COURSE SYLLABUS

Course Number
EDSE 662

Course Title
Consultation and Collaboration

Fall  Spring  Summer  Year
XXX      XXX     XXX     2008

Name of Instructor
Dr. Jeff Leone

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Meeting Day, Time, and Location
Monday 4:30 – 7:00 p.m., Fairfax High School, Room N112

Texts

Relationship of Courses to Program Goals and Professional Organizations

EDSE 662 is part of the George Mason University, Graduate School of Education (GSE) program for teacher licensure in the Commonwealth of Virginia and is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. As such, the curriculum for EDSE 662 is aligned primarily with Standard #10 (Collaboration) of CEC’s Common Standards for Beginning Teachers of Special Education (as well as for teachers of students with learning and emotional disabilities). Acknowledging the multidimensional nature of teaching, EDSE 662 draws secondarily from most CEC/NCATE Standards. The table on the following page describes CEC Content Standards (Standard #10) in relation to course outcomes and requirements.
<table>
<thead>
<tr>
<th><strong>CEC/INTASC STANDARD #10 COLLABORATION</strong></th>
<th><strong>STUDENT OUTCOMES</strong></th>
<th><strong>Course Requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Models and strategies of consultation and collaboration; collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.</td>
<td>Define collaboration, consultation, and teamwork and explain the essential characteristics of each.</td>
<td>Small group discussions; large group class participation; midterm quiz</td>
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<td>Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members; services, networks, and organizations that provide support across the life span for students with LD and BD; role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.</td>
<td>Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings</td>
<td>Interview report; case studies; website readings; midterm quiz; small group discussions</td>
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<td>Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.</td>
<td>Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts</td>
<td>Class activities; small group discussions; large group class participation; midterm quiz</td>
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<td>Roles of students, families, and school and community personnel in planning of an individualized program; co-planning and co-teaching methods to strengthen content acquisition of students with learning disabilities; parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for students with emotional/behavioral disorders.</td>
<td>Apply problem-solving techniques in collaborating with professional colleagues, parents, and related personnel to provide for students' learning &amp; behavioral needs</td>
<td>Class activities; small group discussions; information packet; case study discussions; professional development activity; final exam</td>
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<tr>
<td>Special educators reflect on and are aware of how their own and other’s attitudes, behaviors, and ways of communicating can influence their practice (Standard 9).</td>
<td>Develop self-assessment techniques for improving consultative and collaboration skills</td>
<td>Small group discussions; midterm quiz; case study discussions</td>
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<tr>
<td>See Standard #10 Skills (*)</td>
<td>Plan a professional development activity</td>
<td>Professional development activity; final exam</td>
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**Standard 1: Foundations.** Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies;

**Standard 3: Individual Learning Differences.** Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s disability to impact the individual’s academic and social abilities, attitudes, values, interests, and career options;

**Standard 5: Learning Environments and Social Interactions.** Special educators help their general education colleagues integrate individuals with disabilities in environments with their nondisabled peers and engage them in meaningful learning activities and interactions;

**Standard 6: Language.** Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences;

**Standard 7: Instructional Planning.** Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate;

**Standard 8: Assessment.** Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making;

**Standard 9: Professional and Ethical Practice.** Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of how their own and other’s attitudes, behaviors, and ways of communicating can influence their practice

**Skills:** Maintain confidential communication about individuals with exceptional learning needs. Collaborate with families and others in assessment of individuals with exceptional learning needs. Foster respectful and beneficial relationships between families and professionals. Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. Use group problem solving skills to develop, implement, and evaluate collaborative activities. Model techniques and coach others in the use of instructional methods and accommodations. Observe, evaluate, and provide feedback to paraeducators Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. Teach parents to use appropriate behavior management and counseling techniques (SED).
**EDSE 662 COURSE DESCRIPTION (3 credits)**

*Prerequisites: Teaching licensure or enrollment in a graduate degree program in education.* EDSE 662 provides professionals in special education, regular education, and related fields with the knowledge and communication skills necessary to provide collaborative consultation and technical assistance to other educators and service providers. The purpose of this course is to develop and enhance teamwork, collaborative, and consultative skills. Use of e-mail and other electronic file exchange (e.g., WORD, PowerPoint) is required.

**STUDENT OUTCOMES**

The expectations for professionals who work in schools have changed dramatically over the past decade. Special educators routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Few educators, however, can be effective unless they (a) develop and refine skills for interacting effectively with professionals as well as parents and (b) understand the context, process, and content of collaborative consultation.

EDSE 662 is designed to prepare graduate students to interact with other professionals about students with special needs. Graduate students will refine targeted skills for communication and begin to develop skills needed to provide professional development opportunities for colleagues.

At the conclusion of this course, students should be able to:

1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
2. Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
3. Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
4. Apply problem-solving techniques while collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
5. Develop self-assessment techniques for improving consultative and collaboration skills;
6. Develop methods to involve families in the education of their children;
7. Coordinate with related service providers, general educators, and other professionals in collaborative work environments;
8. Develop methods to effectively cooperate with community agencies and other resource providers;

## Class Schedule

<table>
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<tr>
<th>Class Sessions</th>
<th>Topics</th>
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| Jan. 28        | Introductions, Course Overview  
                     Review Syllabus and Assignments |
| Feb. 4         | Introduction to Consultation/Collaboration  
                     Group selections for Professional Development Teams  
                     Due: Read Chapter 1  
                     Take test and bring results from this site to class:  
                     [http://www.humanmetrics.com/cgi-win/JTypes1.htm](http://www.humanmetrics.com/cgi-win/JTypes1.htm) |
| Feb. 11        | Historical and Legislative context for SPED Inclusion  
                     Due: Read Chapter 2  
                     Self Evaluation Assignment |
| Feb. 18        | No Class Meeting, Complete the following:  
                     On one page, identify a problem you are having at work.  
                     Follow the problem solving steps outlined in Chapter 5  
                     and identify a solution. Submit via Blackboard by the  
                     end of the day on 1/18/08. |
| Feb. 25        | Family-Focused Home-School Collaboration  
                     Due: Read Chapter 3  
                     Article Review #1 |
| March 3        | Communication for Consultation and Collaboration  
                     Work with Professional Development Teams  
                     Due: Read Chapter 4 |
| March 10       | GMU Spring Break |
March 17  Problem Solving Strategies  
**Due: Read Chapter 5**  
Interview Paper

March 24  Ethnic and Racial Diversity in School Environments  
**Due: Read Chapter 7**  
Article Review #2

March 31  Working with Academically Diverse Students  
Managing Time and Technology for Collaboration  
**Due: Read Chapter 8 & 9**

April 7  Administrative Supports & Incorporating Paraeducators in the Consultation Process  
Work with Professional Development Team  
**Due: Read Chapter 10**  
Observation Paper

April 14  Incorporating Related Service Providers in the Consultation Process  
**Due: Read Chapter 11**

April 21  Ethical Considerations in Collaboration  
Self Advocacy for Students with Disabilities  
**Due: Read Chapter 12**  
Professional Development Team Presentations

April 28  **Due: Professional Development Team Presentations**

May 5  Course Wrap-up and Evaluations  
**Due: Professional Development Team Presentations**
Nature of Course Delivery

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters (when appropriate), role plays, small group activities, student presentations, and the use of Blackboard. Students are expected use email and Blackboard for course communication with the professor and other students.

Expectations

1. Students are expected to (a) come to class prepared to share your ideas and learn from others, (b) attend all classes during the course, (c) arrive on time, (d) stay for the duration of the class time, and (e) complete all assignments on time and turn in work that is appropriate for a graduate level course.

2. Use APA guidelines for course assignments. This website links to APA format guidelines. [http://www.psyww.com/resource/apacrib.htm](http://www.psyww.com/resource/apacrib.htm)

3. If you have a disability and need accommodations, please discuss with the professor by the end of the first class. In order to provide accommodations, the professor must receive official information from the Office of Student Disabilities.

The GMU Honor Code defines student conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. Go to [http://www.gmu.edu/facstaff/handbook/aD.html](http://www.gmu.edu/facstaff/handbook/aD.html)

Requirements

1. **Attendance and Participation:** Attend all class sessions and participate in activities and discussions. The focus of this course will be on active involvement of the student in the learning process. Students must be prepared to share their thoughts, ideas, knowledge, and experiences and make contributions to the learning process. Be sure to notify the instructor prior to missing any class.

2. Demonstrate an understanding and mastery of all materials presented through lectures/discussions, projects, presentations, and exams. Students will integrate lecture/discussion content with all course activities.
Graded Assignments

1. Article Reviews (2) @ 15 pts. Each :30 pts Due: 2/25 & 3/24

Students will read, summarize, and critically evaluate two (2) articles that deal with the issue of consultation and/or collaboration in special education. The articles must come from professional peer review journals and be current (within five (5) years). Students should come to class prepared to share the contents of their articles with the class. These papers will be no longer than three (3) pages and should include:
   a. A brief summary of the key points of the article. This should include a description of the research and its conclusions if you chose a research article.
   b. A rational for choosing the article
   c. A explanation of how this information applies to you and your workplace.
   d. A brief critical reaction to the article.

2. Self Evaluation: 20 pts. Due: 2/11

This paper should be no longer than three (3) pages and include the following:
   a. Individual personality inventory and strengths/weaknesses chart.
   b. Roles you are most comfortable with in the classroom or as a team member
   c. Identify the personality types with whom you work best
   d. Identify area in which you feel you could improve related to the consultation/collaboration process. Note how you might work towards improving these areas.
   e. A statement of your preferred consultation model and the rational for your choice

3. Interviews: 45 pts Due: 3/17

Students will interview (3) school professionals (i.e., general education teacher, special education teacher, speech and language clinician, instructional assistant, administrator, etc) to find out their views about and experiences with consulting, collaborating and teamwork among with school personnel and members of the school community. You can approach this by giving your interviewees definitions of terms if they ask, or by suggesting, if they ask, that they reply by using their own perceptions of the terms. Use no names of school personnel, schools, or towns. (it will be helpful to the task to assure interviewees that this is a course assignment only, and their responses will not be made public.) Attach your list of interview questions to the assignment. Your Interview paper should include your reactions and provide evidence of linkage to course content. Your paper should be 3-5 pages in length.
4. Observation Paper 45pts

The purpose of this assignment is to provide you with the opportunity to observe the interactions of a team of professionals engaged in the consultation process. The focus of this paper on the teaming process and what makes it work and what hinders it. You will select a team that you will be able to observe at least twice (e.g., child study, eligibility, co-teaching, school committee). When you set up your observation explain to the participants that no names of school personnel, schools, or towns will be included in your paper and that this is a course assignment only, and their interactions and responses will remain confidential. Your paper should not exceed ten (10) pages and should include the following:

a. Introduction (number of members, meeting place and time, how and why you chose the team, etc.)
b. Your observations regarding the team process. Did you see any particular model being utilized?
c. Synthesis and evaluation of information: Analyze and synthesize the information you learned from your observation with the information you learned in class. Were best practices employed? Provide suggestions that you believe would improve the team process and/or interactions.
d. Personal response summary: Describe what effects this observation experience has had on your knowledge and understanding of effective collaborative practices and how your perception of effective teaming has changed as a result of completing this assignment.

5. Group Professional Development Activity 60 pts. Due: ??

- **Professional Development Project (TEAM)**
  Design a professional development activity. The purpose of this team assignment is twofold: (a) to develop a 30 minute staff development activity to be presented during class meetings; (b) to provide students with the opportunity to improve their collaborative skills. This project will introduce the staff development process, effective practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The activity should deal with topics that could be presented as a staff development activity. At a minimum, your activity should include handouts, PowerPoint, a related reading and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities, such as simulations, should reflect effective communication and collaborative strategies. Finally, the team must prepare an evaluation form to be distributed to the class at the end of the presentation, which will be completed by the class participants.
5. Attendance, Participation, Professionalism 25 points

I expect to be notified prior to any class session you miss. I expect you to come to class on time and prepared. I expect professional communication between all class participants and between course participants and the instructor.

GRADING POLICY

All assignments are given a point value. The total number of points for this course is 225. On occasion, you may be asked to redo an assignment if it appears that this would contribute to your understanding of the course goals.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-10</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>Below 70</td>
<td>F</td>
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