



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

Fall 2013

EDSE 662 685: Consultation and Collaboration

CRN: 81356, 3 - Credits

Instructor: Ms. Carmen Rioux-Bailey	Meeting Dates: 9/20/2013 - 11/23/2013
Phone: 202-302-3223 (mobile)	Meeting Day(s): Fridays, 9/20, 10/25, 11/22 & Saturdays, 9/21, 10/26, & 11/23
E-Mail: criouxba@gmu.edu	Meeting Time(s): Fridays, 5:00 pm-9:00 pm, Saturdays, 9:00 am-5:00 pm
Office Hours: by appointment	Meeting Location: Arlington Campus: Founders Hall Room 476

***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

Friend, M., & Cook, L. (2010). *Interactions: Collaboration Skills for School Professionals* (5th ed.). Boston: Pearson Education, Inc.

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

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

Publication Manual of the American Psychological Association, Sixth Edition
American Psychological Association

Required Resources

Blackboard access

Taskstream access

Additional Readings

As Assigned

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 **required** to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot

necessarily be recreated outside of the class session. **No absences/tardiness/leaving early will be permitted for this course as it is a three-weekend course.**

Late Work.

Unless we have agreed IN ADVANCE about an alternate due date, projects are due when assigned. No late work will be accepted without this prior agreement. Students are typically afforded only one extension with prior notice per course, and a maximum of one week is the maximum extension time period allotted.

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-

80-89% = B

70-79% = C

< 70% = F

Assignments

NCATE/TaskStream Assignments.

Collaborative IEP Development Project (40 points)* due 11/23 and submitted to TASKSTREAM

This is the NCATE assessment/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 **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 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)** for a hypothetical or actual student with a mild to moderate exceptional learning need. A case study on the course Blackboard site, along with the Virginia Department of Education Sample IEP Form that is to be used unless there is an actual student on whom the IEP will be based. Based on the information in the selected case study, students will write an IEP that thoroughly and appropriately addresses the needs of the student in the case scenario.

As the IEP for this assignment is developed, students should:

- Complete a thorough review of the case study facts
- Complete all components of the IEP form, using specific instructions provided by the instructor
- Write a narrative describing the *collaborative* components of the IEP development process

After completing the IEP forms, each student 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 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?

Common Assignments.

Professional Code of Ethics: (20 points) due 10/26

Review the GMU CEHD Professional Dispositions at

<http://cehd.gmu.edu/teacher/professional-disposition> and the CEC Special Education Professional Ethical Principles at

<http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/ethicspracticestandards/default.htm>

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 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 form. Your paper will be approximately 8-10 pages in length, double-spaced in APA.

Self- Analysis: Consultation, Collaboration, and Teamwork (30 points) due 11/22

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 upon 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 teaching in special education) 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 will be approximately 8-10 pages in length, double-spaced in APA.

Other Assignments.

In-class activities for 10 points.

Schedule

Class Session	Topic/Learning Experiences	Do This: Readings (complete <i>after</i> this session) and Assignments (to be turned in <i>on or before</i> this session)
1 Fri and Sat. 9/20 and 9/21	Principles of Consultation, Collaboration, and Teamwork: An Overview Who am I as a Consultant, Collaborator, and Team Member? Know thyself and seek to know others! Working with other School Professionals on Teams and Collaborative Efforts: Managing and Being Managed	Chapters 1-9and 12-13 in Interactions Review Text: <i>Writing Quality Individualized Education Programs</i>
Fri. and Sat. 10/25 and 10/26	Collaborating on Individualized Educational Programs* Collaboration with Students Case study Interpreting reports and data Eligibility Writing effective goals and benchmarks Accommodations and Service delivery	Code of Ethics Paper Due 10/26

	Goal Tracking	
Fri. and Sat. 11/22 and 11/23	Preventing and Managing Conflict: Best Practices.* Managing and Leading Change Efforts: Understanding change and growing professionally* through consultation and collaboration	Self-Analysis Paper Due 11/22 IEP due by 11/23

All rubrics, forms, resources etc. for each Major Assignment can be found on the Blackboard site for this course in an assignment-specific folder under the “Information” tab on the course menu