

Module 4: Assignment 1 -- Consultative Collaboration Research Paper

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Resolving difficult Interactions with Other Educators in Collaborative Consultation

Collaborative consultation is described as an interactive process that allows individuals with different expertise to create solutions to challenges. The result of collaborative consultation produced altered and improved solutions that are better than those that individual members could independently produce. Collaborative consultation aims at providing effective programs for special needs learners. Collaboration plays an essential role in ensuring that special needs students are included and involved in general education classrooms. Both educators and collaborators must understand how collaboration can be appropriately used to benefit learners with special needs. A couple of decades ago, educators worked in isolation, meaning one educator assigned to a classroom. Students with special needs were taught in a different environment with their set of own teachers; however, over the years, this phenomenon has changed. Classrooms are increasingly being combined to contain all students regardless of their disability.

Mulholland & O'Connor (2016) asserts that collaborative consultation is beneficial to the students that learn within inclusion classrooms. Pedersen & Beste- Guldberg (2019) assert that collaborative consultation applies a student-centered approach, therefore, making multiple people collaborate to determine the best possible way to provide students with appropriate instruction. In collaborative consultation, students with special needs are given attention from different instruction educators. Collaborative consultation helps students get the help they need in a general education classroom, therefore, making it unnecessary for students to be placed in special education programs. Collaborative consultation provides extra human resources which can be essential in minimizing mislabeled students who may be having behavioral or academic difficulties. General education and special education have been integrated, and teachers are

collaboratively working to provide their perspective, knowledge, and skills to all students. This collaborative consultation presents the challenge of sharing roles that were previously performed by an individual. It requires sharing of goals, instructions, decisions, responsibility problem solving, student learning assessment, and classroom management. Studies show that special education teachers often experience resistance from general education teachers when they attempt to initiate collaborative service provision for students with special needs. This research paper explores various ways of resolving difficult interactions with other teachers in collaborative consultation.

Da Fonte & Barton-Arwood, (2017) states that difficult interactions or conflict may arise when educators view that their collaborative consultation is not working or one party is dissatisfied with the current situation and want to improve it. Additionally, every teacher has his or her perception or interpretation of a situation, which can lead to conflict. It is important to acknowledge that different teacher has their perception, interpretations, and belief in various situations. What could be right or working with one may not work with the other. It is, therefore, important to integrate all parties' perspectives. Educators in difficult situations often share a common ground. It is essential to acknowledge the common ground. Educators may have overlapping interests; however, they share an interest in doing what is best for students. As all human being depends on each other, different educators ought to work together to identify a working resolution. To resolve difficult interactions, teachers must find general education, and special education teacher s must identify points of agreement. These points can alternatively be used to create a foundation for agreements and further discussions. However, inasmuch as it is important to recognize the perspective of different educators, it can be challenging to accommodate each educator's opinion, and perspectives as others can be ambiguous and

unachievable (Hind, Larkin & Dunn, 2019). Considering every administrator's perspectives and opinions can be time-consuming may affect the quality of education provided to learners.

A study conducted by Douglas, Chapin & Nolan, (2016) reveals that people are inclined to pick sides during difficult interactions or conflicts. Resolving this conflict or challenges by imposing to the will of an educator on the other can jeopardize the working relationship of the teachers, which can affect service provided in terms of general and special education. Both parties must empower each other and effectively choosing discussion and negotiation approaches. Douglas, Chapin & Nolan, (2016) further states that collaborative consultation can be time-consuming; however, due to the benefits gained through these collaborations can be considered an investment whose benefits can be achieved as time goes by. It is, therefore, important to take time to understand each other to foster a working relationship that will benefit all students. Hind, Larkin & Dunn (2019) asserts that progress that leads to achieving agreement between the parties involved. Resolving interactions between different parties involved require building a strong relationship between them.

Wedd (2017) states that difficult interactions can affect the educator's capacity to perform their duties. These difficult situations can be effectively managed in ways that promote personal safety and respect. **It the educator voices their concerns** and has been appropriately addressed, they can then turn their focus on arrangements that seek to educate students. If the conflict persists, educators may affect their ability to reach a reasonable agreement that will affect their ability to educate students. Relational and emotional issues can be tackled through the use of a private feedback process. When educators have a safer way where they can communicate safely, emotional issues can be addressed. Private feedbacks provide a platform through which strong and repressive emotions are released. Educators must also learn to

differentiate past relational and emotional problems and focus on effective methods that can be used to solve problems. Larger groups of educators can benefit from choosing an appropriate decision-making standard. Decision-making standards often involve super minority standard unanimity of both of them; for instance, a school group of educators may adopt the use of a consensus standard of support mainly from within the school team, while unanimity often requires parents and the school team. Alternatively, it could be beneficial to develop a more sensitive voting response system. Educators can use raise a finger to show their support and refine proposals to ensure that all concerns have been addressed. Naclerio (2017) argues that this process can be time-consuming and can affect the quality of services provided to students.

Taylor, Morgan & Callow-Heusser, (2016) asserts that to resolve difficult interactions, it is essential to have a clearly defined problem-solving structure. Conflicting educators may present issues of discussion or interactions that are causing problems and reflect on them as an effective problem-solving method. Educators can determine what is best for the students. Taylor, Morgan & Callow-Heusser, (2016) further argues that it is important to acknowledge the nature of the concern and identify the issue as one in affirming, mutualizing problem-solving terms. Educators need to adopt ground rules that will guide resolving difficult interactions; for instance, all educators having an equal opportunity to contribute to issues causing these interactions. To achieve success in resolving difficult interactions, it is important for educators not to establish hard stances but express themselves in terms of positive intentions, personal interests, and the outcomes that they would like to achieve. Educators can then begin to practice their understanding. If some teachers violate the agreed-upon understanding or behavioral norms, a follow up is made.

In collaborative consultation, communication plays a critical role; thus, it is essential to define an appropriate communication process. The communication process will be beneficial in identifying a common ground for both general education and special education teachers. It can also help in developing an agenda that is focused on resolving conflict or problems that arise in the working relationship of educators (Woods, Morrison & Palincsar, 2018). Different procedures can be used to create active participation and empowerment of teachers. The procedures resulting solutions are most likely to be experienced as they are provided by the educators or teachers. The procedure adheres to a logical progression. It starts by defining the intentions and interests of the teachers involved, followed by developing options and select arrangement. Integration and finalization are then done. Various methods can be used to determine the interests and intentions of educators. For instance, by using a flip chart, once interests and intentions have been made clear, options are identified, which can be used to satisfy them. Taylor, Morgan & Callow-Heusser (2016) argues that brainstorming is an effective method of identifying options that can satisfy educators with different interests. Multiple educators are encouraged to come up with multiple solutions that are subsequently evaluated to create a comprehensive solution that contains several possibilities.

An arrangement that is comfortable with all the parties is determined. Whereas it is widely believed that objective criteria underlie educators' criteria, Von Ahlefeldt-Nisser, (2017) argues that they instead select an option based on idiosyncratic and subjective criteria, principles, standards, rationalizations, or rationales. The essential point is that educators will have an agreement when an agreement that satisfies all of them is developed. According to Wedd (2017, the ability to explain different components helps to achieve agreements between the parties involved. Different options can be broken apart and combined. It is important that all the

educators understand the viability of each option and how they influence each other; once they understand each option, then exchanges can be encouraged. Finally, it is important to integrate all arrangements to consider options and solutions of all parties involved.

As evident, the research paper presents various concepts and techniques that can be used to resolve difficult interactions with other educators in collaborative consultations, especially in special education. Collaborative consultation is important, especially to students with special needs, as it brings together multiple people to share knowledge and communicate; therefore, educating them based on their needs.

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