



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

Summer 2014

EDSE 662 680: Consultation and Collaboration

CRN: 42101, 3 - Credits

Instructor: Dr. Nancy Morrison	Meeting Dates: 5/27/2014 - 7/29/2014
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Office Hours: By appointment	Meeting Location: Chantilly HS, 4201 Stringfellow Rd., Chantilly, VA 20151 Room TBD

***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) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Learner Outcomes

Upon completion of this course, students will be able to:

- Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
- Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
- Develop self-assessment techniques for improving consultative and collaboration skills.
- Plan activities that implement effective consultation and collaboration techniques.
- Develop an Individualized Education Plan

Required Textbooks

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

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Additional Readings

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

- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

The focus of this class is collaboration; therefore, every student's participation is expected. Students must (a) attend class, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments. Points may be deducted from a student's final grade at the discretion of the instructor if the student does not participate as described above. There may be an instance when you are unable to attend class. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from

another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please notify me by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes. **I strongly believe in class attendance. Please do not ask me for permission to miss a class. I will not give you permission; you must make your own decision.**

Late Work.

Due dates for assignment are listed on the syllabus. Each assignment is designed to contribute to your knowledge and understanding of collaboration and consultation as a special educator, so each assignment must be completed. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. Assignments that are turned in to the instructor **on or before** the due date will be returned promptly with instructor feedback and the option to resubmit the assignment for an improved grade. Assignments that are submitted late will not receive any penalty on the grade, but **may not be resubmitted** for an improved grade. All resubmissions must be turned in to the instructor by the second to last day of class, which is **Tuesday, July 22**. The exceptions to this late work policy are the four Online Blackboard Discussions which must be completed for full credit by 1:00 PM on the due date. Responses submitted after the deadline will result in a deduction of one (1) point for that Blackboard discussion.

Written and Oral Language.

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

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

Academic Integrity.

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else’s work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or general ideas. Generally, if you use four (4) or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the

University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Blackboard.

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

Communication.

The most efficient way to contact me is through email. I check email daily and I will respond as soon as possible, usually within 24 hours. Please do not email me an hour before class or before an assignment is due and expect a response. I am available to meet with you before or after class, or other days/times can be prearranged, so please feel free to contact me to arrange a meeting.

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

TaskStream Submission

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

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

99-100% = A+

93-98% =A

90-92% = A-

- 88-89% = B+
- 83-87% = B
- 80-82% = B-
- 70-79% = C
- <70% = F

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

Evaluation

Assignment	Percent of final grade
Participation	10
Interview assignment	20
Online discussions	20
Professional Development Activity	20
IEP assignment	30
TOTAL	100

Assignments

Performance-based Assessment (TaskStream submission required).

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

This is the signature assignment for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course. The purpose of this assignment is for students to demonstrate their knowledge of the individualized planning process required for the development of program planning for students with mild to moderate exceptional learning needs. Students will demonstrate their understanding of the components of the IEP. Based upon case study information provided, students will construct an IEP that is legally sufficient and educationally appropriate for the described student.

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

In conjunction with the Professional Development Activity (PDA) described below, students will have the opportunity to work in small groups to develop the IEP for this assignment through the steps of the IEP development by completing:

- a thorough review of the case study facts,
- all components of the IEP form, using specific instructions provided by the instructor via the Blackboard site, and
- narrative reflections on the development of each IEP component.

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

After completing the IEP forms, each student individually will write a narrative that addresses the collaborative nature of the IEP process. Considerations include:

1. What collaboration would occur prior to the IEP development?
2. What additional information would you like to have in order to develop this IEP? What would you want to ask the family members or other IEP team members in order to have a more complete understanding of the learner with mild to moderate exceptional learning needs?
3. How would you involve families, related service providers, and other professional in the IEP development process?
4. What collaborative process would need to occur in order for the IEP to be implemented, including next steps for working with general education teachers, the student, and other stakeholders?

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

**Performance-based Common Assignments (No TaskStream submission required).
Professional Development Activity (PDA): small group presentation (20% of final grade)**

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

- a. reflects the concept of collaboration (see suggested small group topics included in the instructions for this assignment on Blackboard),
- b. provides useful skills and information to improve some aspect of collaboration in today's schools, and
- c. relates to the case study for the IEP assignment described above.

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

An information packet or handout packet is to be developed and should include the following handouts, as well as any others deemed necessary by the group:

- an agenda or outline,

- a PowerPoint printout,
- a related reading and/or list of references,
- definitions of related terms that might be unfamiliar to the audience, and
- an evaluation form (for the audience to evaluate the group's presentation).

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

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

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

Other Assignments.

Online Blackboard Discussions/Reflections (20% of final grade)

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

Interview Assignment (20% of final grade)

For this assignment, each student will interview three school professionals to determine their views about and experiences with collaboration (see list below). Develop interview questions that focus on each individual's experiences with collaboration, instruction or interactions with students with diverse learning needs, and his/her thoughts about the skills, contexts, and supports necessary for successful collaboration as a current school professional.

Students will approach this interview by giving the interviewees definitions of terms if they ask or by suggesting that they reply by using their own perceptions of the terms. Use no names of

school personnel, schools, or town. It will be helpful to assure interviewees that this is a course assignment so they do not feel “put on the spot” and assure them that their responses will remain anonymous. ***Attach your list of interview questions to the assignment.***

After completing the three interviews, you will summarize your interview results by looking at their responses as they relate to 1) consulting with other school personnel, 2) collaboration among school personnel, and 3) evidence of teamwork among educators. You may also comment on other responses that you feel are noteworthy or surprising. Finally, you will synthesize your data (the responses from interviewees) by looking for themes, issues or other concepts that emerge from a comparison of the three interviews. Think about similarities and differences in interviewees’ responses and the impact these may have on collaboration within schools or classrooms. Your paper will be *at least 5 pages* in length. The rubric for this assignment is included in the appendix to this syllabus.

School Professionals

General education teacher

Special education teacher

Special education department chair

Paraprofessional

Administrator

School counselor

Related service provider (e.g., speech clinician, occupational or physical therapist)

Attendance /Participation (10% of final grade)

Attendance and participation in the in class is required. These points can only be achieved through class participation, including group assignments, activities and collaborative opportunities.

Schedule

Class # and Date	Topics	Assignments due
1 5/27	<ul style="list-style-type: none"> • Course orientation • Context for collaboration: F&C Chapter 1 and <i>No Child Left Behind</i> • Initial planning for assignments – assign groups, answer questions 	<ul style="list-style-type: none"> • Read Friend & Cook (F&C) Chapter 1 • Read language usage website www.colby.edu/psychology/APA/Bias.pdf • Review information about NCLB using http://idea.ed.gov/ <p>(Blackboard discussion #1 posted after class today – due next Tuesday)</p>

2 6/3	<ul style="list-style-type: none"> • Context for collaboration: F&C Chapter 2 – Interpersonal communication • Overview of special education eligibility & triennial re-evaluation process • Introduction to writing IEPs – Gibb & Dyches (G&D) (pp. 1-7) and preparation for Step 1 of IEP assignment • Discuss sample case study (Shannon) for IEP assignment • Work in IEP collaborative groups 	<ul style="list-style-type: none"> • Read F&C Chapter 2 • Read Shannon case study (posted on Blackboard in “IEP Assignment” folder) • Blackboard Discussion #1 due by 1:00 PM today
3 6/10	<ul style="list-style-type: none"> • F&C chapter 3 – Listening, responding, and giving feedback • Knowing yourself: Examining interpersonal styles* (verbal & non-verbal communication, active & reflective listening) 	<ul style="list-style-type: none"> • Due today: IEP assignment – Step 1: Prepare your case • Read F&C Chapter 3
4 6/17	<ul style="list-style-type: none"> • F&C Chapter 4 – Integrating skills in interviewing • G&D (IEP text – pp. 39-46) – in-class reading: Determining student’s present levels of performance (PLOP) 	<ul style="list-style-type: none"> • Due today: Interview Assignment • Read F&C Chapter 4 <p>(Blackboard discussion #2 posted after class today – due next Tuesday)</p>
5 6/24	<ul style="list-style-type: none"> • Interpersonal styles: working with others • Interpersonal problem solving – F&C chapter 5 • The IEP process – writing annual goals and short term objectives • G&D (pp. 47-58) 	<ul style="list-style-type: none"> • Due today: IEP assignment – Step 2(a) PLOP • Read F&C Chapter 5 • Blackboard Discussion #2 due by 1:00 today
6 7/1	<ul style="list-style-type: none"> • The IEP process – services, placement, least restrictive environment, participation in state assessments, accommodations and modifications, and legal compliance of IEP • G&D (pp. 59-88) • F&C Chapter 6 - Teams 	<ul style="list-style-type: none"> • Due today: IEP assignment – Step 2 (b) & (c) Annual goals and short term objectives • Read F&C Chapter 6 <p>(Blackboard discussion #3 posted after class today – due next Tuesday)</p>
7 7/8	<ul style="list-style-type: none"> • Enhancing communication with all stakeholders* • Collaboration with paraeducators – F&C Chapter 10 • In-class reading: Garmston’s 10 misconceptions about meetings (posted on Blackboard) 	<ul style="list-style-type: none"> • Due today: IEP assignment – Step 2 (d-g) Services, LRE, placement, state assessment participation, accommodations & modifications, legal compliance of IEP • Read F&C Chapter 10 • Blackboard discussion #3 due by 1:00 pm
8 7/15	<ul style="list-style-type: none"> • Collaboration with families – F&C Chapter 11 • Supporting students from diverse populations 	<ul style="list-style-type: none"> • Due today: IEP assignment – Steps 3 & 4 Narratives • Read F&C Chapter 11

	<ul style="list-style-type: none"> • Creating change through consultation and collaboration* 	(Blackboard discussion #4 posted after class today – due next Tuesday)
9 7/22	<ul style="list-style-type: none"> • <u>PDA Groups 1 & 2</u> • Co-teaching: collaborating for student success – F&C Chapter 7 • Synthesizing consultation and collaboration skills • Case study: practicing collaboration skills 	<ul style="list-style-type: none"> • Read F&C Chapter 7 • Blackboard discussion #4 due by 1:00 pm
10 7/29	<ul style="list-style-type: none"> • <u>PDA Groups 3 & 4</u> • Reflections on personal skills in consultation, collaboration and teamwork 	<ul style="list-style-type: none"> • IEP assignment due. This is a signature assignment for this course and must be submitted by 9:00 am to TaskStream. Bring a hard copy to class. Every student should submit a copy to TaskStream and to the instructor.

Appendix

Rubrics for Major Learning Assignments

Blackboard Online Discussion/Reflections Rubric (20%)

Student: _____

Prompt Number: 1 2 3 4

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

Total: 20 possible per prompt, to be aggregated for 20% of final grade

Interview Assignment Rubric (20%)

Student: _____ Total Points: _____ /20

CONTENT	Pts Possible	Pts	BENCHMARKS			
			Unsatisfactory	Minimal	Competent	Outstanding
<p>1) Interviewed three school professionals, (e.g., general education, special education, administrator)</p> <p>2) Linked to course content and readings</p>	3		Omitted or does not minimally meet requirements.	Rationale and methodology are not thorough, with major omissions. Descriptions are minimal.	Rationale and methodology are basically thorough. Data collection conforms to requirements. Descriptions are basically thorough, with minor omissions.	Rationale and methodology are sound and thorough. Methods of collecting data are consistent. Data collected from different sources and participants. Purpose statement included. Descriptions are thorough.
<p>Summary of responses from interviewees includes information such as:</p> <ol style="list-style-type: none"> 1) Consulting with personnel in schools; 2) Collaboration among school personnel; 3) Teamwork among educators. 	5		Omitted or does not minimally meet requirements.	Surface analysis. Reflection does not contemplate many possibilities.	Analysis and reflection are thoughtful for all areas. However, not as thorough or does not include as much depth in each of the three areas.	Analysis & reflection are thoughtful for all areas. Includes analysis (summation and relationships) References to literature and class content
<p>Synthesis of data: includes themes, issues, or concepts that emerge from responses</p>	5		Omitted or does not minimally meet requirements.	Synthesis is minimal; more information needed.	Synthesis is basically thorough with minor omissions.	Synthesis is thorough and shows thoughtful comparison of responses
<p>Included list of interview questions</p>	2		Omitted or does not minimally meet requirements.	Questions are minimal and additional information is needed.	Questions are basically thorough with minor omissions.	Questions are thorough.
<p>Writing</p>	5		Does not meet requirements.	Writes with stylistic and grammatical errors/ some evidence of using APA style or format.	Writes clearly with few stylistic and grammatical errors & mostly conforms to APA.	Writes clearly with no stylistic and grammatical errors & conforms to APA style and format.
<p>Total</p>	20					