



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

Spring 2013

EDSE 662 003: Consultation and Collaboration

CRN: 20713, 3 - Credit(s)

<b>Instructor:</b> Dr. Susan Book	<b>Meeting Dates:</b> 01/22/13 - 05/15/13
<b>Phone:</b> 703-722-2916	<b>Meeting Day(s):</b> Tuesdays
<b>E-Mail:</b> sbook2@gmu.edu	<b>Meeting Times:</b> 4:30PM-7:10PM
<b>Office Hours:</b> by appointment or after class	<b>Meeting Location:</b> Loudoun, L1 232

***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**

Learning activities may 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. (2010). *Interactions: Collaboration skills for school professionals* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill

Gibb, G.S. & Dyches, T. T. (2007). *Writing quality individualized education programs*  
Boston: Allyn and Bacon.

American Psychological Association. (2009). *Publication manual* (6<sup>th</sup> ed., 2<sup>nd</sup> printing).  
Washington, DC: Author.

## **Required Resources**

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## **Additional Readings**

As needed to complete assignments

## **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 expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, (e) exhibit professional behavior (see Professional Disposition Criteria), and (f) complete all in-class assignments with professional quality in a timely manner to earn full points for class participation.

When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.

### **Late Work.**

Points will be deducted for work submitted late (up to 10% per day). This includes any items that are not submitted upon request due to class absence or tardiness. This includes items initiated or modified during class as well as those listed in the syllabus.

*George Mason Patriot Web:* <https://patriotweb.gmu.edu>. This is a self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

*Advising Contact Information:* Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. When contacting your designated advisor, please be prepared to provide your G number.

<b>Danielle Williamson</b> <a href="mailto:dwilli19@gmu.edu">dwilli19@gmu.edu</a> <b>703-993-4361</b>	<b>Jancy Templeton</b> <a href="mailto:jtemple1@gmu.edu">jtemple1@gmu.edu</a> <b>703-993-2387</b>
Prince William cohort students	Fairfax cohort students
Teach for America cohort students	Loudoun cohort students
Non-cohort students with last names A-M	Non-cohort students with last names N-Z

*APA Style:* The standard format for any written work in the College of Education is APA. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted. Pay special attention to APA rules for references and headings. All assignments should be keyboarded and free from spelling errors. Carefully proofread your work. Points will be deducted for errors in spelling and/or grammar. Assignments are due prior to the beginning of class on assigned dates. In your writing be sure to use first person terms e.g. Students with Autism.

*Academic Integrity:* Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to **turnitin** or **safeassign**, plagiarism detection services, for an integrity assessment as needed.

### **IMPORTANT NOTES:**

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.
- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to participation in this class.
- Exemplary work may be requested as exemplars for future students.

## OVERVIEW OF COURSE REQUIREMENTS

### Student Evaluation

Evaluation	Points
Participation	150
Class Projects	50
Interview and Self-Reflection Paper	100
Group Professional Development Project	100
IEP Assignment *	100
Newsletter	50
<b>Total possible points</b>	<b>550</b>

\*This is the “signature” assignment for the course. As such, students are required to post the signature assignment to TaskStream and to provide the instructor with a copy. See TaskStream section for more details.

A rubric will be provided for each written assignment and/or class presentation.

### 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

Below 70% = F

### Assignments

**NCATE/TaskStream Assignments.**

**Common Assignments.**

### 1. Participation (150 points—10 points per class)

Participation during each class session is required. Participation takes many forms and does not mean always raising a hand and speaking in the class. Engagement with the material, participation in activities, and quality discussion with peers and/or professor constitute participation as well. Such engagement can occur in electronic settings as well. Therefore, requisite participation is expected during both face-to-face and online sessions. You must arrive on time and stay for the duration of the class session to earn full participation points. If you are not in class, you do not earn points.

### 2. Interview and Self-Reflection Paper (100 points)

Interview at least three (3) school professionals, such as a general education teacher, a special education teacher, related services professional (e.g., speech/language, occupational therapy, vision), or instructional assistant. The focus of the interview should be to find out their views about and experiences with consulting personnel in schools, collaboration among school educators, teamwork among educators, and inclusive education. Use no names of school personnel, schools, or towns. Attach your list of interview questions as an appendix to the assignment. Summarize and synthesize what you learned from your interviews.

Reflect upon the interviews, readings, materials, and course activities to date. Contextualize what you have learned in the interviews by applying your own lens to the narrative. Include a self-assessment regarding the strengths you bring to consultation and collaboration opportunities in your setting. Add comments on the challenges you face and how you can help address the problems that may exist in your setting. Refer to course content and other readings to support your position. See Blackboard for specific directions.

### 3. Listing of referral agencies and teacher references in your area (50 points)

**Group Assignment:** Suggested groups of 2 to 3 should complete this assignment. The assignment should however be submitted as a single document, not as several documents in pieces. **That is, all paper and fonts should be the same (12 point-Times New Roman, 1 inch margins).** Please make sure that each person's task is listed. 10 points

- a) Include regional, state, or national models that service providers, parents and children could utilize in serving the overall needs of the individual with disabilities. **Provide at least 30** resources for referral and without repeating resources. 10 points
- b) Professional references for teachers. These are services that general education teachers could use to assist students with disabilities without repeating resources. 20 points
- c) **Be sure to categorize the resources and divide state, regional, and local under each heading. Include web resources. The total of 50 different resources can be organized on a spreadsheet or word document.** 10 points
- d) **Include this information for each:** 20 points
  - Name
  - Address
  - Phone Number
  - Web Address

**Email address**

**Type of service provided**

Community Services to consider **You can list others and you do not have to list all of these**

- Transition services
- Early Childhood services
- Related services
- Parent support organizations
- Local school district services
- Parent Education Programs
- Behavior Management Programs

**4. The Newsletter**

**Task:** you are a new teacher and your principal has asked that you create a newsletter to send home to the parents in your class the first day of school.

The principal indicated that this newsletter is your opportunity to promote communication between the school and the community. Your newsletter should contain important dates for the first month of school, a classroom wish list (ex. Tissues, crayons, etc), and a brief introduction about yourself and your own teaching philosophy and what you hope to achieve this school year. This would be a great place to include your own teaching philosophy and what you hope to achieve this school year. The total length of the newsletter should be no more than 2 pages (one back and front when printed) and should include graphics.

**5. Group Professional Development Project (150 points)**

Design a professional development experience for your classmates. The purpose of this assignment is twofold: (1) to develop and deliver a staff development session (approximately 45-60 minutes long) that extends course concepts (inclusive of original handouts), and (2) to provide students with an opportunity to hone their collaborative skills. This project will provide the opportunity to work in and reflect upon group dynamics and teamwork.

Your presentation should include a cover sheet, an agenda or outline, related reading(s), definitions of related terms that might be unfamiliar to your audience, an evaluation form and contributions from each member of the group to an information packet that supplements the visual presentation and/or activities shared. The entire packet should be in APA format. All materials and activities should reflect key concepts from the presentation. **Please make sure that each person's task is listed.**

**6. IEP Assignment *\*\*signature assignment\*\** (100 points)**

In this assignment/project, you will demonstrate your ability to develop an Individualized Education Program (IEP) for a hypothetical student with a mild to moderate exceptional learning need. You will be presented with a case study and the Virginia Department of Education Sample IEP Form. Using the information in your selected case study, you will write an IEP that thoroughly and appropriately addresses the needs of the student. Subsequently, you will reflect upon the IEP process and connections to the CEC Standards. See Blackboard for specific directions and the TaskStream rubric.



### Other Assignments.

As assigned.

### Schedule

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS/ACTIVITIES and <i>Assignments due</i></b>
Week 1 01/22	Introductions to Text Discussion of Syllabus Overview of Collaboration	<b>F &amp; C Chapter 1 in class</b>
Week 2 01/29	Problem Solving	<b>F &amp; C Chapter 2 Newsletter due next class</b>
Week 3 02/05	Working with Families <b>Newsletter due</b>	<b>F &amp; Chapter 8</b>
Week 4 02/12	Teaming and Consultation	<b>F &amp; C Chapters 3 and 4</b>
Week 5 02/19	Differing Perspectives and Self- Awareness	<b>F &amp; C Chapter 13</b>
Week 6 02/26	Specific Communication Techniques	<b>F &amp; C Chapters 10 and 11 Listing of Referral agencies due</b>
Week 7 03/05	Dealing with Difficult Situations The Special Education Process <b>Listing of Referral Agencies due</b>	<b>F &amp; C Chapter 12 Bring the IEP book</b>
Week 8 03/12	No Class	Enjoy your break <b>Interview and Self Reflection paper due next class</b>
Week 9 03/19	Communication 101 <b>Interview and Self Reflection paper due</b>	<b>F &amp; C Chapter 9</b>
Week 10 03/26	The IEP: Mastering the Component Parts	<b>IEP Book Bring IEP template from state</b>
Week 11 04/02	Building an Effective IEP for a Specific Learner	<b>IEP Book</b>
Week 12 04/09	From Planning to Implementation: More on the IEP	<b>IEP Book</b>
Week 13 04/16	From Planning to Implementation: More on the IEP	<b>IEP Book</b>
Week 14 04/23	Para- educators and other Practical Considerations	<b>F &amp; C Chapters 6 and 7 Prepare for presentation</b>

	Group work session	
Week 15 04/30	Looking to the Future of Collaboration	<b>PD Presentation 1</b> <b>PD Presentation 2</b>
Week 16 05/04	Looking to the Future of Collaboration	<b>PD Presentation 3</b> <b>PD Presentation 4</b> <b>IEP due next class</b>
Week 17 05/11	Co-teaching Final class	<b>F &amp; C Chapter 5</b> <b>Go out ,collaborate, and consult</b>

## Appendix

