



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

Fall 2014

EDSE 662 681: Consultation and Collaboration

CRN: 81655, 3 - Credits

<b>Instructor:</b> Dr. Katherine Bradley-Black	<b>Meeting Dates:</b> 9/9/2014 - 11/11/2014
<b>Phone:</b> 703/244.7742	<b>Meeting Day(s):</b> Tuesdays
<b>E-Mail:</b> kblack4@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-8:30 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Off-campus/Independent Hill, Building 100, Room 32

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

## **Evidence-Based Practices**

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

## **Learner Outcomes**

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

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

## **Required Textbooks**

Friend, M. & Cook, L. (2013). *Interactions: Collaboration for school professionals* (7th ed). Upper Saddle River, NJ: Pearson.

Bateman, B. & Linden, M.A. (2012). *Better IEPs: How to develop legally correct and*

*educationally useful programs* (5th ed). Verona, WI: Attainment Co.

### **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://gmubncollege.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**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **(make sure it is the second printing)**

### **Required Resources**

#### **Required Access to Course Blackboard Site**

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts will be posted on Blackboard. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at <http://courses.gmu.edu> .

### **Additional Readings**

*Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (2010). [http://www.doe.virginia.gov/special\\_ed/regulations/state/regs\\_speced\\_disability\\_va.pdf](http://www.doe.virginia.gov/special_ed/regulations/state/regs_speced_disability_va.pdf)  
Document will be posted on course Blackboard site.

Supplemental readings will be assigned and required throughout course. Additional readings will be posted on Blackboard in folder for class when reading is due.

## **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.

Students are expected to (a) attend all classes during the course, (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 to earn points for class participation. In the event you are unable to attend class, please notify the professor prior to the class session.

#### Late Work.

All assignments should be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Course evaluation and final grades will be calculated based each individual student's point score out of the possible 100 point total. Late assignments will be accepted in the following manner:

- **5% point deduction – up to 1 class late**
- **10% point deduction – 2 classes late**
- **25% point deduction – 3 classes late**
- **50% point deduction – more than 3 classes late**

### Assessment of Course Expectations

Requirements of this course include readings from your textbook, professional journal articles, and websites, and activities, which include in-class individual and group work, as well as independent and group assignments outside of class. The goal of all work for this course is to increase your knowledge and skills for writing well-structured Individualized Education Plans and developing positive and productive collaborative partnerships with other school professionals.

All assignments are to be submitted to the professor via email. Each assignment should be submitted by the start of class on the due date (4:30 PM). Assignments that are not submitted at the appropriate time *are late* (see above). Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

***Submitted assignments should be labeled with filenames that correspond to: your first initial your last name abbreviated form of the assignment's name and date assignment submitted (e.g***

***KBradleyBlack.interview.9.23.14***). I will return graded assignments to you via email. It is suggested that you save all returned assignments, as well as corresponding evaluations and comments.

**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**

- A 96-100%
- A- 92-95%
- B+ 89-91%
- B 85-88%
- B- 80-84%
- D 70-79%
- F <70%

<b>Assignment</b>	<b>Total Points</b>	<b>Due Date</b>	<b>Type</b>
Participation	20	All 10 classes	individual
Interview	20	9.23.14	individual
Interview Synthesis	20	10.17.14	group
*PLC	45	11.4.14 &11.11.14	group
**IEP	45	11.4.14	individual
<b>Total</b>	<b>150</b>		

\* Common course assignment

\*\* TaskStream requirement

**Assignments**

**Performance-based Assessment (TaskStream submission required).**

**Individualized Education Program – November 10<sup>th</sup> (30 points)**

The required NCATE/TaskStream assignment for this course is an Individualized Education Program (IEP). Specific directions are in Appendix A.

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

There is a Common Assignment requiring group work throughout the semester. Specific directions for the Professional Learning Community Assignment are in Appendix B.

**Other Assignments.**

As assigned throughout the course.

**Schedule**

<b>TENTATIVE COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topic</b>	<b>Assignment(s) Due</b>
9.9.14	<ul style="list-style-type: none"><li>• Course overview</li><li>• Review of Syllabus</li><li>• Introduction to Consultation &amp; Collaboration</li></ul>	
9.16.14	<ul style="list-style-type: none"><li>• Foundations of Collaboration</li><li>• The IEP in Perspective</li></ul>	Chapter 1 & 2: Friend & Cook Chapter 1: Bateman & Linden
9.23.14	<ul style="list-style-type: none"><li>• Integrating Skills in Interviews</li><li>• The Legally Correct IEP</li> <li>• <i>PLC groups assigned</i></li></ul>	Chapter 4: Friend & Cook Chapter 3: Bateman & Linden  <b>DUE: Interviews completed</b>
9.30.14	<ul style="list-style-type: none"><li>• Listening, Responding, Giving Feedback</li><li>• Not-the-Right Way IEP</li></ul>	Chapter 3: Friend & Cook Chapter 4: Bateman & Linden
10.7.14	<ul style="list-style-type: none"><li>• Interpersonal Problem Solving</li><li>• Crucial Conversations</li><li>• Difficult Interactions</li></ul>	Chapter 5&9: Friend & Cook Supplemental Readings posts on BB site for the date of class  <b>DUE: Interview Synthesis</b>
10.14.14	<ul style="list-style-type: none"><li>• Educationally Useful IEPs</li><li>• The Present Levels of Performance &amp; Annual Goals</li><li>• Standards-based IEPs</li><li>•</li></ul>	Chapters 5&6: Bateman & Linden  <b>DUE: PLC Assignment</b>
10.21.14	<ul style="list-style-type: none"><li>• Teams</li><li>• Co-Teaching</li><li>• Paraeducators</li></ul>	Chapter 6&10: Friend & Cook Chapter 2: Bateman & Linden

10.28.14	<ul style="list-style-type: none"><li>• Families</li><li>• Communities &amp; Interagency Contexts</li></ul>	Chapter 11&12: Friend & Cook
11.4.14	<b>PLC presentations</b>	<b>DUE: IEP Assignment posted to BB</b>
11.11.14	<b>PLC presentations</b>	



## **Appendix A: 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 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.

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.

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 previously developed case study information. \*If the instructor chooses to provide the option of focusing this assignment on a student with whom a candidate is working, the candidate must:

### **Step One: Choose a Student**

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>

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.

### **Step Two: Prepare and Write Your Case**

#### **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:
  - **Student Perspective:** The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.
  - **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).
  - **Evaluations:** The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).

- Assessments: The results of the student's performance on any general state or district-wide assessments, as appropriate.
- Needs: The academic, developmental, and functional needs of the student.
- 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]).
- 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.
- 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.
- 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.
- 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 how performance differs from peers.
- Educational implications of the student's exceptionalities and 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:

- How are these goals prioritized and age appropriate?
- In what ways do these goals reflect the PLOPs?
- In what ways do these goals show increasing skills and/or positive behavior for the student?
- 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* 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:
  - How are these short-term objectives based on sequential age and ability appropriate for individualized learning objectives?
  - How do these objectives relate to the annual goals?
  - How do these objectives include learner criteria that are appropriate to task performance? Justify your criteria.
  - 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 7<sup>th</sup> 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:; end date:)
  - Location of the service (e.g., XYZ school)
  - Setting of the service (e.g., special class; general education class)
  - 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:
  - Why did you choose the program and services you describe?
  - 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 in IDEA.
- *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,

- What did you consider in selecting the appropriate levels of student participation in state assessments?
- 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 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, and provide access to educationally related settings, including non-academic and extra-curricular activities.

2. Rationale: Respond to the following questions:

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

CEC/IGC Standard 10

**Step Three: Narrative on IEP Collaboration**

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.
- In addition, include a short description of how this assignment aligns with CEC standards 1, 2, 3, and 7.
- 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.

## Appendix B: Interview/PLC Assignment

The Professional Learning Community (PLC) assignment allows students to form groups around issues related to collaboration that are relevant to their interests and to explore those issues. This project will provide the opportunity for students to work in and reflect upon group dynamics and teamwork as they address areas of concern or need.

### PLC Group Development

First, students will complete their interviews of professionals who have engaged in collaboration in education in some form. Each student will post their synthesis of the interview, including an identification of at least two issues about collaboration that the interviewees discussed on Blackboard. Before the designated day in class, each student will review the syntheses and determine two issues that are areas of interest to research. On the designated class day, class members will form in-class groups around ONE specific issue. These will be the PLC groups for the assignment.

The PLC group will complete the following: (All activities must be documented in a PLC log/journal.)

1. Compile a group of at least 5 readings of scholarly articles on the topic (must be at least 2 peer-reviewed research studies, others can be non-research).
2. After individually reading each article, each PLC group member should generate at least 3 questions about each article.
3. PLC Groups will meet a minimum of 3 times to discuss the articles and the related questions of each group member. You will be given opportunities in class for group work on this. Additional time must occur outside of class.
4. The PLC group will keep a journal of questions, responses, discussion, etc. (essentially minutes of the PLC meeting) and submit this with Item 5. This should be an electronic document that can be uploaded to Blackboard.
5. The PLC group will develop a 3-5 page position paper geared toward peers that defines the issue, provides the list of readings, and gives guidance addressing the issue, as determined in the PLC group discussions. The position paper can be focused on the specific group characteristics (e.g., teachers in 5<sup>th</sup> grade, special educators in a middle school, etc.) or can be broad.
6. Each PLC group member will evaluate the group collaborative process.
7. On **November 4<sup>th</sup> & 11<sup>th</sup>**, the PLC group will provide a summary/ presentation of to the class and be prepared to lead a brief discussion.