

SIMON FRASER UNIVERSITY

Educ 375-3

Special Topics: Developing Consulting Skills in Special Education

Summer Session, 1989
(July 27 - August 5)

M/T/W/Th/F/Sat

9:00 am - 1:00 pm

Location: UBC-Jericho Hill School

Instructor: Dr. William Rhodes

Prerequisite: Educ. 401/402 or equivalent teacher training

Course Description:

This course will address consulting, an area within the field of education in which there has been increasing interest in recent years. Consulting is a process in which educators work with other teachers, educational paraprofessionals, parents, and members of non-educational professions to provide services for children with special needs. This course will examine methods that teachers can use to transfer their skills to other change agents working with exceptional children in regular classrooms and special educational settings. This course will be of interest to all special educators and regular classroom teachers.

Definitions of Consultation:

1. A review of some of the definitions of consultation.
2. The choice for this course: A peer coaching and learning process in which professional educational knowledge and skills related to troubled or troubling children are transferred from one contextual practice area or person to another.

Issues and Content---Defined by Class:

1. Personal issues around consultation content and practices.
2. Group issues around consultation content and practices.
3. Issues in the consultee systems related to readiness to use consultation as a practice.

Consultation Models:

1. Behavioral focused models.
2. Interpersonal or intrapersonal models.
3. Social-ecological models.
4. Cognitive-emotional models.

(over)

Specific Consultation-Process Skills:

1. Interpersonal communication skills.
2. Consultee resistance and conflict-resolution skills.
3. Question-framing skills.
4. Intervention-design skills.
5. Problem solving skills.
6. Observation and data collection skills.
7. Skills in specifying outcome evidence.
8. Follow-through skills.

Simulations of Consultation:

1. With "teacher"
2. With "principal", other "administrators" or "supervisors"
3. With "parents"

Class-Centered Content: i.e.:

1. Attitudinal
2. Specific categories of exceptionality
3. Suicide
4. Counseling and other interpersonal practices

Course Requirements:

Readings to be completed prior to the Institute will be forwarded by June 15th.

There will be a paper due during the course critiquing articles relevant to the topic and a final examination the last day of class.

No required textbook.