SOUTHEASTERN LOUISIANA UNIVERSITY
SPECIAL EDUCATION 613
CONSULTING TEACHER STRATEGIES
3 HOURS CREDIT

PREREQUISITES: SPED 200 or 600

COURSE DESCRIPTION:
A study of effective techniques and strategies of consultation, collaboration, and communication in the schools. The role of consulting teacher will be emphasized.

STATEMENT OF CONCEPTUAL FRAMEWORK:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

COURSE OBJECTIVES:
By the conclusion of this course, the student will have developed knowledge and understanding of:

1. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally/linguistic diverse backgrounds. (CC:1, K3) (PS, KL, CK, D).
2. Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles. (CC:4, K1) (PS, KL, SM, CK, D).
3. Demands of various learning environments such as individualized instruction in general education classes. (CC:4, K2) (PS, KL, SM, CK).
5. Ways in which technology can assist with planning and managing the teaching and the learning environment. (CC:5, K3) (PS, KL, SM, CK, D).
6. Social skills needed for educational and functional living environments and effective instruction in the development of social skills. (CC:6, K4) (PS, KL, CK, D).
7. Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program. (CC:7, K1) (PS, KL, CK, D).
8. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents, including education programs and management guides to help families deal with behavioral and instruction problems of their children with disabilities. (CC:7, K2) (PS, KL, CK, D).
9. Development of individual student programs working in collaboration with team members, related services personnel, and community organizations. (CC:7, K3) (PS, KL, CK, D).
10. Roles of individuals with exceptionalities, parents, teachers, and other school personnel in planning an individualized program. (CC:7, K4) (PS, KL, CK, D).
11. Ethical practices for confidential communication to others about individuals with exceptional learning needs. (CC:7, K5) (PS, KL, CK).
12. Personal cultural biases and differences that affect one’s teaching. (CC:8, K1) (PS, KL, SM, CK, D).
14. Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to individuals with disabilities. (GC:7, K2) (PS, KL, CK, D).
15. Collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum and classrooms. (GC:7, K3) (PS, KL, SM, CK, D).
16. Types and importance of information generally available from family, school officials, legal system, community services agencies. (GC:7, K4) (PS, KL, CK, D).

**COURSE OUTCOMES:**
By the conclusion of this course, the student will be able to:

1. Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments. (CC:7, S1) (PS, KL, CK, D).
2. Communicate and consult with individuals, parents, teachers, and other school and community personnel. (CC:7, S2) (PS, KL, CK, D).
3. Plan and conduct collaborative conferences and counseling techniques with individuals with exceptional learning needs and families or primary care givers. (CC:7, S5) (PS, KL, CK, D).
4. Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of individuals with specific exceptional learning needs. (CC:7, S7) (PS, KL, CK, D).
5. Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students. (CC:8, S2) (PS, KL, SM, CK, D).
6. Identify procedures in which technology can assist in modifying and adapting instruction. (PS, KL, SM, CK, T).
7. Demonstrate proficiency in oral and written communication. (CC:8, S5) (PS, CK).
8. Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues. (CC:8, S6) (PS, KL, SM, CK, D).
9. Comply with local, state, provincial, and federal monitoring and evaluation requirements. (CC:8, S7) (PS, KL, SM, CK, D).
10. Use copyrighted educational materials in an ethical manner. (CC:8, S8) (PS, CK).
11. Practice within the CEC Code of Ethics and other standards and policies of the profession. (CC:8, S9) (PS, KL, SM, CK).
12. Articulate the factors that influence the over-representation of culturally and linguistically diverse students in programs for individuals with disabilities. (GC:1, S2) (PS, KL, CK, D).
14. Assist students, in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision making and full participation in the community. (GC:7, S2) (PS, KL, SM, CK, D).
15. Articulate the teacher’s ethical responsibility to non-identified individuals who function similarly to individuals with disabilities (GC:8, S2) (PS, KL, CK).

FIELD EXPERIENCE REQUIREMENT:
Students are required to complete 30 hours of field activities related to the consultative and collaborative roles of educational diagnosticians. All field activities must be uploaded to Pass-Port

REQUERIED UNIT/PROGRAM ASSESSMENTS:
Documentation of SBLC Meetings
Prereferral Intervention
Both activities are to be uploaded to Pass-Port

COURSE EVALUATION:

1. Midterm and final (100 pts. each) 200 pts.
2. SBLC meetings 25 pts.
4. Interview with Educational Diagnostician 15 pts.
5. Portfolio 135 pts.
   a. Critique of articles (10 pts each) 30 pts.
   b. Philosophy of assessment and evaluation 10 pts.
   c. Academic intervention strategies 30 pts.
   d. Test modification strategies 10 pts.
   e. Collaboration and consultation strategies 20 pts.
   f. Collaboration and consultation Websites with descriptions 10 pts.
   g. Neatness, organization, content, writing 25 pts.
REFERENCES:


**JOURNALS:**
- *Intervention in School and Clinic*
- *Journal of Special Education*
- *Journal of Cognition and Development*
- *Journal of Early Intervention*
- *Journal of Educational and Psychological Consultation*
- *Assessment for Effective Intervention*