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Consultation Assignment

SERP 479

*Issues Relating to Consultation*

When people in a school come together to form a collaboration group, almost always tensions will sometimes rise as some may become frustrated with either the solutions that are being presented or the outcomes the group is receiving. Most always a school collaborative group will consist of teachers and administrators that all work in close courters and it is common to become frustrated with some members of the team. I have seen it from first year teachers to even some of the most seasoned teachers, but typically when tensions get to high the teacher will take their frustration out on the students or other members by treating them badly or talking poorly behind their backs disrespecting their confidentiality and integrity. This issues directly relates to maintaining student confidentiality and treatment of integrity. By doing this, the teachers I have observed are effectively destroying any collaboration relationship they have with their groups due to their poor attitudes or beliefs.

One of the underlying issues of teacher’s bad attitudes towards students or other staff members stems from them not recognizing different frames of references and different preferences, usually on teaching and behavior model styles. Now this is not something that is anyone’s fault, the teachers I have worked with have been the most well informed and dedicated professionals, but at the same time we are all as much as we can hold and at times teaching does overwhelm the most experienced teacher. As people move in to the more advanced part of their career, their frames of references get bigger and they are able to understand more and work with a better knowledge of how to deal with people, issues and situations.

*Resistance to Consultation*

As a special education teacher, part of one’s job is to educate other on student’s differences and individual needs. The most frustrating resistance a special education teacher can receive from another teacher is their lack of will to try and understand and accept one student’s disability and special needs. This resistance could come from a teacher negative beliefs that all students should be given the same instruction regardless of disability. A lot of the time I see the special education teacher pick up on the slack that the general education teacher refuses to do. In these situations, its more than likely that communication may be lacking between the special education teacher and the general education teacher as to the needs of the students that they are working with. By keeping an open line of communication and really making sure that you stress the importance of everyone’s job in supporting a student with a disability one can avoid issues like such.