

TECP 71C : Consultation/Collaboration and Individual Education Plans

An examination of the collaborative/consultative model in education and the skills necessary for that approach. It focuses on the state curriculum frameworks, the N.H. state rules for students with disabilities, and federal and local guidelines regarding the education of students with special needs. This course includes examination of the concepts and skills necessary for IEP and team development such as, the development of student profiles, goals, objectives, communication and collaboration skills, leadership skills, and knowledge of the theories of change. This course addresses specific N.H. state standards for certification in the area of general special education.

Credits 3

Lab/Practicum/Clinical Hours 0

Lecture Hours 3

Prerequisite Courses

EDU 101C

EDU 200C

EDU 203C

Prerequisites

Acceptance in the General Special Education Conversion program and/or approval of TECP director

Learning Outcomes

- Demonstrate the understanding of the functions of schools, school systems, and other agencies and their relationships to general and special education.
- Describe the similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional, and physical areas and the impact and educational implications of the disability.
- Understand learning differences and use the diverse range of students' approaches to learning and the range of modifications and accommodations to support learning; demonstrate the understanding of students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, and peer and social groups. Understand a student's learning differences in the development of the IEP and transition needs; and how information processing skills can impact student learning.
- Demonstrate an understanding of legal policies and ethical principles of assessment related to the special education process and the range of formal assessment instruments and their purposes in the special education process.
- Use instructional planning and strategies, co-teaching, and planning for for students with special needs.
- Demonstrate the knowledge of all stages of the IEP process including the N.H. state rules for students with disabilities, and federal and local guidelines regarding the education of students with special needs.
- Understand the collaborative/consultative model in special education and the skills necessary for that approach.