

**CEDAR CREST COLLEGE  
ALLENTOWN, PENNSYLVANIA**

**COURSE TITLE**

**COLLABORATIVE PARTNERSHIPS IN INCLUSIVE SETTINGS**

Course Number: SPE 346/546

Semester Hours: Three

Prerequisites: SPE 344; SPE 345 or as approved by the instructor

Limitations on Enrollment: Independent Study

Required:

Catalog Description: This course will explore the theory and practice of professional teamwork to facilitate inclusionary school practices. This course is appropriate for special education, general education, related services, and other support staff. Participants will be introduced to best practice strategies to building collaborative relationships for including students with disabilities in general education classrooms. personnel for collaborative consultation and teamwork in serving the needs of students. Context, process, and content of collaborative partnerships strategies for adults and students are presented.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education

Furthermore: Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Honor Philosophy: The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

N. B.: In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking procedures) will be strongly encouraged to contact the professor or instructor at the

beginning of the course. For the student's convenience, both the professor's/instructor's office hours and telephone number will be listed on the syllabus. Please note that various services on campus, including The Advising Center.

Academic integrity and ethics remain steadfast, withstanding technological change. CCC academic standards, therefore, apply to all academic work including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications. The entire Honor Philosophy and description of the community standards for academic conduct can be found in the Customs Book.

Attendance Policy: Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent.

This course is discussion and group process oriented. In order to gain the full breadth of this course, it is imperative students attend all classes. Students earn points by completing in-class and out of class assignments. Attendance and participation is mandatory in order to accomplish the requirements of the course. Assignments are due on scheduled dates. Absences of greater than clock-hours will significantly impact a student's grade. Excused and unexcused absences will result in the loss of points. Absences do not alter the date in which assignments are due.

Final Exam: Your obligations for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. You should not make travel arrangements until the final exam schedule is published; if you must make plans early, you should schedule your travel after the last final exam day.

#### I. Course Objectives:

Students will achieve growth toward becoming informed, dynamic professionals, as evidenced by demonstration of proficiencies in knowledge, comprehension, value development, and skill application. This course will provide students with the skills and values needed for building collaborative teams within inclusive settings. The course will include practical methods used in schools to establish collaboration among professionals (i.e., administrators, teachers, and related service personnel), families, paraeducators, and support staff to include students with disabilities in general education classes. Upon successful completion of this learning experience, the participant will:

Identify and incorporate into a professional framework the legal and historical basis for team collaboration with the educational process.

Understand consultation theory and its application for decision-making in special and general education contexts (pre-referral teams, multidisciplinary teams, and school based teams).

Recognize conditions that strengthen or inhibit effective use of collaborative consultation. Exhibit self-understanding and constructive use of individual differences for school-based collaboration in culturally diverse settings.

Assess the issues related to building cultural reciprocity with families and practice collaboration with these families.

Apply communication skills of effective verbal and non-verbal communication, listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts.

Use problem-solving techniques in collaborating with professional colleagues, parents, and related ancillary personnel to provide students' learning needs.

Show skills in managing time and technology, and in locating and using appropriate instructional resources.

Develop self-assessment techniques and tools for evaluating and improving consultation, collaboration, and co-teaching.

Formulate strategies for co-planning and co-teaching to serve students' special needs.

Explain responsibilities and strategies for supervising and planning with paraeducators and for initiating involvement of school administrators

Demonstrate awareness of need for organizing interrelated agencies on their roles as providers of the array of services required for students' with special needs,

Arrange professional development experiences, and cultivate new metaphors and positive ripple effects for implementing effective consultation, collaboration, and teamwork in current or future school contexts.

Conduct a research project relevant to evaluating the dynamics, success and/or process of building team collaboration within inclusive schools.

Course Requirements: The course requirements are designed to assess student mastery of material, including knowledge, comprehension, application, analysis, synthesis, and evaluation. Content of course will be offer via pre-class assignment, outside readings, in-class assignments, discussions, videos, simulated role-play, case study and final exam.

## II. Course Content

The Fundamentals of Collaboration

Defining collaboration

Applied to public school history/goals

Characteristics of a collaborative relationship

Collaboration in special education

Laws of LRE impact collaboration

Compare and contrast collaborative vs. non-collaborative relationships

Teams

Excluded vs included

Characteristics of a team

Team cycle

Team performance curve

Fish!

Managing complex change

Team models  
Multidisciplinary  
Interdisciplinary  
Transdisciplinary  
Effectiveness of teams  
Factors that affect team functioning  
Leadership styles  
Co-Teaching  
Compare and contrast co-teaching is/is not  
Rational for co-teaching  
Types of team membership  
Achievers  
Affiliators  
Power-seekers  
Six co-teaching approaches  
One teaching-one observing  
One teaching –one drifting  
Stationary teaching  
Parallel teaching  
Alternative teaching  
Team teaching  
Assessing co-teaching readiness  
Co-teaching rubric  
Consultation  
Problem solving process  
Rational and benefits of consultation  
Behavioral consultation  
Clinical consultation  
Mental health consultation  
Organizational consultation  
Pre-referral  
Issues in consultation  
Pragmatic and practical Issues  
Roles and responsibilities and other factors affecting collaboration  
Stages of program development  
The PATH process  
Interpersonal problem solving  
Types of problem solving  
Well-defined problems  
Partially defined problems  
Ill-defined problems  
Reactive problem solving  
Proactive problem solving  
Steps to interpersonal problem solving  
Nominal Group Technique  
Interpersonal Communication

Defining communication  
Communication skills  
Using statements  
Providing information  
Clarifying information  
Reflecting  
Summarizing  
Checking  
Characteristics of effective feedback  
Characteristics of questions  
Difficult Interactions  
Causes of conflict  
Conflict response style  
Competitive  
Avoidance style  
Accommodative style  
Compromising style  
Collaborative style  
    c. RESOLVE  
Stages of Career Cycle  
New teachers  
5-10 years  
Middle period of teaching  
Mature period of teaching  
Deep barriers and emerging concepts

### III. Methods of Instruction

Discussion Format  
    B. Cooperative Learning  
    C. Case study approach readings  
D. Research and Critique Articles  
Produce quality written summaries  
Interacting with Text and Instructor

### IV. Methods of Evaluation

FISH! Reaction Responses \_\_\_\_\_ (10)  
Research Article Critique \_\_\_\_\_ (10)  
Draft Memo – Co-Teaching \_\_\_\_\_ (10)  
Team Building Activity \_\_\_\_\_ (10)  
6 Coteaching Options \_\_\_\_\_ (10)  
Rubric: Co-Teaching \_\_\_\_\_ (10)  
Scenarios \_\_\_\_\_ (10)  
Nominal Group Technique \_\_\_\_\_ (10)

Conflict Response Style \_\_\_\_\_ (10)  
FINAL \_\_\_\_\_ (10)

Required Texts:

Dettmer, P., Thurston, L. P. & Dyck, N., (2002). *Consultation, collaboration, and teamwork for students with special needs*. Boston, MA.: Allyn and Bacon.

Or

Friend, M., & Cook, L. (2000). *Interactions: Collaboration skills for professionals*. New York: NY: Addison Wesley Longman.

Lundin, S. C., Paul, H., & Christensen, J. (2000). *Fish!* New York: Hyperion.

CLASS PROTOCOL

Following the Calendar

Not handing in assignments when due will result in a loss of points.

Meetings

1. This class has 6 meetings as arranged by the instructor and student.

Grading

A	94-100
A-	90-93
B+	86-89
B	82-85
B-	80-81
C+	76-79
C	72-75
C-	70-71
D+	66-69
D	62-65
F	below

TOTAL \_\_\_\_\_ (100)

*All assignments will be completed upon end of course instruction.*

Instructor: Deborah Hartman

Contacting the Instructor: (w) 484-765-4160, email: hartmand@allentownsd.org.