



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2013

EDSE 662 672: Consultation and Collaboration

CRN: 20361, 3 - Credit(s)

<b>Instructor:</b> Dr. Adam J. Bigbee	<b>Meeting Dates:</b> 01/08/13 - 03/05/13
<b>Phone:</b> 571-338-2510	<b>Meeting Day(s):</b> Tuesdays
<b>E-Mail:</b> abigbee1@gmu.edu	<b>Meeting Times:</b> 4:30PM-9:00PM
<b>Office Hours:</b> TBD	<b>Meeting Location:</b> Chantilly High School, Room 240, Fairfax, Virginia

**Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

### **Course Description**

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.

**Prerequisite(s):** Teaching licensure, or enrollment in graduate degree program in education

**Co-requisite(s):** Teaching licensure, or enrollment in graduate degree program in education

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

### **Nature of Course Delivery**

*[Instructors, please revise in accordance with your specific course format]*

Learning activities include the following:

1. Class lecture and discussion
2. Application activities

3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **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 which 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.

### **Learner Outcomes**

Upon completion of this course, students will 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;
- Develop self-assessment techniques for improving consultative and collaboration skills.
- Plan activities that implement effective consultation and collaboration techniques.
- Develop an Individualized Education Plan

### **Required Textbooks**

Friend, M., & Cook, L. (2012). *Interactions: Collaboration skills for school professionals* (7<sup>th</sup> ed.). Boston: Pearson Education, Inc.

Gibb, G.S. & Dyches, T. T. (2007). *Writing quality individualized education programs* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon. Pearson.

## **Additional Readings**

Additional readings will be posted on Blackboard throughout the semester.

## **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Programs for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12, Visual Impairments PK-12, and Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, Standard 9: Professional and Ethical Practice and Standard 10: Collaboration.

## **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

*For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].*

## **Course Policies & Expectations**

### **Attendance.**

Students are allowed to miss one scheduled session, including online or other meeting formats. If you are aware of an upcoming event that may require that you miss class, please consult with me in advance. Multiple missed sessions without prior permission or documentation will result in a decrease in your overall grade. As this is a cohort class, our semester terminates in March. Each class carries more weight than a regular semester-length meeting session.

\*In addition, please refrain from excessive talking during discussions or class activities. Checking e-mail, accessing social networks, texting, etc., are not permitted during class. You may do this during a break. If you must answer or make a call due to an emergency, please quietly excuse yourself. Laptops and other devices are permitted for class-related tasks only.\*

### **Late Work.**

Students are expected to turn in all assignments on time, either in person or electronically. Technology issues are unforeseeable, so if you are experiencing issues, please let me know. Late work will be accepted, with a 5 point deduction for each day past the due date (not each class meeting session). This includes assignments that are required to be submitted via Blackboard.

### **TaskStream Submission**

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The

NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE 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/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

### Grading Scale

95-100:	A+
90-94:	A-
80-89:	B
70-79:	C
<70:	F

### Assignments

#### NCATE/TaskStream Assignments.

#### Assignment 5: NCATE/TaskStream Assignment (30 points) due

This is the NCATE assessment/signature assignment for this course\* and students will be required to place it on TaskStream as part of the requirements for a grade for this course. The purpose is for students to demonstrate their knowledge of the individualized planning process required for the development of program planning for students with mild to moderate exceptional learning needs. Students will demonstrate their understanding of the components of the IEP. Based upon case information provided, students will construct an IEP that is legally sufficient and educationally appropriate for the described student.

In this assignment/project, students will demonstrate their ability to develop an **Individualized Education Program (IEP)** for a hypothetical student with a mild to moderate exceptional learning need. Three possible case studies will be presented on the course Blackboard site, along with the Virginia Department of Education Sample IEP Form that is to be used. Based on the information in the selected case study, students will write an IEP that thoroughly and appropriately addresses the needs of the student in the case scenario.

As the IEP for this assignment is developed, students should:

- Complete a thorough review of the case study facts
- Complete all components of the IEP form, using specific instructions provided by

- the instructor
- Write a narrative describing the *collaborative* components of the IEP development process

After completing the IEP forms, each student will **write a narrative** that addresses the *collaborative* nature of the **IEP process**. Considerations include:

1. What *collaboration* would occur prior to the **IEP** development?
2. What *additional information* would you like to have in order to develop this **IEP**? What would you want to ask the family members or other **IEP** team members in order to have a more complete understanding of the learner with mild to moderate exceptional learning needs?
3. How would you involve families, related service providers, and other professionals in the **IEP** development process?
4. What collaborative processes would need to occur in order for the **IEP** to be implemented, including next steps for working with general education teachers, the student, and other stakeholders?

### **Common Assignments.**

#### **ASSIGNMENT 1: Blackboard Discussion Board (5 points) due**

You will be assigned an article to read on Blackboard. You will then post your responses to the questions at the end of the article in a narrative format to the Discussion Board. You are expected to respond to at least one classmate's posting as well. NO late submissions will be accepted.

#### **ASSIGNMENT 2: Professional Code of Ethics: (15 points) due**

Review the GMU CEHD Professional Dispositions at <http://cehd.gmu.edu/teacher/professional-disposition> and the CEC Special Education Professional Ethical Principles at <http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/ethicspracticestandards/default.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 and that represent your core values and beliefs about stakeholders, practices, and non-negotiables. Each ethic should have a **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. Your paper will be approximately 5 pages in length, double-spaced in APA.

#### **ASSIGNMENT 3: Self- Analysis: Consultation, Collaboration, and Teamwork (20 points) due**

Your text defines Consultation, Collaboration, and Teamwork and provides frameworks and characteristics to illustrate the essential attributes of each. In this paper you will reflect upon and

analyze your strengths and challenges related to **each** of these essential components of teaching and learning. You will apply this analysis to your current (or future if you are not currently teaching in special education) professional practice. The purpose of this activity is for you to a) define your current skills in relation to each component, and b) develop a plan of improvement to address your challenges in each area. You will need to use and cite your text as a reference, and you may incorporate feedback from stakeholders as well. Your paper will be approximately 5 pages in length, double-spaced in APA.

**Assignment 4: Group Professional Development Presentation: (30 points) due**

Design a 30-minute professional development activity. The purpose of this assignment is twofold: (1) to develop a 30-minute staff development training that will be presented to the class, and (2) to provide students with the opportunity to hone their collaborative skills. This project will reinforce 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. Your presentation should include handouts, a PowerPoint or other visual, a related reading selection and/or list of references, and an agenda or outline. 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.

**Other Assignments.**

N/A

**Schedule**

<b>Class Date</b>	<b>Topics/Learning Experiences</b>	<b>Due: Readings/Assignments (Due by or before This Class)</b>
<b>1/8</b>	Introduction; Foundations and perspectives; Interpersonal communication overview	Ch 1 <i>Interactions</i>
<b>1/15</b>	Interpersonal communications; Listening, responding, & giving feedback	Ch 2 & 3 <i>Interactions</i>
<b>1/22</b>	Integrating skills in interviews; Interpersonal problem solving; Transition; Guest speaker Lesley McCarthy, PWCS TES	Ch 4 & 5 <i>Interactions</i> <b>Assignment 1</b>
<b>1/29</b>	Teams; Families; Difficult interactions; Guest speaker Clare Barclay, PWCS Social	Ch 6, 9 & 11 <i>Interactions</i> ; <i>Writing IEP</i> Intro & ch 1 <b>Assignment 2</b>

	Worker; Overview of IEP process	
<b>2/5</b>	NCATE discussion; PLAAF, goals & objectives; Shannon case study discussion	<i>Writing IEP ch 2 &amp; 3; read case study on Shannon</i>
<b>2/12</b>	Co-teaching; Consultation, coaching, & mentoring; Shannon case study discussion; group work for assignment 4	<i>Ch 7 &amp; 8 Interactions</i> <i>Writing IEP ch 4 &amp; 6</i> <b>Assignment 3</b>
<b>2/19</b>	Community and interagency contexts; Issues related to educational collaboration; Guest speaker, Kenan Aden, MVLE; NCATE group work; group work for assignment 4	<i>Ch 12 &amp; 13 Interactions</i>
<b>2/26</b>	NCATE group work; Group presentations	<b>Assignment 4/Group presentations</b>
<b>3/5</b>	NCATE group work; Group presentations	<b>Assignment 4/Group presentations</b> <b>*Assignment 5 NCATE*</b>



## **Appendix**

