

# Minnesota State University Moorhead

## **SPED 543: Consultation and Collaboration in Special Education and Human Services**

### **A. COURSE DESCRIPTION**

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Understanding and development of professional consultation and collaboration skills to initiate and apply appropriate and effective teaming techniques for assessment, intervention, and evaluation via transdisciplinary approaches for special needs students/clients and their caregivers.

### **B. COURSE EFFECTIVE DATES:** 06/01/1995 - Present

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. Concepts and framework for collaboration and consultation
2. Interpersonal communication concepts and effective communication skills (listening and interview skills)
3. Interpersonal problem solving, conflict resolution and difficult interactions
4. Team concepts and models - team effectiveness and conducting meetings
5. Co-teaching concepts and approaches
6. Co teaching and collaboration
7. Consultation concepts and models
8. Working with paraeducators - roles, supervision, and communication
9. Consultation with families - family systems theory, cultural Influences
10. Interagency Collaboration
11. Practical matters for collaboration - roles and responsibilities, ethics, technology, time management, professional development

#### **D. LEARNING OUTCOMES (General)**

1. Students will understand fundamental concepts of collaboration and consultation within the context of schools and human services organizations.
2. Students will understand the process of interpersonal communication (verbal and non-verbal) and analyze the components and strategies for attaining it.
3. Students will be able to collaborate with professional colleagues as supports for reflection, problem solving, and new ideas to improve the learning environment for students.
4. Students will be able to collaborate with others in the design and delivery of educational services and interventions to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students.
5. Students will be able to use a systematic interpersonal problem-solving process with colleagues, other professionals, and parents and apply strategies for addressing conflict and resistance to professional situations.
6. Students will be able to use cultural self-awareness and other strategies for expanding their cultural perspective and promote collaborative practices that respect the individual's and family's culture and values.
7. Students will be able to identify and use strategies for promoting team effectiveness.
8. Students will understand the relationship between co-teaching and collaboration and be able to identify approaches for implementing co-teaching.
9. Students will understand the characteristics and rationale for the use of consultation in education and human service settings and be able to provide consultation to and receive it from other professionals regarding specially designed instruction and program development for students.
10. Students will understand the roles and responsibilities of paraprofessionals, direct and monitor their activities, and be able to collaboratively work with paraprofessionals in the delivery of specially designed instruction in the general education classroom.
11. Students will be able to collaborate with other educational professionals in the delivery of specially designed instruction for the general education classroom.
12. Students will understand the family systems theory, understand how to establish productive relationships with parents, and identify strategies for promoting family participation in decision making.
13. Students will be able to assist families in identifying their resources, priorities, and concerns in relation to their children's development and education.
14. Students will identify and use community resources to foster student learning and apply strategies for effective collaboration with community agencies and organizations.
15. Students will be able to engage in continuing professional development and reflection to increase knowledge and skill as a special educator.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted