

**Special Topics:  
Consultative Skills for Special Educators**

Summer Session  
August 15 - 19, 1988  
Monday - Friday  
9:00 - 4:00 P. M.  
SFU - MPX 7610

Instructor: A. DeBoer

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**THIS COURSE AVAILABLE TO CERTIFIED TEACHERS ONLY.**

**Course Description**

Successful consultations involve very specialized skills that are not easily or readily acquired without instruction, modeling, collaboration, coaching, and practice. This course is designed for educators whose professional success and personal satisfaction depends on his/her ability to (1) collaboratively work with fellow educators, and (2) use strategies that allow everyone to feel good.

**Course Objectives**

Participants in this class will be able to:

1. Define collaborative consultation and explain why special education is rethinking its current delivery system.
2. Employ a collaborative problem-solving process when consulting with colleagues.
3. Identify interpersonal-cognitive styles of self and others in order to communicate more effectively.
4. Design consulting strategies that achieve mutually productive outcomes.
5. Identify barriers and design strategies for removing them.
6. Use effective communication skills that include active listening, questioning, and leading strategies.
7. Explain stages in the change process.
8. Design pre-referral consultation processes that decrease unnecessary referrals and placements in special education programs.
9. Describe the roles of the principal, general educators, special educators, and support personnel in the collaborative consultation model.

**Readings**

**Required Text:** The Art of Consulting by Anita L. DeBoer. Arcturus Books (2026 W. Iowa St.), Chicago, 1986.

**Recommended Readings:**

Getting to Yes: Negotiating Agreements Without Giving In by Roger Fisher and William Ury, Penguin Books, New York, 1981.

The Helping Interview (3rd Ed.) by Alfred Benjamin, Houghton Mifflin, Geneva, IL, 1981.

Developing Consultation Skills by Richard Parsons & Joel Meyers, Jossey-Bass, Washington, 1984.

Collaborative Consultation by Lorna Idol, Phyllis Paolucci-Whitcomb, & Ann Nevin. Aspen, Rockville, Maryland, 1986.

The Theory and Practice of School Consultation by M. Curtis and J. Zins (Eds.), Thomas, Springfield, IL, 1981.

## Course Requirements and Activities

### For a grade of C

1. Attendance at all class sessions.
2. Active participation in all problem-solving activities and group discussions.
3. Write reaction papers (minimum one typewritten page in length) to *each* chapter in the text The Art of Consulting by Anita L. DeBoer. Each paper must deal specifically with *how* and *why* the information applies to your situation. (Chapters 1-3 due August 16; Chapters 4-6 due August 17; Chapters 7-8 due August 18).

### For a grade of B

The above C requirements **plus**

1. With a partner, design, role play, and self-evaluate **two** collaborative consultations.
2. Actively participate in class critiques of collaborative problem-solving vignettes by providing constructive feedback in written form.
3. Write reaction papers (minimum two typewritten pages in length) to **five** articles related to the topic of collaborative consultation. The first page is an overview of the article; the second page must be an explanation of *how* and *why* the information applies to your situation. (Due August 19, 1988)

### For a grade of A

The above C and B requirements **plus**

Outline a plan for implementing or expanding your role as a collaborative consultant in your school/district. Issues that should be addressed include: (a) Current status regarding consultation services; (b) how you plan to provide consultation (the organizational structure); (c) when, during the day, you plan to provide consultation; (d) with whom you plan to provide consultation initially, both teachers and students; (e) how you plan to involve administrators, teachers, and other support personnel in the planning and implementation process; (f) how you plan to "sell" the idea to your school district; (g) what you anticipate to be the staff development needs for the district; (h) when staff development can be provided and by whom; (i) materials and record-keeping forms that will be needed; and (j) how you plan to evaluate the effectiveness of your plan, both quantitatively and qualitatively.

**OR**

Design a project of more value to you in your situation. Briefly outline its rationale and major components. Discuss your project with your professor to secure approval by August 17, 1988.

**OR**

Select one of the books from the Recommended Readings list. Write a critique (minimum five typewritten pages) discussing **how you plan to apply** the information you acquired from the reading **to your work environment**.