

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION**

EDSE 662, Section 001: Consultation & Collaboration

Class days: Tuesdays
Class time: 7:20-10:00PM
Location: Robinson Hall B, Room 113

Instructor: Heidi J. Graff
Phone: 703-938-5559 (home)
Email: hgraff@gmu.edu (best contact)
Office hours: By appointment, Krug Hall, room 113A

Course Description

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:

- Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;

Apply problem-solving techniques while collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
Develop self-assessment techniques for improving consultative and collaboration skills; and
Plan a professional development activity.

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.¹ The table on the following page describes CEC Content Standards (Standard #10) in relation to course outcomes and requirements.

¹ **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*

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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.

ALIGNMENT OF OUTCOMES & REQUIREMENTS WITH CEC/NCATE STANDARD #10

CEC/INTASC STANDARD#10 COLLABORATION COMMON CORE KNOWLEDGE & SKILLS²	STUDENT OUTCOMES	COURSE REQUIREMENTS
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.	Define collaboration, consultation, and teamwork and explain the essential characteristics of each.	<i>Small group discussions; large group class participation; midterm quiz</i>
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	Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings	Interview report; case studies; website readings; midterm quiz; small group discussions

² **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).

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.		
Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.	Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts	<i>Class activities; small group discussions; large group class participation; midterm quiz</i>
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.	Apply problem-solving techniques in collaborating with professional colleagues, parents, and related personnel to provide for students' learning & behavioral needs	<i>Class activities; small group discussions; information packet; case study discussions; professional development activity; final exam</i>
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).	Develop self-assessment techniques for improving consultative and collaboration skills	<i>Small group discussions; midterm quiz; case study discussions</i>
See Standard #10 Skills ^(b)	Plan a professional development activity	<i>Professional development activity; final exam</i>

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REQUIRED TEXTS

Dettmer, P., Thurston, L. P., & Dyck, N. (2005). *Consultation, collaboration, and teamwork for students with special needs* (5th ed.). Boston: Allyn and Bacon.

American Psychological Association (2001). *Publication manual* (5th ed.). Washington, DC: Author.

RECOMMENDED TEXTS

Boyle, J. & Danforth, S. (2001). *Cases in special education* (2nd ed.). Boston: McGraw Hill.

Special Education List Serve

Please subscribe to the **special education list serve**. Send an email to listproc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) (your full name). For example: subscribe special-education-program Heidi Graff. Send the mail message and you will receive an email confirmation of your subscription to the list. This will allow you to receive notices from GMU/GSE's special education program.

GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. The following is how you will access the **Blackboard-GSE Login Page**:

Enter the URL <http://blackboard.gmu.edu> into your browser location field.

Click on the **Login** button.

Enter your **Username & Password** assigned to you. If you are a new user to Blackboard, most likely it will be **your** first initial of your first name and **your** entire last name (for example - hgraff). This will serve as both your username and password. If you are already a participant in blackboard for another course, your username and password should be the same as for the other course.

Click **Login**.

Find EDSE 662 and click on it.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture, discussion and guest speakers.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. Participation via response boards, pairs and small groups.
5. Online resources and applications with relevant hardware and software.
6. Application activities, including in-class evaluation of intervention research and materials.
7. Written case study and observation reports using the American Psychological Association format.

Course Expectations for Students

Students are expected to (a) attend all classes during the course, (b) **arrive on time**, (c) stay for the duration of the class time (d) bring books to each class and (e) complete Blackboard discussion boards and other assignments. All out-of class assignments are to be completed prior to the beginning of class on the date that they are due.

Attendance and professionally relevant, active participation is expected in class sessions for a grade of **B** or better. Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can only be experienced in the class sessions (**missing more than three classes during this course will make it impossible to achieve a grade of “A”**). For emphasis, please note that full point credit on in-class activities and small group presentations students must make meaningful contributions to class through discussion and active participation.

Please notify me by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes. If you are absent, the due date does not change and students are responsible to make sure that all assignments are handed in on time.

Late assignments will result in a reduction in points.

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.

Use APA guidelines for all course assignments.

<http://writingcenter.gmu.edu/resources/onlinestyleguides.html> This link from the GMU Writing Center provides access to APA online style guides, additional guides for writing papers using APA style and the citation machine.

<http://www.gmu.edu/departments/psychology/writing/advice.htm#apa> This link leads to a GMU Guide to Writing in Psychology, which also requires APA format and style. There is a link to APA Style Helper, Handouts and links

<http://www.psywww.com/resource/apacrib.htm> This URL offers some links to sites which discuss APA style, 5th edition. This website is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 5th edition for standard of procedures for applying APA style.

http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796 This link is connected to a summary of APA style essentials. This useful tool is for getting acquainted with APA essentials.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>

Graduate School of Education Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to demonstrate professional behavior and dispositions. See www.gse.gmu.edu for a listing of these professional dispositions.
- Students must follow the guidelines of the University Honor Code. 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. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Course Assignments & Point Distribution

Article Reviews: 30 Points

Three article reviews (10 points each) will be required from the articles listed.

The first review will be based on the qualitative research study from:

Blue-Banning, M., Summers, J., Frankland, C., Nelson, L., & Beegle, G. (2004).

Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children*, 70(2), 167-185.

The second review will be based on this article:

[Teachers' beliefs about co-teaching](#). Austin, Vance L.; Remedial and *Special Education*, Vol 22(4), Jul-Aug 2001.

The third review will be based on this article:

Title: Perspectives of Students With Intellectual Disabilities About Their Experiences With Paraprofessional Support.

Author(s): [Broer, Stephen M.](#), Center on Disability and Community Inclusion, University of Vermont, Burlington, VT, US
[Doyle, Mary Beth](#), St. Michael's College, Colchester, VT, US
[Giangreco, Michael F.](#), Center on Disability and Community Inclusion, University of Vermont, Burlington, VT, US

Address: Giangreco, Michael F., University of Vermont, Center on Disability and Community Inclusion, 208 Colchester Ave., Mann Hall, Room 301A, Burlington, VT, US

Source: [Exceptional Children](#), Vol 71(4), Sum 2005. pp. 415-430.
Journal URL: <http://www.cec.sped.org/bk/ec-jour.html>

The 1-2 page review should provide a short summary of the major points of the article and your reaction to the article.

In order to receive full credit:

Your review must include APA citation of the article (1 point)

A brief summary of the purpose (2 points)

Conclusions of the article (2 points)

Your personal reflection (2 points)

The reviews should be concise and well written (3 points)

Blackboard Activities:10 Points

Students will be required to participate in 5 class blackboard discussions (2 points each) for topics throughout the course.

Small Group Presentations:20 Points

Small groups will be formed to review case studies to highlight specific concepts of consultation and collaboration. All work will take place in class. Presentation format will vary and be discussed during the class.

Annotated Bibliography:10 Points

Develop an annotated bibliography that focuses on current research addressing consultation and/or collaboration for professionals working with students with special needs. The bibliography must include 5 references from peer-reviewed journals. It should include *Citation, Summary, and Implications for Practice*. Each annotation should be approximately ½ a page or 150 words. Bibliographies should be 2.5 pages in length. Longer Bibliographies will NOT be graded. In order to receive full credit:

The each annotation (2 points each) must:

Include APA citation of the article (.5 point)

A brief summary of the purpose (.5 point)

Implications for practice (.5 point)

The reviews should be concise and well written (.5 point)

Group Professional Development Presentation:

Design a professional development activity that is **based upon research**. The purpose of this assignment is threefold: (1) expand your knowledge of current research in the field of consultation and collaboration (2) to develop a one-hour staff development presentation which will be presented to the class on the last class meeting; and, (3) to provide students with the opportunity to hone their collaborative skills. This project will introduce the staff development process, best practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The presentation should deal specifically with some aspect of instruction or an area of need for your group, for example, in the area of instruction, you might consider **a research-based instructional practice, co-teaching**, or you might consider **positive behavioral supports**. Your presentation should include handouts, PowerPoint, a list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities should reflect key concepts in the presentation. Finally, you will need to prepare an evaluation form to be distributed to the group at the end of your presentation. Rubric is at the end of the syllabus.

Evaluation

1. In-class activities (2): 10 points (5 per activity)
2. Article reviews (3): 30 points (10 points each)
3. Blackboard activities (5): 10 points (2 points each)
4. Small group presentations (4): 20 points (5 points each)
5. Annotated bibliography: 10 points
6. Final group presentation: 20 points*

Points will be deducted for work submitted late.

*It is recommended that students retain **ELECTRONIC** copies of all course products to document their progress through the GSE special education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.*

*This assignment is an entry for the student portfolio

Grading criteria

90-100 points = A

80-89 points = B

70-79 points = C

<70 points = F

Tentative Class Topics and Due Dates

(Subject to change for weather or other unforeseen interruptions)

BRING BOOKS TO EACH CLASS

Date	Class Topic	Reading & Assignments are Due
Tuesday, January 24	1. Introduction	
Tuesday, January 31	2. Core Principles and Group Dynamics	- Read chapters 1 & 2 - First Article review due
Tuesday, February 7	3. IEP-Making it Work	- Read chapter 3 - Blackboard1
Tuesday, February 14	4. Effect Ways to Communicate	- Read chapter 4 - Blackboard2
Tuesday, February 21	5. Library Lecture and Research	- Blackboard3 - Post topic for Annotated Bibliography
Tuesday, February 28	6. 10 step process for Collaborative School Consultation	- Read chapters 5 & 6 - Second Article review due
Tuesday, March 7	7. Multicultural and Differentiation of Instruction	- Read chapters 7 & 8 & 9 - Blackboard4
Spring Break March 14		

Tuesday, March 21	8. Conflict Resolution and More Communication	- Third Article review due
Tuesday, March 28	9. Paraprofessionals and School Administrators Formation of Groups	- Read chapter 10 - Blackboard5
Tuesday, April 4	10. Roles and responsibilities Group Work Time Begin-Session 1	- Read chapters 11 & 12 - Post Groups and Topic
Tuesday, April 11	11. Putting it all together-teamwork Group Work Time Session 2	- Annotated Bibliography due - Post Group Outline
Tuesday, April 18	12. Group Work Time Group Work Time Session 3	Group Work Time - Post References, Draft Handouts and Draft PowerPoint
Tuesday, April 25	13. Presentations-Groups 1 & 2	- See Rubric below for materials due
Tuesday, May 2	14. Presentations-Groups 3 & 4	- See Rubric below for materials due
If needed, for Group Presentations we will have class Exam Week on May 9 th at 7:20		

Group Presentation Rubric

Group:

CRITERIA	BENCHMARKS				POINTS	
	UNSATISFACTORY	MINIMAL	GOOD	OUTSTANDING	possible	
Organization Content Knowledge	Listener cannot understand presentation because there is no sequence of information. Does not engage the audience. Students do not have grasp of information; students cannot answer questions about subject.	Listener has difficulty following presentation because presenters jump around. Does not engage most of the audience. Students are uncomfortable with information and are able to answer only rudimentary questions.	Students present information in engaging and logical sequence which audience can follow. Students are at ease with content, but fail to elaborate.	Students present information in engaging, novel, and logical sequence which audience can follow. Students demonstrate full knowledge with explanations and elaboration.	5	
Visual, Media, Strategies Mechanics	Students used no visuals/media/strategies. Students' presentation has four or more spelling errors and/or grammatical errors. Two or fewer sources in APA style.	Students occasionally used visuals/media/strategies that rarely support text and presentation. Presentation has three misspellings and/or grammatical errors. Three + sources in APA style.	Visuals/media/strategies related to text and presentation. Presentation has no more than two misspellings and/or grammatical errors. Four + sources in APA style.	Students used visuals/media/strategies to reinforce screen text and presentation. Presentation has no misspellings or grammatical errors. Five + sources in APA style.	5	
Delivery	Students' presentation outside acceptable time limits (+-20 minutes). Shows no evidence of rehearsal	Students' presentation outside acceptable time limits (+-15 minutes). Shows limited evidence of rehearsal	Students' presentation outside acceptable time limits (+-10 minutes). Shows some evidence of rehearsal	Students' presentation within 60 minutes. Shows significant evidence of rehearsal.	5	
Shared Responsibility	No evidence of shared responsibility, shared commitment, and shared level of effort.	Little evidence of shared responsibility, shared commitment, and shared level of effort.	Some evidence of shared responsibility, shared commitment, and shared level of effort.	Significant evidence of shared responsibility, shared commitment, and shared level of effort.	5	
				Total---->	20	

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (statement of English Department at George Mason University)

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. ([Virginia Montecino](#))

Montecino, V. (n.d.). George mason university honor system and code . Retrieved Jan. 06, 2006, from Education and Technology Resources Web site:
<http://mason.gmu.edu/~montecin/plagiarism.htm>.