



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

Fall 2013

EDSE 662 5S2: Consultation and Collaboration

CRN: 72306, 3 - Credits

Instructor: Dr. Cornelia Izen	Meeting Dates: 8/26/2013 – 12/5/2013
Phone: 703-993-5736	Meeting Day(s): Thursdays
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Office Address: 203A Finley Building, Fairfax Campus Office Hours: By appointment in person, via phone, or via Skype.	Meeting Location: Off-campus, KAI 103

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): None

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. (2013). *Interactions: Collaboration for school professionals* (7th ed). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-277492-5

Bateman, B. & Linden, M.A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs* (5th ed). Verona, WI: Attainment Co. ISBN: 1-57861-568-2

Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Any additional resources will be posted on Blackboard.

Additional Readings

See listing below Schedule on this course syllabus. All additional readings will be posted on Blackboard.

Course Relationships 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 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://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.

Students are expected to arrive on time, remain in class for the duration of class sessions, and demonstrate professional behavior in the class. During class time, computers and peripherals are to be used only for work related to the class. Students found using this equipment for purposes other than the assigned class activity will be asked to turn off their equipment and may not receive full participation points for that class session.

Additional Course Policies

- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).
- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing. http://www.plagiarism.org/plag_article_preventing_plagiarism_when_writing.html
- In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.
- We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Reporting and Writing about people with disabilities” <http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

Late Work.

ALL assignments are due by 4:00 PM on the dates listed in the course schedule in this syllabus. *Five percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

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

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.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

Graduate Students:

- 95-100% = A 70-79% = C
- 92-94% = A- <70% = F
- 89-91% = B+
- 85-88% = B
- 80-84% = B-

Evaluation

Assignments are evaluated according to rubrics. You can find the assignment descriptions and rubrics in Blackboard. For all assignments, your instructor will grade the assignment and post the score you earned and comments to the Grade Center (My Grades in the left side navigation bar) on Blackboard. You can read the comments by clicking on the grade. If you have difficulty with an assignment, either in understanding or completing it, please contact me immediately to discuss this. The course point breakdown is:

Item	Points Each	Total
Class participation (13 total)	10	130
Student Introduction	10	10
Interview Assignment Synthesis	125	125

PLC Group Position Paper and Collaboration Process Evaluation	125	125
IEP Step 1: Choose a Student	10	10
IEP Component A: PLAAFP	75	75
IEP Component B: Measureable Annual Goals	75	75
IEP Component C: Short Term Objectives/Benchmarks	75	75
IEP Components D, E, F: Services, LRE, Placement; Participation in State Assessment; Accommodations and Modifications	75	75
IEP Step 3: Narrative on IEP Collaboration	100	100
IEP: All Parts (A-E and Step 3), Final Version*	200	200
Total Points for Course		1000

*NCATE/TaskStream Assessment

Assignments

NCATE/TaskStream Assignments.

Individualized Education Program: For this assignment, students will identify a student within an educational setting who has mild disabilities. For those without access to a student who meets this description, a student case study will be provided. You will write a partial IEP for this student that includes most components of an IEP. In addition, you will write a narrative on IEP Collaboration. Further information about the assignment as well as a grading rubric can be found on Blackboard.

Common Assignments.

Interview Assignment: School professionals will be interviewed by the student for this assignment to determine their views about and experiences with collaboration. The student will summarize their interview results and synthesize them with integration of their ideas about collaboration and identification of specific issues about collaboration brought up in the interviews. These results will be shared with classmates in a group Wiki in preparation for the

Professional Learning Community Assignment described below. Further information about this assignment as well as a grading rubric can be found on Blackboard.

Professional Learning Community Assignment: Following selection of an issue about collaboration from those posted on a group Wiki by classmates (see Interview Assignment above), the student will form a PLC with some classmates or create a PLC with colleagues at work. This PLC will identify scholarly readings about the topic identified, generate questions after reading these articles, and meet several times to discuss readings and related questions. A record will be kept of activities/discussions in group meetings and a position paper will be written by the PLC about the topic discussed. The collaboration process will be evaluated and the PLC group or its representative will present a summary of findings to the class.

Other Assignments.

Student Introduction: Students will present information about their current place of work, their experience in working with students with severe disabilities, and discuss their goals for the course. This will be due at the start of the course. In addition, the student will be required to enter a photograph in their Blackboard profile. This photograph will be used to identify you in class. Please be sure that your photo depicts **you** rather than a flower, dog, your favorite mountain, or some other lovely scene.

Class Participation: During class sessions, students will participate in activities in small groups and with the instructor or guest speaker. Points will be assessed and given for participation in these activities. Students will be expected to arrive on time, stay for the duration of the session, and contribute with thought to discussion and analysis during class activities. As a courtesy, please email me to let me know if you will not be in class or notify me afterwards if something unexpected came up that prevented you from attending. Participation points cannot be made up if you miss class.

Schedule

Proposed Schedule (Schedule may change based on needs of students)

Session	Date	Topic/Lecture	Assignment	Assignments Due (Note all assignments due by 4 PM on Blackboard)
1	8/29	<ul style="list-style-type: none"> • Overview of Course • Review of Syllabus • Introduction to Consultation and Collaboration 		
2	9/5	<ul style="list-style-type: none"> • Foundations of Collaboration • The IEP in Perspective 	Friend & Cook (FC): Chapter 1 Bateman & Linden (BL): Chapter 1	Student Introduction
3	9/12	<ul style="list-style-type: none"> • Integrating Skills in Interviews • The Legally Correct IEP • Writing the PLAAFP for IEPs 	FC: Chapter 4 BL: Chapter 3	IEP Step 1: Choose a Student (submit brief description to Blackboard)

4	9/19	<ul style="list-style-type: none"> Listening, Responding, Giving Feedback Not-the-Right Way IEP 	FC: Chapter 3 BL: Chapter 4	
5	9/26	<ul style="list-style-type: none"> Interpersonal Communication Educationally Useful IEPs Writing Annual Goals for IEPs 	FC: Chapter 2 BL: Chapter 5	Interview Assignment Synthesis on Class Wiki
6	10/3	<ul style="list-style-type: none"> Interpersonal Problem Solving Standards-Based IEPs 	FC: Chapter 5 BL: Chapter 6	IEP Component A: PLAAFP
7	10/10	<ul style="list-style-type: none"> Teams 	FC: Chapter 6 BL: Chapter 2	Identify 2 issues on Class Interview Wiki that are areas of interest to research (be prepared to form PLC group in class or name colleagues at work who could work in PLC group) IEP Component B: Measurable Annual Goals
8	10/17	<ul style="list-style-type: none"> Co-Teaching IEPs: New Twists and old Conundrums 	FC: Chapter 7 Scruggs et al. (2007) Weiss & Lloyd (2003) BL: Chapter 7	
9	10/24	<ul style="list-style-type: none"> Consultation, Coaching, Mentoring 	FC: Chapter 8	IEP Component C: Short Term Objectives/Benchmarks
	10/31	<ul style="list-style-type: none"> NO CLASS: Work on PLC Group assignment 		Meet with PLC Group This Week
10	11/7	<ul style="list-style-type: none"> Difficult Interactions 	FC: Chapter 9 Lingo et al. (2011) Musanti & Pence (2010)	IEP Components D, E, F: Services, LRE, Placement; Participation in State Assessment; Accommodations and Modifications
11	11/14	<ul style="list-style-type: none"> Paraeducators Families: Cultural Reciprocity in Special Education 	FC: Chapter 10 Kalynpur & Harry (2012): Chapters 2 and 5	IEP Step 3: Narrative on IEP Collaboration
12	11/21	<ul style="list-style-type: none"> Family Involvement and Satisfaction in the Special Education Process 	FC: Chapter 11	All Parts of IEP (A-E and Narrative on Collaboration) in Final Form submitted as one document to Blackboard AND TaskStream (<u>not</u> as 6 separate documents) PLC Group Position Paper and Collaboration Process Evaluation
	11/28	<ul style="list-style-type: none"> NO CLASS: Thanksgiving Break 		
13	12/5	<ul style="list-style-type: none"> PLC Group Discussions 		Be prepared to discuss PLC group findings with colleagues in class (workplace PLC group members are welcome to attend); Snack potluck!

Additional Reading (PDF files are located on Blackboard under readings)

Kalyanpur, M. & Harry, B. (2012). Cultural reciprocity as an approach toward building parent-professional relationships. In *Cultural reciprocity in special education* (pp. 15-32). Baltimore: Paul H. Brookes.

Kalyanpur, M. & Harry, B. (2012). Professionals' perspectives on parenting styles. In *Cultural reciprocity in special education* (pp. 81-99). Baltimore: Paul H. Brookes.

Lingo, A.S., Barton-Arwood, S.M. & Jolivet, K. (2011). Teachers working together: improving learning outcomes in the inclusive classroom--practical strategies and examples. *Teaching Exceptional Children*, 43(3), 6-13.

Musanti, S.I. & Pence, L. (2010). Collaboration and teacher development: unpacking resistance, construction knowledge, and navigating identities. *Teacher Education Quarterly*, winter, 73-89.

Weiss, M.P. & Lloyd, J. (2003). Conditions for co-teaching: lessons from a case study. *Teacher Education and Special Education*, 26(1), 27-41.

Scruggs, T. E., Mastropieri, M.A. & Mcduffie, K.A. (2007). Co-teaching in inclusive classrooms: a metasynthesis of qualitative research. *Exceptional Children*, 73(4), 394-416.