



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

Fall 2013

EDSE 662 5S1: Consultation and Collaboration

CRN: 74331, 3 - Credits

Instructor: Dr. Carlyn Floyd	Meeting Dates: 8/26/2013 - 12/18/2013
Phone: 571-205-4929	Meeting Day(s): Mondays
E-Mail: cfloyd3@gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours:	Meeting Location: Off-campus, KAI 102

***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

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

Guide to Writing Quality Individualized Education Programs, 2/E

Gordon S. Gibb, Brigham Young University Tina Taylor Dyches, Brigham Young University

ISBN-10: 00205495451

ISBN-13: 9780205495450:

Interactions: Collaboration Skills for School Professionals by: Marilyn Friend & Lynne Cook

Publisher: Pearson; 7 edition (August 5, 2012)

ISBN-10: 0132774925

ISBN-13: 978-0132774925

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.

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.

All students are expected to attend class on time and for the entirety of the class. If students must be absent from class, they must let the instructor know that day and get all missed information from a classmate. Students are responsible for any missed work or information. If students miss class when an assignment is due, that assignment is due by 10PM by email to Dr. Floyd that night.

Late Work.

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be communicated to students in class. I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment by emailing the assignment to me with a time sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time.

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

95-100%	A
90-94%	A-
85-89%	B
80-84%	B-
70-79%	C
<69%	F

Assignments

NCATE/TaskStream Assignments.

Assignment 4: Collaborative IEP Development Project (30 points)

Please note that this is a **REQUIRED** NCATE Assessment therefore, students in this class will be expected to submit this designated assignment to Task Stream under DRF titled EDSE 662.5S1 Floyd Fall 2013. Students are expected to post their assignment to Task Stream electronically by the due date as noted on the course outline.

In this assignment / project, you will demonstrate your ability to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need. You also will demonstrate your understanding of how these components come together to build a framework for the student's educational program.

Common Assignments.

Assignment 5: Group Professional Development Presentation: (20 points; 20% of the final grade)

Design a professional development activity. The purpose of this assignment is twofold: (1) to develop a one-hour staff development presentation which will be presented to the class on the last class meeting; and, (2) to provide students with the opportunity to hone their collaborative skills. This project will introduce the staff development process, best practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The presentation should deal specifically with some aspect of instruction or an area of need for your group, for example, in the area of instruction, you might consider a **research-based instructional practice, co-teaching**, or you might consider **positive behavioral supports**. Your presentation should include handouts, PowerPoint, a related reading and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities should reflect key concepts in the presentation. Finally, you will need to prepare an evaluation form to be distributed to the group at the end of your presentation.

Other Assignments.

Assignment 1: Blackboard Discussion (10 points)

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

Assignment 2: Professional Code of Ethics (20 points)

Review the GMU CEHD Professional dispositions and the CEC Special Education Professional Ethical Principles at: <http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

Then reflect on what you have learned about students, families, instruction and collaborative practices in your program and work related experiences. Develop a minimum of 10 professional ethics that you will strive to honor and abide by as you work in the field of special education and that represent your core values and beliefs about stakeholders, practices, and non-negotiables. Each ethic should have a thorough rationale accompanying it. You do not need to cite specific research, but it should be clear to the reader that your values are informed by your studies and professional experiences. This paper should have an introduction and conclusion in narrative format and individual ethics may be presented in a list format. Your paper should be approximately 5-7 pages. No more than 7 pages, double spaced and APA.

Assignment 3: Self – Analysis: Consultation, Collaboration and Teamwork (20 points)

Your text defines Consultation, Collaboration, and Teamwork and provides frameworks and characteristics to illustrate the essential attributes of each. In this paper, you will reflect up on and analyze your strengths and challenges related to **each** of these essential components of teaching and learning. You will apply this analysis to your current (or future if you are not currently in a special education teaching position) professional practice. The purpose of this activity is for you to a) define your current skills in relation to each component and b) develop a plan of improvement to address your challenges in each area. You will need to use and cite your text as a reference and you may incorporate

feedback from stakeholders as well. Your paper should be no more than 5 pages, double spaced and APA.

Schedule

Class	Date	Topic	Due for this class
1	Aug 26	Course Overview; Fundamentals of Collaboration	Ch 1
2	Sept 9	Fundamentals of Collaboration: Overview, definitions, characteristics, problems and framework for understanding; Communication	Ch 1, 2 and Ch 3 Watch the videos
3	Sept 16	Interviews and problem solving; Writing IEPs part 1	Ch 4 and 5; Assignment 1 Due
4	Sept 23	Teams! Coteaching and Paraeducators	Ch 6 and 7 and 10
5	Sept 30	Consultation, Coaching and Mentoring; Writing IEPs part 2, 3, 4	Ch 8; Assignment 2 Due
6	Oct 7	Difficult interactions: conflict and resistance Writing IEPs part 5 and review of IEP example	Ch 9
7	Oct 15	Class on Tuesday! Beginning of Group work	Assignment 3 Due
8	Oct 21	Issues in education collaboration Ethics in Collaborative Practice	Ch 13
9	Oct 21	Families and Community; IEP goal and STO practice	Ch 11, 12
10	Oct 28	OPTIONAL CLASS: IEP work session; Focus on IEP work, this is for students who have not written IEPs and who want more time to work with the instructor on this topic.	Bring your "student" paperwork to this class
11	Nov 11	Group Presentation Preparation Class	Assignment 4 Due
12	Nov 18	Group Presentations	
13	Nov 25	Group Presentations	Assignment 5 Due
14	Dec 2	Group Presentations	Assignment 5 Due
15	Dec 9	Group Presentations – IF NEEDED	Assignment 5 Due

Video links:

<http://www.youtube.com/watch?v=nFA-yzmhDIU>

<http://www.youtube.com/watch?v=aP55nA8fQ9I>

<http://www.youtube.com/watch?v=TA-RaDNVKpw>

<http://www.youtube.com/watch?v=JwjAAGi-90> (just for fun)

<http://www.youtube.com/watch?v=Pu4KnwNu1Rw>

<http://www.youtube.com/watch?v=d44wPE9azXk>

Appendix

Assignment 4: Collaborative IEP Development Project (30 points)

Please note that this is a REQUIRED NCATE Assessment therefore, students in this class will be expected to submit this designated assignment to Task Stream under DRF titled EDSE 662.B02 Floyd Summer 2013. Students are expected to post their assignment to Task Stream electronically by the due date as noted on the course outline.

In this assignment / project, you will demonstrate your ability to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need. You also will demonstrate your understanding of how these components come together to build a framework for the student's educational program.

EDSE 662: Individualized Education Program (IEP) Assignment

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. Candidates will demonstrate their ability to develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes:

1. justification for their decisions within the IEP,
2. explanation of the collaborative process required, and
3. description of how the assignment connects with CEC Standards 1, 2, 3, 7, and 10.

Throughout the assignment it is critical to incorporate collaborative aspects of developing an IEP with stakeholders, including the student (as appropriate), family members, general educators, related service providers, school administrators, and other relevant parties. In continuously considering the collaborative aspects of the IEP process, candidates will participate in in-class cooperative learning opportunities, such as role-play exercises, and activities designed to prepare for the IEP product and writing of the narratives.

Step One: Choose a Student

For this assignment, the instructor will either (a) assign a case study, (b) allow a candidate to use a student with whom he/she is already working, or (c) allow a candidate to use case study information developed in EDSE 540.

*If the instructor chooses to provide the option of focusing this assignment on a student with whom a candidate is working, the candidate must:

1. Verify with the student's school that the candidate has permission to access the necessary student information files,
2. Provide evidence that the student is a student with a mild/moderate disability,
3. Submit in writing to the instructor a request to use the identified student for the assignment and receive approval in writing from the instructor to do so,
4. Assign a pseudonym for the student, and
5. Register the experience with the GMU GSE field placement office.

<http://cehd.gmu.edu/endorse/ferf>

Step Two: Prepare and Write Your Case

Using the information available to you about your student, create a narrative with the components identified below. Head each section of the document with the corresponding component. Within each indicated section or heading, include the component and a separate subheading for your rationale.

Component A: Present Level of Academic Achievement and Functional Performance (PLOP) CEC/IGC Standards 2 & 3

1. Using all documentation available, identify information about the student that is relevant to the following areas:
 - a. Student Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.
 - b. Parent/Guardian/Family Member Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the parent(s)/guardian(s)/family member(s).
 - c. Evaluations: The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).
 - d. Assessments: The results of the student's performance on any general state or district-wide assessments, as appropriate.
 - e. Needs: The academic, developmental, and functional needs of the student.
 - f. Behavior: In the case of a child whose behavior impedes the student's learning or learning by others, consider interventions, support, and strategies to address that behavior (e.g., Positive Behavioral Interventions and Supports [PBIS]; Functional Behavioral Analysis [FBA]).
 - g. Limited English Proficiency: In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
 - h. Blind or Visually Impaired: In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines,

after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

- i. Communication (Including Deaf or Hard of Hearing): Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication mode, academic level, and full range of needs, including opportunities for direction instruction in the student's language and communication mode.
 - j. Assistive Technology: Consider whether or not the student needs assistive technology devices and services.
2. Develop a statement of the student's present levels of performance. Include:
- Description of the student's strengths with evidence from evaluations, assessments, and student/family member's perspectives,
 - Description of areas in need of improvement (needs/behavior) with evidence from evaluations, assessments, and student/family member's perspectives AND how performance differs from peers,
 - Educational implications of the student's:
 - Mild to moderate exceptionalities,
 - Sensory impairments (when applicable),
 - Variations in cultural beliefs, traditions, and values.

Component B: Measurable Annual Goals *CEC/IGC Standards 1 & 7*

1. Create 3 annual goals for the student. The goals must be:

- Based on the present level of performance statements and the student's needs.
- Observable and measurable.
- Age and ability appropriate.
- Prioritized and based on the scope and sequence of the VA SOL.
- Focused on increasing skills and/or positive behaviors.
- Responsive to variations in beliefs, traditions, and values across cultures.

2. Rationale: Respond to the following questions:

- a. How are these goals prioritized and age appropriate?
- b. In what ways do these goals reflect the PLOPs?
- c. In what ways do these goals show increasing skills and/or positive behavior for the student?
- d. In what way are these goals responsive to any variations in beliefs, traditions, and values of the student or his/her family?

Component C: Short Term Objectives/Benchmarks *CEC/IGC Standards 1 & 7*

1. Write at least **2 short-term objectives or benchmarks** for each annual goal. The objectives/benchmarks relate to the goal and are derived by breaking the annual goal down into smaller, achievable tasks. The criteria must be appropriate for the student and for performance of the task.
2. Each objective/benchmark should include:
 - Task,
 - Condition, and
 - Criterion.
3. Rationale: Respond to the following questions:
 - a. How are these short-term objectives based on sequential age and ability appropriate for individualized learning objectives?
 - b. How do these objectives relate to the annual goals?
 - c. How do these objectives include learner criteria that are appropriate to task performance? Justify your criteria.
 - d. Do the objectives include statements of generalization and maintenance?

Component D: Services, Least Restrictive Environment, Placement CEC/IGC Standards 1 & 7

1. Identify and describe the student's placement on the continuum of services.
2. List and describe all appropriate program, primary, and related services* that the student needs to appropriately participate in the students' least restrictive environment. Include a statement of:
 - What the service is (e.g., individual/small group instruction in 7th grade social studies; individual occupational therapy)
 - How often the services will occur (e.g., every day for 50 mins; once a month for 30 mins)
 - Duration of services, with start and end date (e.g., duration: 6 months; start date: 9/3/2013; end date: 2/3/2014)
 - Location of the service (e.g., XYZ school; Fairfax Hospital)
 - Setting of the service (e.g., self-contained classroom with special educator and assistant; occupational therapy room at local hospital)
 - Who will deliver the service (e.g., special educator; occupational therapist)
3. Indicate if there are any activities in which the student is unable to participate, even with support.
4. Rationale: Respond to the following questions:
 - a. Why did you choose the program and services you describe?
 - b. How do the primary, program, and related services consistently align with the areas of need based on the students PLOP?

*For the purposes of this assignment:

- *Related services* include physical therapy, occupational therapy, speech-language pathology, social work, and other services.
- *Assistive Technology* may be one of the services considered for this assignment.

Component E: Participation in State Assessments CEC/IGC Standards 1 & 3

1. Describe the student's participation in state assessments. The assessment(s) noted and participation levels described must reflect:

- The impact that exceptionalities (including auditory and information processing skills) can have on an individual's testing abilities.
- Consideration of due process rights, assurances, and issues related to assessment.
- Accommodations, as suitable, and described, if they are needed.

2. Rationale: Respond to the following questions,

- a. What did you consider in selecting the appropriate levels of student participation in state assessments?
- b. How are the student's participation levels specifically related to the PLOP, including any issues related to auditory and information process skills (as appropriate)?

*A quality written rationale includes consideration of the above and discusses how the levels of student participation in the selected state and district-wide assessments relate to present levels of performance. You may use Virginia state assessments as your model.

Component F: Accommodations and Modifications CEC/IGC Standards 3 & 7

1. Describe the accommodations and/or modifications necessary to individualize instruction to provide meaningful and challenging learning for the student that:

- are based on the present levels of performance and assessment data and (2) consider the student's exceptionalities
- allow the student to access the general education curriculum.
- assist in providing meaningful and challenging learning experiences for the student.
- provide access to educationally related settings, including non-academic and extra-curricular activities.

2. Rationale: Respond to the following questions:

- a. How did the student's PLOP relate to the choice of accommodations?
- b. How do the above provide access to nonacademic and extracurricular activities and are they appropriate to the needs of the student?
- c. Explain how the selected accommodations and/or modifications are based on assessment data.
- d. In what ways did you consider the student's exceptionality?

Step Four: Narrative on IEP Collaboration

CEC/IGC Standard 10

Under a separate heading in the document, describe the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. This includes a discussion of:

- The collaborative activities that should occur prior to development of the IEP.
- Methods of involving students, families, related service providers, and other professionals in the IEP development process.
- Methods for fostering respectful and beneficial relationships between students and their families and professionals throughout the IEP development process.

- Collaborative activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.
- In addition, include a short description of how this assignment aligns with CEC standards 1, 2, 3, and 7. You may do this orally with your instructor or in writing.

CEC Professional Standards Common Core

http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template-/CM/ContentDisplay.cfm&ContentID=2208

Standard 1 - Foundations

Knowledge:

Models, theories, and philosophies that form the basis for special education practice.

Laws, policies, and ethical principles regarding behavior management planning and implementation.

Relationship of special education to the organization and function of educational agencies.

Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.

Family systems and the role of families in the educational process.

Historical points of view and contribution of culturally diverse groups.

Impact of the dominant culture on shaping schools and the individuals who study and work in them.

Potential impact of differences in values, languages, and customs that can exist between the home and school.

Skill: Articulate personal philosophy of special education.

Standard 2 - Development and Characteristics of Learners Knowledge:

Typical and atypical human growth and development.

Educational implications of characteristics of various exceptionalities.

Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development.

Similarities and differences of individuals with and without exceptional learning needs.

Similarities and differences among individuals with exceptional learning needs.

Effects of various medications on individuals with exceptional learning needs.

Standard 3 - Individual Learning Differences

Knowledge:

Effects an exceptional condition(s) can have on an individual's life.

Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Standard 4 - Instructional Strategies

Skills:

Use strategies to facilitate integration into various settings.

Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.

Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

Use strategies to facilitate maintenance and generalization of skills across learning environments.

Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.

Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

Demands of learning environments.

Basic classroom management theories and strategies for individuals with exceptional learning needs.

Effective management of teaching and learning.

Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

Social skills needed for educational and other environments.

Strategies for crisis prevention and intervention.

Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.

Ways specific cultures are negatively stereotyped.

Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:

Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.

Identify realistic expectations for personal and social behavior in various settings.

Identify supports needed for integration into various program placements.

Design learning environments that encourage active participation in individual and group activities.

Modify the learning environment to manage behaviors.

Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

Establish and maintain rapport with individuals with and without exceptional learning needs.

Teach self-advocacy.

Create an environment that encourages self-advocacy and increased independence.

Use effective and varied behavior management strategies.

Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

Design and manage daily routines.

Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

Structure, direct, and support the activities of paraeducators, volunteers, and tutors. Use universal precautions.

Standard 6 - Language

Knowledge:

Effects of cultural and linguistic differences on growth and development.

Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

Augmentative, alternative, and assistive communication strategies.

Skills:

Use strategies to support and enhance communication skills of individuals with exceptional learning needs.

Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Standard 7 - Instructional Planning Knowledge:

Theories and research that form the basis of curriculum development and instructional practice.

Scope and sequences of general and special curricula.

National, state or provincial, and local curricula standards.

Technology for planning and managing the teaching and learning environment.

Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.

Skills:

Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.

Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

Involve the individual and family in setting instructional goals and monitoring progress.

Use functional assessments to develop intervention plans.

Use task analysis.

Sequence, implement, and evaluate individualized learning objectives.

Integrate affective, social, and life skills with academic curricula.

Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

Incorporate and implement instructional and assistive technology into the educational program.

Prepare lesson plans.

Prepare and organize materials to implement daily lesson plans.

Use instructional time effectively.

Make responsive adjustments to instruction based on continual observations.

Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Standard 8 - Assessment

Knowledge:

Basic terminology used in assessment.

Legal provisions and ethical principles regarding assessment of individuals.

Screening, prereferral, referral, and classification procedures.

Use and limitations of assessment instruments.

National, state or provincial, and local accommodations and modifications.

Skills:

Gather relevant background information.

Administer nonbiased formal and informal assessments.

Use technology to conduct assessments.

Develop or modify individualized assessment strategies.

Interpret information from formal and informal assessments.

Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

Report assessment results to all stakeholders using effective communication skills.

Evaluate instruction and monitor progress of individuals with exceptional learning needs.
Develop or modify individualized assessment strategies.

Create and maintain records.

Standard 9 - Professional and Ethical Practice

Knowledge:

Personal cultural biases and differences that affect one's teaching.

Importance of the teacher serving as a model for individuals with exceptional learning needs.

Continuum of lifelong professional development.

Methods to remain current regarding research-validated practice.

Skills:

Practice within the CEC Code of Ethics and other standards of the profession.

Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.

Act ethically in advocating for appropriate services.

Conduct professional activities in compliance with applicable laws and policies.

Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

Practice within one's skill limit and obtain assistance as needed.

Use verbal, nonverbal, and written language effectively.

Conduct self-evaluation of instruction.

Access information on exceptionalities.

Reflect on one's practice to improve instruction and guide professional growth.

Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

Standard 10 - Collaboration Knowledge:

Models and strategies of consultation and collaboration.

Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

Skills:

Maintain confidential communication about individuals with exceptional learning needs.

Collaborate with families and others in assessment of individuals with exceptional learning needs.

Foster respectful and beneficial relationships between families and professionals.

Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.

Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

Use group problem solving skills to develop, implement and evaluate collaborative activities.

Model techniques and coach others in the use of instructional methods and accommodations.

Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
Observe, evaluate and provide feedback to paraeducators.