



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

Fall 2014

EDSE 662 002: Consultation and Collaboration

CRN: 72097, 3 - Credits

Instructor: Dr. Carlyn Floyd	Meeting Dates: 8/25/2014 - 12/17/2014
Phone:	Meeting Day(s): Thursdays
E-Mail: cfloyd3@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours:	Meeting Location: Off-campus Building, KA 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. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

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, guest lecturers
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

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1: Guide to Writing Quality Individualized Education Programs, 2/E
Gordon S. Gibb, Brigham Young University Tina Taylor Dyches, Brigham Young University
ISBN-100205495451
ISBN-13: 9780205495450:

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2: 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 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>

Recommended Textbooks

none

Required Resources

See Blackboard

Additional Readings

See 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.

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

Performance-based Assessment (TaskStream submission required).

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 Fall 2014. 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.

Performance-based Common Assignments (No TaskStream submission required).

Assignment 4: 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	8/28	Fundamentals of Collaboration: Overview, definitions, characteristics, problems and framework for understanding	Ch 1
2	9/4	Communication	Reflections on current practice; Ch 2, 3;
3	9/11	Writing IEPs part 1 and 2	Ch 3; Watch the videos and Respond on BB to questions for Assign 1 Due 9/13 at 7 PM
4	9/18	Interviews and problem solving	Ch 4 and 5
5	9/25	Teams! Coteaching and Paraeducators	Ch 6 and 7 and 10
6	10/2	Consultation, Coaching and Mentoring; Writing IEPs part 3, 4	Ch 8; Assignment 2 Due
7	10/9	Difficult interactions: conflict and resistance Writing IEPs part 5 and review of IEP example	Ch 9
8	10/16	Beginning of Group Work	Assignment 3 Due
9	10/23	IEP Work	Samples provided in class
10	10/30	Families and Community, coaching, mentoring and consultation	Ch 8, 11 and 12

11	11/6	Issues in education collaboration	Ch 13; IEP Assignment Due
12	11/13	Ethics in Collaborative Practice	Ch 13
13	11/20	Group Presentation Preparation Class	
14	11/27	Group Presentations	Assignment 4 Due
15	12/4	Group Presentations	
		Task Stream upload by 12/1/14	

Appendix

EDSE 662: Individualized Education Program (IEP) Assignment 30 points

— 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 ~~will~~ also will demonstrate your understanding of how these components come together to build a framework for the student's educational program.

Step One: Choose a Student

— For this assignment, you may use the student case study given to you by your instructor or you may choose to use information you gather ~~from on~~ one of your own students. If you choose to use information from one of your students, you must:

1. Verify with your school that you have access to the necessary student informational files,
2. Provide evidence that the student is a student with a mild/moderate disability,
3. Submit for in writing and receive written approval from your Instructor for your use of this student, and
4. Assign a pseudonym for the student.

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It is critical to remember that you are only ONE member of an IEP team who would be developing this IEP. ~~If appropriate, the student should be encouraged to be a member of the development team, as should in collaboration with the student (as appropriate),~~ family members, general educators, related service providers, and other ~~appropriate-relevant~~ stakeholders. In addition to developing the critical components of the IEP itself, ~~you should~~ continuously consider the collaborative aspects of the IEP process so that you will be prepared for collaborative learning opportunities in class, such as ready for role-play exercises, ~~and other collaborative learning opportunities in class.~~

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Step Two: Prepare Your Case

To begin this assignment, you will:

- Complete a thorough review of student informational files.
- Write a brief synopsis of what you would present to the IEP team about the student. This should include items related to ~~the below~~ factors for IEP team consideration (listed below), and a discussion of specific additional information you would request from each service provider.

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Factors for IEP Tteam Ceonsiderations

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In developing, reviewing and revising the IEP, the team must consider all special factors without regard to disability category, including:

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1. ~~Parent Student Perspective~~~~Concerns~~: The strengths ~~and concerns of the student and concerns of the parent for~~relevant to enhancing the education of the student ~~as expressed by the student, when appropriate.~~
2. ~~Strengths~~Parent/Guardian Perspective: The strengths ~~of the student~~and concerns ~~of the parent for~~relevant to enhancing the education of the student ~~as expressed by the parent(s)/guardian(s).~~
3. ~~Evaluations~~: The results of the ~~initial or~~most recent evaluations of the student ~~(educational, speech/language, psychological, OT/PT, social, etc.)-~~
4. ~~Assessments~~: As appropriate, the results of the student's performance on any general state or district-wide assessments.
5. ~~Needs~~: The academic, developmental, and functional needs of the student.
6. ~~Behavior~~: In the case of a child whose behavior impedes the student's learning or ~~learning by that of~~ others, ~~consider~~consider ~~r interventions, supports, and strategies -to address that behavior (e.g., Positive Behavioral Interventions and Supports [PBIS]; Functional Behavioral Analysis [FBA]), the use of positive behavioral interventions and supports, and other strategies, to address that behavior.~~
7. ~~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.
8. ~~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.
9. ~~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 needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
10. ~~Assistive Technology~~: Consider whether the student needs assistive technology devices and services.

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Step Three: Complete IEP Planning Document

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Complete the IEP planning document, including the items described below, using specific instructions provided by your instructor.

Component A: Present Level of Performance

~~Given Using~~ the information discussed and identified in Step 1, develop present levels of performance and individual need statements in each of the following areas:

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- Results of the student's most recent individual evaluation(s);
- ~~Student's strengths;~~

- Student's results on State and district-wide assessments;
- Student's strengths and areas of need
- Student's concerns about his/her educational program and needs;
- Parents' /Guardians' -concerns for enhancing the education of their child;
- Special factors related to the student's disability such as a student's needs in the areas of behavior, communication, limited English proficiency, instruction in and the use of Braille, and assistive technology devices and services;
- How the student's disability affects involvement and progress in the general curriculum, or for preschool students, participation in age-appropriate activities; and
- The results of age-appropriate transition assessments and the student's strengths, preferences, and interests as they relate to transition from school to post school activities.

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To create quality present levels of performance and need statements, you must:

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- Summarize information from a variety of sources;
- Translate information from technical evaluation reports to clear, concise statements;
- Identify the instructional implications of evaluations; and
- Describe, in language the parents /guardians and professionals can understand, the unique needs of the student that the IEP will address and identify the student's level of performance in those need areas.
- Include the child's strengths in each area as well as his or her needs.
- Describe what the student is doing now including strengths, needs related to the student's exceptionality, and parent /guardian -concerns with in relation to both academic and non-academic areas (such as: classroom, community, bus, lunchroom).
- Describe learning accommodations and strategies that are currently in place for the student.
- Describe how the student's exceptionality affects the student's involvement and progress in the general education curriculum.
- Ensure that the present levels of performance establish a baseline of information about the student that can be used as the starting point from which to determine progress toward annual goals. Describe learning accommodations and strategies that are currently in place for the student.

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Component B: Measurable Annual Goals

Create **3 annual goals** for you/the student based upon the present level of performance statements and the student's needs. Remember that the purpose of the goals is twofold:

1. 1) To meet the needs of the learner as identified in present levels of performance and
2. 2) To ensure that the student makes progress towards meeting the appropriate standards and the scope and sequence of the general education curriculum.

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You should also should address behavioral, motor, social-emotional, communication and self-help needs, as necessary. The key is to identify and prioritize both areas of student need and areas of the general education curriculum that are most critical to the student.

To create quality measurable annual goals, you must:

- Include broad goals that relate directly to the information in the present levels of performance and that can be achieved in one year.
- Write in the **behavioral objective format**:
 - Given or condition statement (e.g., "given a bus schedule"; avoid "false givens")

- Operational definition of the observable target behavior (e.g., "Steve will arrive at the bus stop")
- Criterion statement (e.g., "between 5 to -2 minutes before the bus arrives")
- Measured over time (e.g., "for 4/5 consecutive days of a work week") should be ongoing and include-allow for/include intermittent data collection that provides updated evidence at the time progress is reported to parents/guardians.

Component C: Short Term Objectives/Benchmarks

Write at least two *short-term objectives/benchmarks* for each annual goal.

To write quality short-term objectives/benchmarks, you must:

- Write in the *behavioral objective format* described above.
- *Break the annual goals down* into smaller, achievable tasks.
- Verify that each benchmark relates back to the achievement of the annual goal (e.g., if the annual goal is reading 30 words per minute, a benchmark might relate to phonemic awareness or issues related to reading fluency)
- Consider the following:
 - What individualized sequential intermediate steps or temporal milestones are needed to reach the annual goal (2 or more for each goal)?
 - What specific strategies can be integrated into the objectives/benchmarks to help the learner meet ~~their~~-his/her annual goal?
 - What culturally, linguistically, and gender responsive instructional content, resources, and strategies can be implemented?
 - What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?

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Component D: Accommodations and Modifications

Describe and provide a rationale for the accommodations needed for the student to be successful in the classroom. Accommodations provide equal educational learning opportunity and access to the curriculum but do not reduce grade level standards. Areas to consider may include options for multi-sensory presentation, response, setting, organization, timing, and scheduling options.

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Describe the modifications needed for the student. Modifications lower learning expectations and should only be used if this is the only way for the child to be successful. Parents/guardians must understand that if modifications to grade level standards are being made their child may be at risk for not meeting graduation requirements.

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To write quality accommodations and modifications statements, you must:

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- Ensure that accommodations/modifications are highly individualized, based on assessment data and student needs, as stated in the present level of performance statements.
- Provide a rationale that reflects a strong understanding of the impact disabilities may have on the auditory and information processing skills, test taking abilities, and cultural, linguistic, and gender differences of the student.

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Component E: Services, Least Restrictive Environment, Placement

List all special education and related services that the child might need to succeed. Provide a justification for the services that you select for your student.

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

List all special education and related services that the child might need to participate in extracurricular and non-academic activities.

- Are there any activities the student is unable to participate in even with support?

Component F: Participation in State Assessments

Describe the student's participation in state assessments. You may use Virginia state assessments as your model. Describe the accommodations needed when participating in the state assessments. Provide a rationale for the team's decision about participation in state assessments. All students with disabilities must be included in State ~~or~~ and district-wide assessment programs.

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If the student needs assessment accommodations, ensure that the accommodations are described.

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To write a quality rationale, you must:

- Include a description of consideration of issues, assurance, due process rights, the student's exceptional condition(s), and present levels of performance rights related to assessment as you select appropriate levels of student participation in these state and district-wide assessments.

Step ~~Three~~ Four

Write a narrative describing the collaborative components of the IEP development process. This ~~could~~ includes a discussion of ~~what the~~ collaboration activities that should occur prior to the IEP development, methods of involving families, related service providers, and other professionals in the IEP development process, and what collaboration ~~should~~ activities occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.

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To write a quality narrative, you must:

- Include a description of how the CEC standards identified in this document (in section 2. **How the Assessment Aligns with the Standards Cited**) and course syllabus relate to collaboration between among IEP team members.
- Identify areas of collaboration experienced that have occurred and areas that would be desirable for your specific future collaboration to benefit the student (e.g., transition planning might include outside agencies).
- Briefly describe how the information included in the IEP planning document you use for this assignment is applicable to (could be transferred to or used in) a standard state IEP form, using any state of your choosing as an example.

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