



FAST TRAIN Programs

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION

EDSE 662: Consultation & Collaboration (3 credits)

Summer 2013 ONLINE : May 22 - July 30, 2013

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Office Hours: Available via email (or Skype) and I will respond within 24 hours

Course Description

EDSE 662 provides professionals in special education, regular education, and related fields with the knowledge and communication skills necessary to provide collaborative consultation and technical assistance to other educators and service providers. The purpose of this course is to develop and enhance teamwork, as well as build collaborative, and consultative skills.

Student Outcomes

At the conclusion of this course, course members 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 while collaborating with professional colleagues, parents, related and ancillary personnel to provide for students' learning and behavioral needs;
- **Develop** self-assessment techniques for improving consultative and collaboration skills; and
- **Plan** a professional development activity.

Relationship To Program Goals And Professional Organizations

This course is part of the George Mason University, College of Education and Human Development, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disabilities, Specific Learning Disabilities, and Intellectual Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover competencies for the CEC standard on Learning Environments and Social Interactions as noted below:

Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard 9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. 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 individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional

growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Nature of Course Delivery

Learning activities may include the following:

1. Readings, and discussion via Discussion Board and Blog Posts
2. Application and Research Activities / Assignments
3. Video and other media support

Since this is an online class, these activities will be supported with asynchronous computer-mediated communication tools. Students are expected to know and skillfully use email and Blackboard for course communication with the professor and other course members.

Required Text

Dettmer, P., Thurston, L. P., & Dyck, N. (2009). *Consultation, collaboration, and teamwork for students with special needs* (6th ed.). Boston: Allyn and Bacon.

Recommended Text

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

Recommended Text For All GMU Classes

American Psychological Association (2009). *Publication manual (6th Ed.)*. Washington, DC: Author.

Other Recommended Readings And Sources

(These and other links are also found on Blackboard for the course):

1. The IDEA Partnership - <http://www.ideapartnership.org>
The IDEA Partnership reflects the **collaborative** work of more than 50 national organizations, technical assistance providers, and organizations and agencies at state

and local level. Together with the Office of Special Education Programs (OSEP), the Partner Organizations form a community with the potential to transform the way professionals work and improve outcomes for students and youth with disabilities. This is a huge example of collaboration among over many professional associations, state education agencies and many others to promote efforts to benefit students and youth with disabilities.

2. The Center for Appropriate Dispute Resolution in Special Education (CADRE)
<http://www.directionservice.org/cadre/indextraining.cfm>
CADRE works to increase the nation's capacity to effectively resolve special education disputes, reducing the use of expensive adversarial processes. CADRE works with state and local education and early intervention systems, parent centers, families and educators to improve programs and results for children with disabilities. Check out the titles of other good resources from CADRE as follows:

Collaborative Problem Solving and Dispute Resolution in Special Education: A Training Manual This manual is designed as an educational tool for understanding and resolving conflict. It offers state-of-the-art thinking in dispute resolution applied to special education situations. Written in an easy-to-understand, illustrated and jargon-free format, it is designed both for stand-alone reading and to be used as part of workshop groups.

Guidelines for Conflict Management in Special Education-A Manual from Portland (Oregon) Public Schools These conflict management guidelines are designed to help district staff and parents effectively address conflict in special education. The creation of this document was part of a Portland Public Schools Alternative Dispute Resolution (ADR) local capacity grant funded by the Oregon Department of Education (ODE).

3. Virginia Department of Education: <http://www.doe.gov>
Virginia SOL website to view: *Standards of Learning Instruction, Training, and Assessment Resources* <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>
<http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.html>
VDOE manual for Standards Based IEPs & IEP form are located at this site.

4. Federal Resources for Educational Excellence (FREE): www.ed.gov/free
(includes information about all content areas, vocational education, NCLB, etc.)

5. Division on Career Development and Transition (DCDT) of the Council for Exceptional Children (CEC). <http://www.dcdt.org>

6. Council for Exceptional Children (CEC). This is the professional organization for special educators (teachers, administrators, etc.) <http://www.cec.sped.org>

Student Responsibilities and Expectations

- *TaskStream IEP Project* is the signature assignment for this course and it must be submitted electronically to TaskStream via <https://www.taskstream.com>. TaskStream information is available at <http://gse.gmu.edu/programs/sped/>.

Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN). See <http://gse.gmu.edu/programs/sped/taskstream/> to upload assignment.

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>]. The instructor reserves the right to submit your work to turnitin.com, a plagiarism detection service, for an integrity assessment as needed.
- *Students with Disabilities:* www.gmu.edu/student/drc Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703-993-2474 to access the ODS.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).
- Students are expected to exhibit professional behaviors and dispositions at all times. See <http://www.gse.gmu.edu/> for a listing of these dispositions.
- Online Participation/Attendance Policy: Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

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/>].

- George Mason Blackboard: <http://blackboard.gmu.edu> From this link, you will find a variety of materials related to this course. The site will be updated as the course progresses. Students are responsible for any information shared via Blackboard and should check the site regularly.
- George Mason Patriot Web: <https://patriotweb.gmu.edu/> 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.
- APA Style: The standard format for any written work in the College of Education. 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 must be typed unless otherwise noted.

APA Formatting Guidelines: <http://www.psywww.com/resource/apacrib.htm>. This website is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th edition for standard of procedures for applying APA style.

Other

Course Withdrawal with Dean Approval: *For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.*

Course Requirements and Evaluation Criteria

1. Discussion Group (10 weeks)	20 Points
2. Self-assessment	10 Points
3. Interview Report	10 points
4. Group IEP Project	25 Points
5. Group Professional Development Activity	25 Points
6. Code of Ethics	10 Points
Total	100 Points

It is recommended that students retain electronic & hard copies of ALL course products. Products from class can become part of an individual professional portfolio used to document satisfactory progress toward licensure based on CEC standards.

Description of Assignments

1. Discussion Board (DB) Postings (20 pts)

Course members are required to post a minimum of two responses weekly to trigger questions posed by the instructor on the Discussion Board. The responses should be thorough and thoughtful. The first posting, with appropriate reference(s), should represent the student's answer to the question. Additional postings may be in response to the comments of others in the class or the instructor. **DUE : Weekly from 5.26 – 7.27 – 10 posts in total (first post is introduction of yourself)**

FIRST POST DUE BY 5.26

Note: Postings should reflect the topic being discussed. Once the week ends (Sunday midnight) all messages should be directed toward the new topic for the coming week.

2. Self-Assessment - Understanding How You Collaborate (10 pts)

Each course member will complete a series of activities and assessments that will help you discover more about yourself and how you contribute to a team. This will include an autobiographical summary that will explore your family (e.g., your place in it, formal and informal roles played by family members, how decisions were made and disagreements handled in the family, how education was or was not supported in the family, and values), and your personality type and your conflict management style. These will allow you to better understand your current collaboration style. **DUE : June 2**

3 Interview Report – Individual (10 pts)

At least three (3) school professionals serving in different positions (i.e., general education teacher, special education teacher, principal) should be interviewed to determine their views about

- a. consulting personnel in schools,
- b. collaboration among school personnel and
- c. teamwork among educators.

Each course member will develop interview questions (should be the same for each interviewee) and attach with responses to the report you will generate. Interviews should be analyzed and summarized in a short essay. Use APA style for this report and its length should be 2-3 pages, excluding reference page. After the Reference page, append Interview Questions (not more than 12).

The following link takes you to a sample APA paper (<http://owl.english.purdue.edu/owl/resource/560/18/>) - omit the ABSTRACT in your essay. Also your essay will not have all of the references as shown in the sample, which summarizes research. Your essay may include a chart of summary points and/or supporting statements, etc. if that strengthens your summary of what you learned from the interviews. However, in your analysis and report of what you learned (the essay),

reference any relevant material from the **text** and course readings where appropriate.

Interviewees should be assured that (a) interviews are a course assignment; and (b) confidentiality of responses is assured. Note also any indications of interest in collaboration, consultation, and teaming, and if they occur, suggest ways this could be followed up productively. **DUE : June 16**

4. Collaborative IEP Development Project - 2 course members working together – each receives the same grade (25 pts)

This is the **signature assignment** for this course, and course members will be required to place it on TaskStream. The purpose **is for course members to demonstrate their knowledge of the individualized planning process** required for the development of program planning for students with exceptional learning needs. Based upon case information provided, you will collaboratively (you and your partner and others) construct an IEP that is legally sufficient and educationally appropriate for the described student.

Additional information and the rubric will be found on the Blackboard site and should be consulted before beginning this assignment.

You will need to:

- Conduct a thorough review of the case study facts
- Review all components of the **IEP** form, specifically the instructions
- Complete the IEP form
- Write a narrative describing the *collaborative* components of the IEP development process - see 1-4 below for headings

After completing the IEP forms, each team will **write a 2-4 page 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?

5. **Each group member independent of the group** – should describe their *individual collaborative style for this project* in 2 paragraphs only using the results from the *conflict management style survey from assignment #2* and submit separately via email to instructor - **NOT ON TASKSTREAM**. **DUE : July 7**

NB - Use the above questions 1-5 as section headings when presenting your narrative. If you add a 6th or more sections add these after the 1-5 sections. Total pages 3-4. Plus the IEP. Questions ? – please write.

5. Group Professional Development Activity (PDA) (25 Pts) – 2 or 3 course members working together – each receives the same grade

Together with your partner(s) you will design a professional development activity that is **based upon research**.

The purpose of this team assignment is threefold: (1) develop the equivalent of a 30 - 40 minute staff development activity that might be presented to colleagues at school or in other PD environments, including conferences, workshops; (2) provide an opportunity to improve collaborative and personal communication skills; and (3) evaluating your collaboration and communication skills in the group process using the results from the Jung Typology Test™ (<http://www.humanmetrics.com/cgi-win/jtypes2.asp>) and the results from your conflict management style survey.

This project therefore allows course members to participate in the staff development process, apply effective practices for teaching adult learners, 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**.

WHAT TO SUBMIT : General : All materials and activities should reflect key concepts in the presentation. Include the names of all group members on the first slide of the PPT and in the header for any written products in the assignment.

Specifics : Presentation should include handouts, PowerPoint, references (relevant information from course readings, and outside research), agenda or outline, and definitions of related terms that might be unfamiliar to your audience and an evaluation form that would be distributed to the group at the end of your presentation. **Also but submitted separately from your group report**. your evaluation of your individual collaboration style for this assignment based on your Scores/Types Descriptions from the Jung Typology Test™ (<http://www.humanmetrics.com/cgi-win/jtypes2.asp>) and from the Conflict survey (from assignment #2) and your “gut instincts” in the group process - no more than ¾ of a page. **DUE : July 21**

6. Code of Ethics – Individual (10 pts)

The CEC Special Education Professional Ethical Principles (<http://sped.org/Standards/Ethical-Principles-and-Practice-Standards>) should be reviewed as well as other resources provided for the class. Students should reflect upon them as well as what they have learned about students, families, instruction, and collaborative practices in their schools, programs, and work-related experiences. A minimum of **10 professional ethics statements** should be developed, personal to you, to be honored and abided by in the field of special education. Each ethics statement should have a brief but thorough rationale accompanying it. Citations are not required, but it should be clear to the reader that the values are informed by studies and professional experiences. This paper should have an **introduction** and **conclusion in**

narrative format and individual ethics may be presented in a **list** format. The paper should be approximately 3 pages in length. **DUE : July 28**

RUBRICS FOR ALL PRODUCTS FOUND ON BLACKBOARD.

Grading Scale for FAST TRAIN:

A+ = 100

B+ = 85-89

A = 94-99

B = 80-84 (no B- grades)

A- = 90-93

C = 70-79 – does not meet licensure requirements or Level I award recommendation

F = Below 70 - Does not meet requirements of the Graduate School of Education.

Courses below a B are ineligible for licensure or recommendation for Level I IB Award – these must be repeated.

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. ***All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.***

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

Performance Based Assessment (PBA): All courses in FAST TRAIN will have a required Performance Based Assessment (PBA). The required PBA for this course is the *IEP Project*. This assignment must be posted to TaskStream, where it will be reviewed and scored.

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. It is up to the discretion of the instructor to approve the late/makeup work.

Course Schedule

Tentative Class Topics and Due Dates - (Subject to change)

Date	Class Topic	Reading & Others Bb related Topic	Product / Due Dates
Week 1 May 22 – May 26, 2013	<p>Part 1: Contexts for working together in schools</p> <p>Topic 1. Introduction</p> <p>Topic 2. Collaboration, Consultation, Professional, Personal Perspectives</p> <p>Topic 3. School Improvement</p>	<p>Dettmer et al Chapters 1 & 2</p> <p>Professional and Personal Perspectives Core Principles and Group Dynamics</p> <p>Read chapter 3 Overview of school improvement issues and collaborative school consultation history, theory, and research</p> <p>Additional Reading: Handout for Week on Blackboard</p>	<p>1. Discussion Board (DB) - Introduction to the Group on Bb.</p> <p>Responses for each week due by end of the appropriate week (SUNDAY NIGHT EST) (2 pts each).</p> <p>Have you identified 3 people you would interview during Week 4 ?</p>
Wks 2-3 May 27 – June 9	<p>Part 2: Processes that facilitate collaborative school consultation and working in teams</p> <p>Topic 4. Educators Work Together: Identification & Planning</p>	<p>Read chapter 4 in Dettmer</p> <p>Developing co-educators' verbal & non-verbal communication skills</p> <p>Read chapter 5 & 6 in Dettmer</p> <p>Finding the problems that affect student learning and behavior, and then planning ways to address those problems so that students with special needs can succeed. Also included is avoiding stress and burnout on a professional level</p> <p>Additional Reading: See Blackboard</p>	<p>Don't forget DB. (Responses posted AFTER end of week will not be counted in grading.)</p> <p>Week 2 2. Self-Assessment - Understanding How You Collaborate - due June 2 DB Postings</p>
Wks 4-7 June 17 – July 7	<p>PART 3: Content needed by co-educators to work effectively in partnerships for students' special needs.</p>	<p>Read chapter 7, 8, & 9 in Dettmer</p> <p>Chapters look at teaching activities, family partnerships as means to address students' needs. Chapter 9 specifically addresses needs of diverse populations, including culturally and linguistically diverse students, who in rural and isolated areas, military dependent students, students who move</p>	<p>Week 4 3. Interview Report due June 16</p> <p>Week 7 4. Collaborative</p>

		frequently, those who are home schooled	IEP due July 7
Wks 8-10 July 8- July 30,2013	PART 4: A Larger Context	Additional Reading: See Blackboard Read chapters 10-12 in Dettmer The collaborative roles among a variety of co-educators in the schools and communities, the place of technology in collaborative consultation and teams efforts, and advocacy and leadership among educators for the future.	DB postings Week 9 5. Group PDA due July 21 Week 10 6. Code of Ethics due July 28

Note: *The syllabus is subject to change as needed. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus.*

"I not only use all of the brains I have, but all I can borrow."

Woodrow Wilson