Bemidji State University

SPED 5650: Collaborative Techniques for Special Educators

A. COURSE DESCRIPTION

   Credits: 3
   Lecture Hours/Week: 0
   Lab Hours/Week: 0
   OJT Hours/Week: *.*
   Prerequisites: None
   Corequisites: None
   MnTC Goals: None

   A study of the importance of and techniques for collaboration with parent, caregivers, community services
   and other support services to enhance the learning outcomes for students with special needs. (DAPE will
   still have the documented 10 hours)

B. COURSE EFFECTIVE DATES:  08/26/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

   1. Collaboration Techniques
   2. Building Partnerships and Trust
   3. Understanding Family Dynamics
D. LEARNING OUTCOMES (General)

1. Communication and collaboration. A teacher of special education cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress. The teacher must be able to:

2. (1) Understand how disabilities can impact families as well as the student's ability to learn interact socially and contracture to the community throughout the life span.

3. (2) Take into account the dynamics, roles and relationships within families and communities resulting from differences in familial back.

4. (3) Assist with families in identifying their resources priorities and concerns in relation to their children's development and education.

5. (4) Work collaboratively with family members including children and youth in designing implementing and evaluating individual educational plans and programs.

6. (5) Facilitate and manage student - specific teams, including those for child student, individualized education program planning and planning for transition.

7. (6) Understand and make use of structures supporting interagency collaboration including interagency services agreements referral and consultation.

8. (7) Provide consultation to and received it from other professionals regarding specially designed instruction and program organization and development for children and youth and families.

9. (8) Direct and monitor the activities of paraprofessionals, aides, volunteers, and peer tutors.

10. (9) Access services networks agencies and organizations relevant to the needs of children and youth and families.

11. (10) Access and evaluate information, research, and emerging practices relevant to the field of special education through consumer and professional organizations, peer-reviewed journals, and other publications.

12. (11) Engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.

13. (12) Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted