virginia Department of Education teacher licensure competencies. Code for CEC Standards: CC = Common Core; GC = General Curriculum. Code for VADOE Standards: VGCA = Virginia's General Curriculum PART A; VGCB = Virginia's General Curriculum PART B; VHI=Hearing Impairments; VVI=Visual Impairments; VPS = Virginia's Professional Studies; VEC = Virginia Early Childhood ; NAEYC = National Association for the Education of Young Children; VDOE preK-3 = Virginia Department of Education Early/Primary Education Licensure preK – 3)

Upon successful completion of this course the students will be able to:

1. Develop and apply effective skills/ strategies in communication, consultation, and collaboration with a variety of stakeholders in the collaborative environment to include:
  - Coordination of interagency service delivery as well as coordination of services with related service providers, interpreters, general educators, and other professions while maintaining confidential communications about individuals with exceptional learning needs within collaborative work environments.
  - Demonstrating an understanding of the Standards of Learning and the structure of the curriculum, and accountability systems across k-12.
  - Assessing the organization and environment of general education classrooms and natural environments across the PreK - 12 setting.
  - Applying group problem-solving skills to develop, implement, and evaluate collaborative activities and address student concerns.
  - Identifying procedures to collaboratively develop, provide, and evaluate behavioral plans consistent with students' individual needs.
  - Apply effective communication strategies with a variety of stakeholders in the collaborative environment.
  - Apply creative problem-solving techniques including: fact finding/problem finding, idea finding, solution finding, action planning, plan implementation and evaluation. (VGCA3 1a-f, CC10K1, CC10S7, CC10S1, VHI1S4, VHI5, VVI5, VEC8, VPS2, NAEYC 4, VDOE preK-3 1a)
2. Identify roles, define standards of professionalism, and work cooperatively with school and community personnel, referral agencies, and other resource providers in identifying, assessing, planning of individualized programs, and providing services to individuals with disabilities. (GC10K3, VGCA3 1d-e, VGCB3 1a, CC10K2, VHI5d, VVI5d, VEC8a, b, NAEYC 4d)
3. Define roles and model strategies for promoting self-advocacy skills to individuals with exceptional learning needs and their families. (CC10K2, VGCA3 1f, VHI5c, VVI5c)
4. Implement collaborative, consultative, co-teaching, and student intervention teams by defining the routine roles and responsibilities of each member of the

- collaborative team with particular emphasis on the special education teacher's role in the integration or reintegration of individuals with disabilities. (GC10K2, VGCA3 1c, VGCA3 1e, VEC8.c)
5. Apply co-planning and co-teaching methods and other strategies to strengthen content acquisition of individuals with disabilities and facilitate integration into various settings. (GC10K4, VGCA3 1c, CC4S1)
  6. Train, structure, direct, monitor, and support the activities of paraeducators and demonstrate an ability to define specific roles and responsibilities of the paraeducator as related to instruction, intervention, and direct service. (CC5S15, CC7K5, VGCA3 1b, VGCB3 1a, VHI5b, VVI5b, VEC8e)
  7. Foster respectful and beneficial relationships between individuals with exceptional learning needs, their families, communities, and professionals by:
    - Assisting families in becoming active participants on the educational team
    - Recognizing concerns of families and discuss strategies to address these concerns
    - Discuss the role of families in promoting successful student transitions throughout the educational experience  
(CC10S2, CC10S4, CC10K3, CC3K4, GC10K1, VGC3 1c, VGC3 2d, VHI5c, VVI5c, VEC8 a, d, VPS2)
  8. Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences while applying strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.  
(CC5K7, CC5S14)
  9. Create a safe, equitable, positive, and supportive learning environment and describe ways that allow individuals to retain and appreciate their own culture while demonstrating an appreciation for the respective language and culture of others.  
(CC5S1, CC5K8, CC6K2)
  10. Identify ways specific cultures are negatively stereotyped and explain strategies used by diverse populations to cope with a legacy of former and continuing racism. (CC5K9, CC5K10)
  11. Identify ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (CC6K3)
  12. Examine variations in beliefs, traditions and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling. (CC3K3)

#### **E. Assessment Measures**

1. Formal tests and/or quizzes to assess mastery of course goals
2. Class participation in discussions, small group activities, and reflective writing
3. Technology driven assignment with written response to journal article
4. Class presentations based on co-teaching models as determined by the instructor
5. Applied technology assignment addressing one or more course goals, culminating in a professional lesson/presentation to facilitate class understanding of the subject.

#### **F. Other Course Information**

None