

**Texas A&M University-San Antonio**  
**Department of Educator and Leadership Preparation**  
**EDSE 5309.600 Special Topic: Collaboration**

- A. Course Description:** To prepare special education personnel, classroom teachers, related services personnel, and other support staff for collaborative consultation and teamwork in serving the educational needs of students with disabilities. Consideration of the role of home and parents in the educational programming for exceptional children, and practical and positive strategies that can be used in working with parents.
- B. Course Objectives:** The objectives address the needs of educators and other professionals to develop skills that enable them to collaborate, consult, and engage in teamwork to facilitate learning by students with special needs. After this course, the student will:
1. Understand collaborative school consultation theory, its application in special education contexts, and factors that affect collaborative school consultation and working in teams in the contexts of schools and students' families.
  2. Demonstrate skills in facilitating the team effort required for effective collaboration and in co-teaching to serve students with exceptionalities.
  3. Apply problem-solving techniques in collaboration with co-educators and related and ancillary personnel to facilitate student growth and development.
  4. Formulate strategies for managing time, records, resources, and ethical issues when engaged in school-based collaborative consultation, co-teaching, and other forms of teamwork.
  5. Demonstrate skills in locating and directing use of appropriate instructional and community resources (including text, internet, agencies, etc.) by consultants, consultees, and students with exceptionalities.
  6. Demonstrate verbal and nonverbal communication skills of listening, avoiding verbal and nonverbal roadblocks, addressing resistance and anger, being appropriately assertive, and resolving conflicts.
  7. Exhibit self-understanding, appreciation of cultural diversity, and constructive use of individual differences among adults as well as students in school-based collaboration.
  8. Demonstrate collaboration skills in including families at all levels of the educational process (e.g. assessment, IEP development, programming, etc.) to enhance opportunities for individuals with exceptional learning needs.
  9. Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
  10. Use their knowledge of current research to improve collaborative practices as applied to students with exceptionalities and their families.
- C. Topics**
- a. Family involvement
  - b. Collaborative environments
  - c. Develop collaborative scheduling for service coordination
  - d. Develop meaningful short and long term goals
  - e. Application of research methods to develop collaborative models

#### **D. RECOMMENDED READINGS**

Friend, M. (2024). *Interactions: Collaboration skills for school professionals* (10th ed.). Pearson.

Gibb, G., & Taylor, T. (2022). *IEPs: Guide to writing quality Individualized Education Programs* (4th ed.). Pearson.

Other materials and relevant articles will be posted on Blackboard.