

**CEDAR CREST COLLEGE  
ALLENTOWN, PENNSYLVANIA**

**COURSE TITLE**

**COLLABORATIVE PARTNERSHIPS IN INCLUSIVE SETTINGS**

Course Number: SPE 546

Semester Hours: Three

Prerequisites: SPE 544; SPE 345 or as approved by the instructor

Limitations on Enrollment: 25

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: 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:

- A. Identify and incorporate into a professional framework the legal and historical basis for team collaboration with the educational process.
- B. Understand consultation theory and its application for decision-making in special and general education contexts (pre-referral teams, multidisciplinary teams, and school based teams).
- C. Recognize conditions that strengthen or inhibit effective use of collaborative consultation.
- D. Exhibit self-understanding and constructive use of individual differences for school-based collaboration in culturally diverse settings.
- E. Assess the issues related to building cultural reciprocity with families and practice collaboration with these families.

- F. Apply communication skills of effective verbal and non-verbal communication, listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts.
- G. Use problem-solving techniques in collaborating with professional colleagues, parents, and related ancillary personnel to provide students' learning needs.
- H. Show skills in managing time and technology, and in locating and using appropriate instructional resources.
- I. Develop self-assessment techniques and tools for evaluating and improving consultation, collaboration, and co-teaching.
- J. Formulate strategies for co-planning and co-teaching to serve students' special needs.
- K. Explain responsibilities and strategies for supervising and planning with paraeducators and for initiating involvement of school administrators
- L. Demonstrate awareness of need for organizing interrelated agencies on their roles as providers of the array of services required for students' with special needs,
- M. 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.
- N. 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

- A. The Fundamentals of Collaboration
  - a. Defining collaboration
  - b. Applied to public school history/goals
  - c. Characteristics of a collaborative relationship
  - d. Collaboration in special education
  - e. Laws of LRE impact collaboration
  - f. Compare and contrast collaborative vs. non-collaborative relationships
- B. Teams
  - a. Excluded vs included
  - b. Characteristics of a team
  - c. Team cycle
  - d. Team performance curve
  - e. Fish!
  - f. Managing complex change
  - g. Team models
    - i. Multidisciplinary
    - ii. Interdisciplinary
    - iii. Transdisciplinary

- h. Effectiveness of teams
- i. Factors that affect team functioning
- j. Leadership styles
- C. Co-Teaching
  - a. Compare and contrast co-teaching is/is not
  - b. Rational for co-teaching
  - c. Types of team membership
    - i. Achievers
    - ii. Affiliators
    - iii. Power-seekers
  - d. Six co-teaching approaches
    - i. One teaching-one observing
    - ii. One teaching –one drifting
    - iii. Stationary teaching
    - iv. Parallel teaching
    - v. Alternative teaching
    - vi. Team teaching
  - e. Assessing co-teaching readiness
  - f. Co-teaching rubric
- D. Consultation
  - a. Problem solving process
  - b. Rational and benefits of consultation
  - c. Behavioral consultation
  - d. Clinical consultation
  - e. Mental health consultation
  - f. Organizational consultation
  - g. Pre-referral
  - h. Issues in consultation
- E. Pragmatic and practical Issues
  - a. Roles and responsibilities and other factors affecting collaboration
  - b. Stages of program development
  - c. The PATH process
- F. Interpersonal problem solving
  - a. Types of problem solving
    - i. Well-defined problems
    - ii. Partially defined problems
    - iii. Ill-defined problems
    - iv. Reactive problem solving
    - v. Proactive problem solving
  - b. Steps to interpersonal problem solving
  - c. Nominal Group Technique
- G. Interpersonal Communication
  - a. Defining communication
  - b. Communication skills
  - c. Using statements
  - d. Providing information

- e. Clarifying information
  - f. Reflecting
  - g. Summarizing
  - h. Checking
  - i. Characteristics of effective feedback
  - j. Characteristics of questions
- H. Difficult Interactions
- a. Causes of conflict
  - b. Conflict response style
    - i. Competitive
    - ii. Avoidance style
    - iii. Accommodative style
    - iv. Compromising style
    - v. Collaborative style
  - c. RESOLVE
- I. Stages of Career Cycle
- a. New teachers
  - b. 5-10 years
  - c. Middle period of teaching
  - d. Mature period of teaching
  - e. Deep barriers and emerging concepts

### III. Methods of Instruction

- A. Discussion Format
- B. Cooperative Learning
- C. Case study approach readings
- D. Research and Critique Articles
- E. Produce quality written summaries
- F. 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., (2008). *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

### I. Following the Calendar

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

### II. Meetings

1. This class has 6 meetings (weekend course) as designed by Cedar Crest College

### III. 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, M.S.

Contacting the Instructor: email – [dwhartma@cedarcrest.edu](mailto:dwhartma@cedarcrest.edu) or [hartmandeborah@gmail.com](mailto:hartmandeborah@gmail.com)