



George Mason University
Graduate School of Education
EDSE 662 001: Consultation and Collaboration
Fall 2011

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Course Day/time: Tuesdays, 7:20-10pm

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COURSE DESCRIPTION

EDSE 662 provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers. **Prerequisites** Teaching licensure, or enrollment in graduate degree program in education.

Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

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 other professionals and 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 the 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 in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs; and
- Develop self-assessment techniques for improving consultative and collaboration skills.
- Plan activities that implement effective consultation and collaboration techniques.

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, small group activities, and student presentations.

Students are expected to know and use email for course communication with the professor and other students.

REQUIRED TEXTS

Custom Text Order Information Available on Blackboard. Relevant readings will also be assigned. A customized text has been created for EDSE 662 by Pearson Education. It will be available as of December 2008 for use in courses starting January 2009. This book includes Chapters 1, 3, 4, 5 and 8 only from the Dettmer, Thurston, Knackendoffel & Dyck text Consultation, Collaboration and Teamwork for Students with Special Needs, 6th edition. ISBN for customized text will be 0558091695 or 9780558091699.

COURSE OBJECTIVES

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

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 Core of Knowledge for Beginning Teachers of Special Education* (as well as for teachers of students with learning and emotional disabilities). Acknowledging the many dimensions of teaching, EDSE 662 draws secondarily from most CEC/NCATE Standards.¹ The table below describes the CEC Knowledge and Skills (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 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.*

²Skills:

- 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 para-educators 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).*

| <i>Alignment of Course Outcomes & Requirements with NCATE/CEC Standard #10 CEC/INTASC</i> | Course 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.</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 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. | Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings | <i>Interviews; case studies; website readings.</i> |
| 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>Small group discussions; large group class participation.</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>Small group discussions; community resources directory; information packet; professional development activity.</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 and large group discussions.</i> |
| See Standard #10 Skills (b) | Plan a professional development activity | <i>Professional development activity.</i> |

EVIDENCE-BASED PRACTICES

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks that provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to

take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

ASSESSMENT OF COURSE REQUIREMENTS

All assignments should be word-processed and are due on the dates indicated. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, points per day will be deducted from your grade for late papers. Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills.

Course participants wishing to suggest other learning activities may, *with prior instructor approval*, substitute these for a required activity. The major portion of your learning in this course will be the result of our personal involvement in the materials provided and in your application of the principles to your own situation. My role in your learning is to be a facilitator and to provide a favorable environment in which learning can take place; however, the major responsibility must necessarily remain with you.

GRADING SCALE:

96-100% = A
 92-95% = A-
 89-91% = B+
 85-88% = B
 80-84% = B-
 70-79% = C
 < 70% = F

LATE WORK PENALTY

Five percent of the available points for the assignment will be deducted each day for late submissions during the *first week after the due date*. After one week from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received **in hand** by the instructor will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

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

- Students are expected to exhibit professional behaviors and dispositions at all times. See gse.gmu.edu for a listing of these dispositions. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD 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 syllabus may change according to class needs.

Expectations

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Absences: Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate in sufficient time for them to be of assistance to you. 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.
- 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. This website links to APA format guidelines: <http://www.psywww.com/resource/apacrib.htm>
- Please subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. 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 John Doe. Send the email message and you will receive an email confirmation of your subscription to the list. This allows you to receive important notices from special education.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].
- **GMU's** Blackboard will be used to post important information for this course and for you to respond to discussions and assignments. Your email address should be entered in the **Blackboard** system. The following is how you will access the **Blackboard-GSE Login Page**: Enter the URL

<http://mymason.gmu.edu> into your browser location field. Click on the **Login** button. Enter your **Username & Password** assigned to you. Most likely it will be **your** first initial of your first name and **your** entire last name (for example - ejohnson). This will serve as both your username and password. Click **Login**. You will begin using Blackboard following class session #1 of this course.

- **TASKSTREAM.** The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>) by 9:00 am the day of the last class meeting. Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN) which will turn into a F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TASKSTREAM.

MAJOR LEARNING ACTIVITIES

I. Interviews (20% of the final grade)

Interview three (3) school professionals, from the following options: general education teacher; special education teacher; related services professional (i.e. speech/language, occupational therapy, vision, etc.); or instructional assistant. You will interview them to find out their views about, and experiences with, consulting personnel in schools, collaboration among school educators, and teamwork among educators, and inclusive education. You can approach this by giving your interviewees definitions of terms if they ask, or by suggesting when 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, so they do not feel "put on the spot.") **Attach your list of interview questions to the assignment.** Your Interview paper should include your reactions and provide evidence of linkage to course content and readings. Your paper will be *at least* 5 pages in length.

II. Research/Application Projects (20% of the final grade) –CHOOSE ONE

Option 1: Information Packet. Construct an information packet of synthesized research, Internet resources, and practical ideas and information in user-friendly language designed to prepare paraeducators for their roles in inclusive school settings; **or** general education teachers for their role as a co-teacher; **or** a group of teachers and other school personnel about a particular issue or need. The packet should be at least 6-8 pages in length, and should be accompanied by an introductory page that specifies target audience, appropriate grade levels, targeted issue(s). Be sure to include references.

Option 2: Research Analysis. Develop an annotated bibliography that focuses on current research addressing consultation and/or collaboration for professionals working with students with learning or behavioral needs. The bibliography must include at least 5 references from peer-reviewed journals. It should include a statement of the topic, summary of the studies/articles included, and an entry for each reference. The entry for each reference should include citation (APA style), research question, brief methods description, and brief results description.

IV. Professional Code of Ethics: (10% of the final grade)

Review the GMU CEHD Professional Dispositions at <http://gse.gmu.edu/facultystaffres/profdisp.htm>. Then reflect upon all you've learned about students, families, instruction, and collaborative practices in your program and work-related experiences. Develop a minimum of 10 professional ethics that you will strive to honor and abide by as you work in the field of special education. Each ethic should have

a brief but thorough rationale accompanying it. You do not need to cite specific research, but it should be clear to the reader that your values are informed by your studies and professional experiences. This paper should have an introduction and conclusion in narrative format and individual ethics may be presented in a list form.

V. Group Professional Development Presentation (30% of the final grade) **signature assignment

Design a professional development activity. The purpose of this assignment is twofold: (1) to develop a one-hour staff development presentation which will be presented to the class on the last class meeting; and, (2) 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, an activity or visual presentation, 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 should reflect key concepts in the presentation.

VI. Attendance and Participation (20% of the final grade)

Attendance and participation in the in class is required. These points can only be achieved through class participation, including group assignments, activities and collaborative opportunities.

Tentative Calendar

| Class No. | Date | Topic | Reading Due | Assignment Due |
|------------------|-------------|--|--|--|
| 1 | Aug 30 | Course Orientation; Defining collaboration | Chapter 1 | |
| 2 | Sept 6* | Defining issues and understanding context | | Complete Blackboard lesson |
| 3 | Sept 13 | Historical perspective; Inclusion; NCLB; Role delineation | Chapter 2 | |
| 4 | Sept 20 | Understanding self | Kalyanpur & Harry chapter 5 (on Blackboard) | Ethics assignment due |
| 5 | Sept 27 | Communicating with others | Chapter 3 | |
| 6 | Oct 4 | Communicating with others | Mostert chapter 6 (on Blackboard) | Research/application project topic due; group presentation topic due |
| 7 | Oct 18* | Problem solving | Chapter 4 | |
| 8 | Oct 25 | Problem solving | Mostert, chapter 8 (on Blackboard) | |
| 9 | Nov 1 | Essential features of collaborative schools; evaluating collaborative programs | Walther-Thomas, Korinek, Mclaughlin, & Williams chapter 2 (on Blackboard); Chapter 5 | Interview assignment due |
| 10 | Nov 8 | Implementing collaborative frameworks | Walther-Thomas, Korinek, Mclaughlin, & Williams chapter 6 (on Blackboard) | |
| 11 | Nov 15 | Ethics in collaboration | | Research/application projects due |
| 12 | Nov 22 | Issues in collaboration | Musanti & Pence (2010); Lingo, Barton-Arwood, & Jolivette (2011); Meadan & Monda-Amaya (2008) (on Blackboard) | |
| 13 | Nov 29 | Issues in co-teaching | Rice, Drame, Owens, & Frattura (2007); Scruggs, Mastropieri, & McDuffie (2007); Weiss & Lloyd (2003) (on Blackboard) | |
| 14 | Dec 6 | Group Presentations | | |
| 15 | Dec 13 | Group Presentations | | |

