George Mason University

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

Summer 2013
EDSE 662 A01: Consultation and Collaboration
CRN: 40844, 3 - Credit(s)

Instructor: Nancy Morrison, PhD	**Meeting Dates:** 05/20/13 - 06/21/13
Phone: 571-212-0392	**Meeting Day(s) and Time(s):** TR 7:00 pm- 10:05 pm, S 9:00 am-12:05 pm
E-Mail: nmorris2@gmu.edu	
Office Hours: By appointment	**Meeting Location:** Fairfax, FINLEY 119

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 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. (2013). *Interactions: Collaboration skills for school professionals* (7th Ed.). Upper Saddle River, NJ: Pearson.
- Gibb, G.S. & Dyches, T.T. (2007). *Guide to writing quality individualized education programs* (2nd Ed.). Boston: Pearson.

Additional Readings
To be posted on Blackboard

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 RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

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.

The focus of this class is collaboration; therefore, every student's participation is expected. Students must (a) attend class, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments. Points may be deducted from a student's final grade at the discretion of the instructor if the student does not participate as described above. There may be an instance when you are unable to attend class. 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 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. **I strongly believe in class attendance. Please do not ask me for permission to miss a class. I will not give you permission; you must make your own decision.**

Late Work.

Due dates for assignment are listed on the syllabus. Each assignment is designed to contribute to your knowledge and understanding of collaboration and consultation as a special educator, so each assignment much be completed. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. Assignments that are turned in to the instructor **on or before** the due date will be returned promptly with instructor feedback and the option to resubmit the assignment for an improved grade. Assignments that are submitted late will not receive any penalty on the grade, but **may not be resubmitted** for an improved grade. All resubmissions must be turned in to the instructor by the second to last day of class, which is **Tuesday, June 18**. The exception to this late work policy is the Online Blackboard Discussions which must be completed for full credit by 1:00 PM each Thursday. Responses submitted after the deadline will result in a deduction of one (1) point for that week's discussion.

Written and Oral Language.
APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA, it would benefit you to purchase the *Publication Manual of the American Psychological Association (6th Ed.).* You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: http://apastyle.apa.org

We will use person-first language in our class discussions and written assignments, and it should also be used in your professional practice. We will replace the term "mental retardation" with "intellectual disabilities" in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity.
Students in this course as 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 general ideas. Generally, if you use four (4) or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. 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 Dean's Office.

Blackboard.
I will use the Blackboard website for posting of course materials, announcements, and discussion boards. You will be responsible for all material posted on the website. Please check it regularly. An announcement email will be sent to your Mason email account if changes or updates are made to the site.

Communication.
The most efficient way to contact me is through email. I check email daily Monday through Friday and on Sunday evenings. I will respond as soon as possible, but within 24 hours during the week, and I will respond on Sunday evenings to weekend emails received by 8 PM on Sunday. Keep in mind that I work full time for Fairfax County schools and I am often unable to check Mason email during the work day. Please do not email me an hour before class or before an assignment is due and expect a response. I am available to meet with you before or after class, or other days/times can be prearranged, so please feel free to contact me to arrange a meeting.

If at any time you are confused about course material or assignments, or something is not going as you hoped in the course (e.g., our interactions, interactions with other students, difficulty of the work), please contact me FIRST so that we can problem solve together.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

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

A grade of **IN** will be assigned if TaskStream assignment is not uploaded by end of course OR negotiated with me given unforeseen difficulty during the course.

Evaluation

Assignment	Percent of final grade
Participation	10
Code of ethics	10
Case study	10
Chapter presentations	10
Online discussions	10
Professional Development Activity	20
IEP assignment	30
TOTAL	100

Assignments

      NCATE/TaskStream Assignments.

Collaborative IEP Development Project: small group and individual project (30% of final grade)

This is the 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 of this assignment 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 study 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) based on a case study for a hypothetical student with a mild to moderate exceptional learning need. A case study to be used by the entire class will be presented on the course Blackboard site, along with the required Virginia Department of Education Sample IEP form that will be used. Based on the information in the assigned case study, students will write an IEP that thoroughly and appropriately addresses the needs of the student in the case scenario.

In conjunction with the Professional Development Activity (PDA) described below, students will have the opportunity to work in small groups to develop the IEP for this assignment through the steps of the IEP development by completing:
- a thorough review of the case study facts,
- all components of the IEP form, using specific instructions provided by the instructor via the Blackboard site, and
- narrative reflections on the development of each IEP component.

Following submission of each part of the IEP form, the group will have the opportunity to make revisions based on feedback from the instructor prior to submitting the final assignment.

After completing the IEP forms, each student individually 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 professional in the IEP development process?
4. What collaborative process 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?

Additional information about this assignment and the **grading rubric** will be found on the Blackboard site and should be consulted <u>before</u> beginning this assignment.

Common Assignments.
Professional Development Activity (PDA): small group presentation (20% of final grade)

With a small group of classmates, a 30 – 40 minute professional development activity should be developed that:

       a. reflects the concept of collaboration (see suggested small group topics included in the instructions for this assignment on Blackboard),

       b. provides useful skills and information to improve some aspect of collaboration in today's schools, and

       c. relates to the case study for the IEP assignment described above.

The general audience could be a group of first year special educators who have not had the experience of developing an Individualized Education Program (IEP). The activity should appeal to the characteristics of the adult learner delineated in the text and/or readings and follow a logical instructional process.

An information packet or handout packet is to be developed and should include the following handouts, as well as any others deemed necessary by the group:
- an agenda or outline,
- a PowerPoint printout,
- a related reading and/or list of references,
- definitions of related terms that might be unfamiliar to the audience, and
- an evaluation form (for the audience to evaluate the group's presentation).

All materials and activities, such as simulations and role-plays, should reflect effective communication and collaborative strategies. Each team will need to prepare an evaluation form to be distributed to the audience at the end of the presentation. When possible, reference relevant information from text and course readings. Include and reference any recent research regarding your selected topic. Include the names of all group members of the first page (cover) of assignment. Provide a hard copy to the instructor and each class member on the due date.

The purpose of this team assignment is twofold: (1) to develop a 30 to 40-minute staff development activity to be presented during some of the class meetings; and (2) to provide an opportunity to improve collaborative and personal communication skills. This project allows students to participate in the staff development process, apply effective practices for teaching adult learners, and reflect upon group dynamics and teamwork.

Additional information, including a topic list, suggested resources and a **grading rubric** will be found on the Blackboard site and should be consulted before beginning this assignment.

Other Assignments.
<u>**Online Blackboard Discussions/Reflections**</u> **(10% of final grade)**

Each class member is expected to participate online on **GMU's Blackboard**. There will be four (4) discussion assignments. The instructor will post a discussion assignment and prompt each Thursday after class, and your **thoughtful, detailed responses** that address the topic *and* your classmates' reflections are expected by 1:00 pm the following Thursday afternoon. A total of 8 responses (one per prompt and at least one response to a classmate per prompt) must be posted *on time* for full credit. You are encouraged to post more than one response per prompt. A grading rubric for this assignment is included in the appendix to this syllabus.

<u>**Chapter Presentation**</u> **(10% of final grade)**

Each student will participate in a group reading activity from our textbook, *Interactions: Collaboration Skills for School Professionals (7th ed)* by Friend and Cook. Each group will read one of four book chapters. Each student in the group is responsible for reading the chapter and then working as an effective group member to develop a 20 - 30 minute presentation regarding the chapter content. Pay particular attention to the content applicability, relating it to your development as a special educator. Supplemental topical research is encouraged. Relevant handouts should be provided and PowerPoint used for your presentation. A grading rubric for this assignment is included in the appendix to this syllabus.

<u>**Case Study Analysis**</u> **(10% of final grade)**

Analyze a case study of collaboration. The case study "A Broken Arm" was created by the IRIS Center to help develop collaboration skills in order to provide optimal educational outcomes for students with disabilities. Read the case study and the accompanying STAR Sheet. On page 4 of the case study are four questions. You are to compose thoughtful responses to answer each of the questions. You may use other resources to answer the questions, such as the course text, but it is not required. Each response should contain a minimum of two paragraphs for full credit. The case study is posted on Blackboard. A grading rubric for this assignment is included in the appendix to this syllabus.

<u>**Professional Code of Ethics**</u> **(10% of final grade)**

Review the GMU CEHD Professional Dispositions at <u>http://cehd.gmu.edu/teacher/professional-disposition</u> and the CEC Special Education Professional Ethical Principles at <u>http://sped.org/Standards/Ethical-Principles-and-Practice-Standards</u>

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. Your paper will be approximately four (4) pages in length, double-spaced in APA format. A grading rubric for this assignment is included in the appendix to this syllabus.

Attendance /Participation (10% of 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.

Schedule

Class # and Date	Topics	Assignments due
1 5/21 Tues	• Course orientation • Context for collaboration: F&C Chapter 1 and *No Child Left Behind* • Initial planning for work in PDA and chapter presentation groups	• Read Friend & Cook (F&C) Chapter 1 • Read language usage website www.colby.edu/psychology/APA/Bias.pdf • Review information about NCLB using http://idea.ed.gov/
2 5/23 Thurs	• Historical Perspective: Collaboration in action – inclusion, NCLB • Context for collaboration: F&C Chapter 2 – Interpersonal communication • Work in collaborative groups to plan chapter presentations	• Read F&C Chapter 2 • Read article on Blackboard: *Working Together For Students with Disabilities: IDEA & NCLB FAQs* (Blackboard discussion #1 posted after class today – due next Thurs.)
3 5/25 Sat	Online only: • work on Code of Ethics assignment • Read article on Blackboard: *The mindset of teachers capable of fostering resilience in students* by Brooks & Goldstein (posted on Blackboard)	
4 5/28 Tues	• Overview of special education eligibility & triennial re-evaluation process • Discuss sample case study for IEP assignment • Introduction to writing IEPs – Gibb & Dyches (pp. 1-7) and preparation for Step 1 of IEP assignment	• Code of Ethics assignment due • Read sample case study (Shannon) on Blackboard
5 5/30 Thurs	• <u>Group presentation: F&C chapter 3 – Listening, responding, and giving feedback</u> • Knowing yourself: Examining interpersonal styles* (verbal & non-verbal communication, active & reflective listening)	• Blackboard discussion #1 due by 1:00 pm • Due today: IEP assignment – Step 1:Prepare your case • Read F&C Chapter 3 (Blackboard discussion #2 posted after class today – due next Thurs.)
6 6/1 Sat	• <u>Group presentation: F&C Chapter 4 – Integrating skills in interviewing</u> • Gibb & Dyches (IEP text – pp. 39-46) – in-class reading: Determining student's present levels of performance (PLOP)	• Read F&C Chapter 4
7 6/4 Tues	• Interpersonal styles: working with others • Interpersonal problem solving – F&C chapter 5 • Case study: practicing communication skills	• Due today: IEP assignment – Step 2(a) PLOP • Read F&C Chapter 5

Class # and Date	Topics	Assignments due
8 6/6 Thurs	• <u>Group Presentation: F&C Chapter 6 - Teams</u> • The IEP process – writing annual goals and short term objectives • Gibb & Dyches (pp. 47-58)	• Blackboard discussion #2 due by 1:00 pm • Read F&C Chapter 6 (Blackboard discussion #3 posted after class today – due next Thurs.)
9 6/8 Sat	• <u>Group presentation: F&C Chapter 13 – Issues related to education collaboration</u> • The IEP process – services, placement, least restrictive environment, participation in state assessments, accommodations and modifications, and legal compliance of IEP • Gibb & Dyches (pp. 59-88)	• Due today: IEP assignment – Step 2 (b) & (c) Annual goals and short term objectives • Read F&C Chapter 13
10 6/11 Tues	• Enhancing communication with all stakeholders* • Collaboration with paraeducators – F&C Chapter 10 • Collaboration with families – F&C Chapter 11 Supporting students from diverse populations	• Due today: IEP assignment – Step 2 (d-g) Services, LRE, placement, state assessment participation, accommodations & modifications, legal compliance of IEP • Read F&C Chapters 10 and 11
11 6/13 Thurs	• <u>Professional Development Activity (PDA) Group #1</u> • In-class reading: Garmston's 10 misconceptions about meetings (posted on Blackboard)	• Blackboard discussion #3 due by 1:00 pm (Blackboard discussion #4 posted after class today – due next Thurs.)
12 6/15 Sat	• Creating change through consultation and collaboration* • Co-teaching: collaborating for student success – F&C Chapter 7	• Due today: IEP assignment – Steps 3 & 4 Narratives • Read F&C Chapter 7
13 6/18 Tues	• <u>PDA Groups #2 & #3</u> • Synthesizing consultation and collaboration skills • Case study: practicing collaboration skills	• Case Study assignment due
13 6/20 Thurs	• <u>PDA Group #4</u> • Reflections on personal skills in consultation, collaboration and teamwork	• Blackboard discussion #4 due by 1:00 pm • IEP assignment due. This is a signature assignment for this course and must be submitted by 9:00 am to TaskStream. Bring a hard copy to class. Every student should submit a copy to TaskStream and to the instructor.

Appendix

Rubrics for Major Learning Assignments

Blackboard Online Discussion/Reflections Rubric (10%)

Student: _____   Prompt Number: **1 2 3 4**

	4 Exemplary	3 Good	2 Acceptable	1 Inadequate	0 Unacceptable
Background (.5 point) Student has clearly completed the discussion prompt or activity prior to developing written response					
Quality (1 point) Addresses all aspects of discussion starter/prompt. Reacts both to prompt and classmates' responses					
Reflection (2 points) Summarizes thoughts about articles read or information received and includes rationales for the statements made. Depth of reflection & depth of linkages to other course readings, teaching, and learning in general.					
Collaboration (1 point) Student incorporates classmates' responses into own response. Acknowledges differences of opinion appropriately. Recognizes and validates multiple viewpoints.					
Writing (.5 point) Reflection is written to graduate-level standards and there are <u>very</u> <u>few</u> writing or spelling errors.					

Total: 20 possible per prompt, <u>to be aggregated for 10% of final grade</u>

Chapter Presentation Rubric (10%)

Student:_____ Total Points:_____ /10

	Exemplary	Good	Acceptable	Inadequate	Unacceptable
Background (2 points) Student has clearly completed the reading activity prior to developing presentation					
Quality (2 points) Addresses all aspects of the chapter.					
Presentation (3 points) Summarizes content, insights, thoughts about chapter read and information gleaned and includes rationales for the statements made. • Depth of reflection & depth of linkages to other course readings, teaching, and learning in general. • Presentation materials (e.g., handouts, PowerPoint) are appropriate and well-organized					
Collaboration (3 points) All group members participated in the presentation and there is evidence of collaboration among group members.					

Case Study Analysis Rubric (10%)

Student: _____ **Total Points:** _____ /10

	Exemplary	**Good**	**Acceptable**	**Inadequate**	**Unacceptable**
Content (5 points) Fully develops complete responses to all parts of each question					
Quality (3 points) Demonstrates depth of reflection in each response with specific, relevant details from the case study					
Writing (2 points) Responses are written to graduate-level standards and there are <u>very</u> <u>few</u> writing or spelling errors					

Ethics Rubric (10%)

Student: _____ **Total Points:** _____ /10

	Exemplary	Good	Acceptable	Inadequate	Unacceptable
Quantity (2 points) At least ten professional ethics/values identified and rationales developed which defend the importance of these nonnegotiables					
Quality (2.5 points) Professional ethics/values are accompanied by detailed explanations that illustrate the importance of each.					
Reflection (2.5 points) Depth of reflection & depth of linkages to other courses, teaching, and learning in general is evident; Values/ethics reflect a spectrum of analysis: stakeholders, practices, constructs, etc.					
Format (1.5 points) Clear, concise, and comprehensive; Introduction provides a context for the ethics identification and discussion that follows					
Writing (1.5 points) Paper is written to graduate-level standards and there are very few writing or printing errors.					