

# VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SEVERE DISABILITIES AND AUTISM

Spring 2016

Collaborative Teamwork, 3 Credits

- IDDS 600: Teamwork in Serving Persons with Developmental Disabilities (Home Site: Virginia Commonwealth University)
- EDSP 622: Collaboration to Teach and Support Diverse Learners (Radford University)
- SPE 540A: Collaboration Procedures (Norfolk State University)
- EDSE 662: Consultation and Collaboration (George Mason University)
- EDSE 662 002: CRN 12627, EDSE 662 6U1: CRN 18870
- SPED 677: Consultation and Collaboration (Old Dominion University)
- EXED 507: Collaboration in Teaching (James Madison University)

<b>Instructor:</b> Dr. Gilles & Dr. Bader	<b>Meeting Dates:</b> 01/19/16 - 04/26/16
<b>Phone:</b> 804-828-8244; 804-828-9821	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> <a href="mailto:dlgilles@vcu.edu">dlgilles@vcu.edu</a> ; <a href="mailto:babader@vcu.edu">babader@vcu.edu</a>	<b>Meeting Time(s):</b> 7:20 pm-10:00 pm
<b>Office Hours:</b> by appointment	<b>Instructing University:</b> VCU

**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 at their respective universities.

## **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

## **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* (7<sup>th</sup> ed.). Boston: Pearson.

## **Recommended Textbooks**

*It's about me! A step-by-step guide for creating my IEP* (2009). Richmond, VA: Partnership for People with Disabilities, Virginia Commonwealth University (Purchasable online: [www.vcu.edu/partnership](http://www.vcu.edu/partnership))

*Creating collaborative IEPs: A handbook* (Rev. Second Edition, 2009). Richmond, VA: Partnership for People with Disabilities, Virginia Commonwealth University. (Purchasable online: [www.vcu.edu/partnership](http://www.vcu.edu/partnership))

## **Required Resources**

Students are required to follow style rules for basic writing elements and organization according to the following reference books:

- APA style: *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.); students may use the Purdue Online Writing Lab (OWL) (<http://owl.english.purdue.edu/owl/resource/560/01/>) as a resource.
- General writing rules: Strunk, W., & White, E.B., *The elements of style* (variety of editions available, including 4<sup>th</sup> edition with Roger Angell as third author); students may use the Purdue OWL as a resource. (<https://owl.english.purdue.edu/owl/resource/738/02/>)

### **Additional Readings**

Additional readings will be assigned from a variety of resources and made available on the course Blackboard site. Refer to the class schedule and reference list for those readings. Readings may be added throughout the semester.

### **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: Learner development and individual learning differences; Standard 3: Curricular content knowledge; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: Collaboration.

### **Course Policies & Expectations**

*Attendance.* Attendance is mandatory for all class sessions and team meetings. If you are ill or have a family emergency, you must contact the instructors prior to the start of class or meeting. Failure to do so after 3 absences will result in points being deducted from the “Participation” grade

*Late Work.* All assignments must be submitted by the designated date and time. Failure to do so will result in a 5 point deduction from the assignment grade for each day after the assignment is due. If there is an extenuating circumstance, you must get permission from the instructors prior to the due date or the points will be deducted.

### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the **Teaming Project [Part (b): Final Team Project Paper and Presentation]** to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed

upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

90 – 100 points	A (90-92, A-; 98-100, A+)
80 – 90 points	B (80-82, B-; 88-89, B+)
70 – 80 points	C (70-72, C-; 78-79, C+)

### **Major Assignments**

**\*\*Performance-based Assessment (TK20 submission required)\*\***

#### **A. Teaming Project**

The Teaming Project is a comprehensive problem-solving activity in which teams of 4 to 5 students will each investigate an issue that affects school-aged students with significant support needs, review relevant literature, propose and employ exemplary teaming strategies to resolve the problem, write up a final project, present the project to the class, and submit written reflections on the process.

Working with the within-university or cross-university team to which you are assigned, and with consensus of your team members, you will (a) be presented with a scenario that will require you to choose who will receive a desired service/support – Medicaid Waiver for Intellectual Disabilities/‘Mental Retardation’ (ID/MR) - among 4 well deserving students, (b) investigate the history, availability, and specific requirements of Medicaid Waivers that are available to school aged children; (c) design a plan that will bring resolution, i.e., a decision as to who will be selected to receive the Waiver, (d) describe how the team works together to get to resolution, and (e) reflect on the process and outcomes from the perspective of your role on your course team.

*The components for the Teaming Project are:*

#### **(a) Medicaid Waiver Assignment (Individual work) - Points = 20**

Each student in the class will individually investigate the history and implementation of federal, state, and local policy that makes it possible for Virginia to offer the Intellectual Disabilities (ID) Medicaid Waiver (formerly called the Mental Retardation – MR Waiver) that provides community-based services for eligible individuals with disabilities. Research will include identification of all Medicaid Waivers in Virginia, but will focus on the ID Waiver.

Most of the literature pertaining to the history of Medicaid Waivers, descriptions, and eligibility information can be found through on-line searches. In addition, students may

also choose to independently seek out state and local expertise to learn more about eligibility and document the interviews and discussions for this assignment.

Students will respond to a series of guiding questions requiring short, but complete answers. The focus of this assignment is to make sure that the candidate understands:

- The history of Medicaid Waivers at the federal and state (i.e., Commonwealth of Virginia) levels;
- Virginia’s ID Waiver eligibility determination process, and the role of the agencies involved;
- The services that are, and are not available through the ID Waiver; and
- The process for selection used at the local level for the ID Waiver including information that is specific to how selection/prioritization occurs in the County in which you teach or reside. Also includes waiting list information for the ID Waiver for the state and for your locality.

**Additional Requirements for the Assignment**

- Use of citations and references in accordance with the APA Style Manual – don’t forget that all personal conversations when gathering information must be cited.
- Use of headings and subheadings according to APA style.
- Your name must be on a cover page or at top of first page; pages must be numbered.
- 3-5 single spaced page limit. If you choose to use double space, page limit is approximately 5-9 pages (no more than 10 pages. You must use 12 point font for body of the paper.

**Papers are due and must be submitted on Blackboard by 5:00 pm on Friday, February 26, 2016.**

**Medicaid Waiver Assignment Grading Rubric  
Total Points = 20**

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>History of Medicaid Waivers (5 pts)</b>	Explains what Medicaid Waivers for individuals with disabilities are. Traces history of the Medicaid Waivers from the initial federal legislation to the implementation of the ID Waiver in Virginia. Includes role of key agencies and issues that were presented and overcome. (5 pts)	Includes explanation of Medicaid Waivers, but includes information that is incomplete or not completely accurate regarding the federal and state history of implementation. (3-4 pts)	Information is missing and/or inaccurate regarding explanation of Medicaid Waivers and implementation at the federal and state level. (0-2 pt)

<b>Description of ID Waiver and Eligibility (5 pts)</b>	Provides a thorough and accurate description of the eligibility determination process including a description of the roles of the different state and local agencies. (5 pts)	Description of eligibility determination process is incomplete or not entirely accurate. Identifies agencies, but not roles in the process. (3-4 pts)	Information is missing and/or inaccurate regarding description of the ID Waiver and the eligibility process. (0-2 pts)
<b>Summary of ID Waiver Services (3 points)</b>	Accurately identifies what services are covered and what services are not covered under the ID Waiver. (3 pts)	Only lists services without any additional information. List may not be entirely complete or accurate. (2 pts)	Information is missing and/or inaccurate regarding services. (0-1 pts)
<b>Process of Selection at the Local Level (5 points)</b>	Provides a thorough and accurate description at the local level of the process of selection of individuals who receive the ID Waiver. Includes waiting list information for the locality that is described. (5 pts)	Description of selection process is incomplete or not entirely accurate. (3-4 pts)	Information is missing and/or inaccurate regarding the selection process and waiting lists. (0-2 pts)
<b>Proper use of grammar and reference citations (2 points)</b>	Uses citations and references according to APA style. Uses proper grammar, subheadings, and sentence structure. (2 pts)	Grammatical and spelling errors exist. Errors in citations and reference page. (1 pt)	Does not use APA style for citations and references. Does not use headings. Poor organization of paper. (0 pts)

**(b) \*\*Final Team Project Paper and Presentation (Team Assignment)\*\* - Points = 25**

Attached are brief synopses of 4 school-aged individuals with significant support needs and the situation that has caused their family to request services through an ID/MR Medicaid Waiver.

- Using the information you have collected on effective collaboration in class, the information collected on the ID/MR Waiver, and after thorough discussion of the issues facing the families of students at risk of out of home placement, you will, as a team, **select a student for recommendation to receive Waiver services**. This can be done via Blackboard/email communication among team members during the 1/26/16 class time. At this time, the team may modify/add information about the child and his or her family that may make the assignment more relevant or realistic. The team will send an email to Dr. Gilles and Dr. Bader identifying the child chosen and any modifications that the team would like to make to the case study by **Friday, January 29, 2016**.

- Time will be made available as specified on the class schedule for **team meetings** either face to face for those teams in one location, or using ZOOM or other internet technologies chosen by each team that is separated by distance. Teams are free to meet in addition to the specified times. During the period of discussion, course instructors will make 2 real-time **observations** of your team process.
- As a team, you will describe the process that you used in making your waiver recommendations in a **Final Team Project paper**. In this single paper, submitted by your team, you will include:
  - a prioritized list of the needs of the child and family that will allow the child to continue to be cared for in the home under Medicaid Waivers. You will need to provide justification of why each of the top 5 needs are greater than other needs lower on the list.
  - a description of what services you think could be put in place in the home, school and community environments through an ID Waiver.
  - identification and description of the stop-gap measures that could be provided within the school, home and community settings that can support the student if ID Waiver services were not available.
  - an overview of the team process used to make the decisions including issues encountered and how they were overcome; was this a collaborative team process – why or why not?
- Teams will present their Final Team Projects to the entire class using a **PowerPoint format** at the end of the semester. **All team members must participate in the presentation** which must last **no longer than 20 minutes**, including time for questions and answers. The presentation should include findings from the paper, but focus on the team process experience. Participation includes asking and answering questions among team members and with the “audience”.

#### Additional Requirements for the Assignment

- Use of citations and references in accordance with the APA Style Manual.
- Use of headings and subheadings according to APA style.
- The names of team members and team identifier must be on a cover page; pages must be numbered.
- A 15 double-spaced page limit. You must use 12 point font for body of the paper; preferably Times New Roman or Arial.

**PLEASE NOTE:** The expectation for the Project paper is for submissions that are well written and worthy of graduate student work. We strongly encourage you to work together to proofread and edit your work, and to seek outside help to proofread the product. Strunk and White or the Purdue On-line Writing Lab (OWL) should be your grammar, punctuation, etc. reference, and

the APA manual your structure and organization (including headings, citations, and reference list) guide. Both were listed under “Other Resources.”

**Final Team Project papers and PowerPoint that will used for the class presentation are due by 5 pm on April 14, 2016. Presentations will occur on April 19, 2016 during regular class time.**

**Final Team Project Paper and Presentation Grading Rubric**  
**Total Points = 25**

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Justification for selection for ID Waiver (4 pts)</b>	Identifies student and provides a prioritized list of needs. Provides thorough justification for decisions. (4 pt)	Identifies student, but not all needs have been considered. Priority list of needs may not be accurate. Justification is brief, not supported with adequate information. (2-3 pt)	Identifies student who was selected. It is not clear from justification as to why student was selected. (0-1 pt)
<b>Services each selected student could receive under ID Waiver (4 pt)</b>	Accurately identifies services that the selected student could receive under ID waiver. Explains why these services can keep individual in their own home. (4 pt)	Services identified, are services approved under ID Waiver, but there is little explanation as to what the goal is or how they will prevent living outside of their current home. (2-3 pt)	Service list in adequate to meet students’ needs or not covered by ID Waiver. (0-1 pt)
<b>Stop-gap measures and services student who was not selected could receive (4 pts)</b>	Well thought out plan. Identifies alternative services and funding sources that could be used by student if waiver unavailable (4 pt)	Identifies alternative services and funding sources, but may not be realistic or adequate to meet need. (2-3 pt)	Inaccurate information provided. (0-1 pt)
<b>Discussion of team process (6 pts)</b>	Describes process team went through from beginning (e.g., deciding how to communicate) through the development of the PowerPoint slides and plan for presentation. Identifies the degree to which the process was collaborative and why or why not. (5-6 pt)	Discussion of team process does not provide adequate information as to how decisions were made. Does not identify successes and issues faced by the team in attempting to be collaborative.(2-4 pt)	Attempts at collaboration not evident in discussion. Information inadequate in paper and on PowerPoint. (0-1 pt)
<b>PowerPoint presentation (5 pts)</b>	Each team member has a role in the presentation. PowerPoint and presentation are closely	Presentation made but no discussion generated. Role not clear for members of team, but all team	Presentation dominated by 1 or 2 team members. Not clear as to who





# Aleshia

Female, 5 yrs

Diagnosis: Educational Diagnostic Category: Developmental Delay; Medical: Status Post Encephalitis at 3 yrs, Quadriplegic, Severe/Profound Intellectual Functioning, Cortical Blindness

Ability: Recognizes sound of family voices and that of teacher/instructional assistant; indicates pleasure/displeasure through facial grimaces; able to sit in adapted chair for 2 hour periods with head/trunk/hip support; has no joint contractures, but muscle tone is high throughout trunk and extremities.

Limitations: Non-verbal; low-vision or Blind; seizures; unable to get hands to mouth; dependent on others for all ADL; difficulty chewing and swallowing – takes up to an hour to eat a meal. Needs to be placed in a different position every 2 hours to avoid skin breakdown.

Family: Father, mother (both in their 30's), 4 siblings. Aleshia is the middle child. Youngest sibling is 2 months old. Family lives in a rented 3 bedroom townhouse. Father was employed until last month. Family has no medical benefits at this point in time, so children (except Aleshia) are on FAMIS. Aleshia is on Medicaid. Mother is a homemaker, but was an administrative assistant before Aleshia's medical crisis.

Education: Aleshia is in a self-contained classroom for K-2 students who are classified as needing Special Education Adapted Curriculum.

Need: Aleshia needs personal care from 4 pm when she returns home from school until bedtime at 9 pm, Monday-Friday because mother, Aleshia's caregiver, must return to the workforce. Mom has found a job from 3-11 pm. Father fired from job last month (currently doing telephone soliciting from home from 5-9 pm – only paid if makes a sale). Siblings are too young and father unable to provide personal care for Aleshia after school until bedtime. Aleshia currently weighs 25 pounds and father has a medical condition that prevents him from lifting anything greater than 12 pounds. No near-by family support during the week, but grandparent able to help out on a Saturday every other week. Without assistance, family is being pushed by grandparents (not the one who assists with weekend care) to request out of home placement for Aleshia which would likely be St. Mary's Home for Disabled Children for long term hospitalization. Both parents

are desperate to keep Aleshia at home and will do anything so that she receives an ID Medicaid Waiver slot.

## **Trip**

Male, 12 yrs

**Diagnosis:** Educational Diagnostic Category: Emotional & Behavior Disorder; Medical: Prader-Willi Syndrome with Autistic-like behavior, mild Congestive Heart Failure and Type 2 Diabetes due to obesity

**Ability:** Verbal, but speech is somewhat slurred and at times, difficult to understand; able to walk for short distances (less than 1 block) on flat surfaces; can dress self with supervision; enjoys being around children who are younger; fully independent with toileting and bathing, but needs prompts; has no trouble using fork or spoon to eat, but will steal food from other's plates and from any unlocked source. When you ask Trip what he wants to do after he finishes school, he says, "Go to college like my friend, Sam". Trip meet Sam through the "Best Buddies"

**Limitations:** Profoundly obese (5'6", 300 lbs) due to food obsession; must take frequent rests when walking from one end of school to other; considered to be medically fragile because of diabetes. Cannot climb flight of stairs – too much stress on heart and lungs; tantrum behavior - major property destruction – when denied access to food at home or school. Family and family friends refuse to be around Trip for fear of being in the path of flying objects, including eating utensils at mealtime.

**Family:** Lives with single mother – aged 55 in a single family home; no siblings; father deceased; mother works – employed part-time at local grocery store – hours vary from day to day, week to week. Family partially supported financially by former husband's SSDI. Trip receives both Medicare and Medicaid health insurance.

**Need:** Trip's tantrum behavior is increasing, especially at home. He is throwing things (utensils - including knives, furniture, etc.) and mom is fearful that she or someone else will get hurt. When Trip is engaged in activities, he will stop obsessing about food for short periods of time, but when left alone, he is always trying to convince Mom to give him a snack or trying to break locks on kitchen cabinets (all food, but healthy snacks, are locked away to prevent Trip from having access). Mom admits she can no longer handle Trip at home by herself in the morning, after school or on weekends. In office and in home behavior consultation is provided by the local Community Services Board, but Mom is

having trouble with follow-through at home. She can no longer keep her job because she is being scheduled to work when Tripp is at home.

## **Jian**

Male, 20 yrs

**Diagnosis:** Educational Diagnostic Category: Severe ID; Medical: Down syndrome; congenital cardiac anomalies – repaired.

**Ability:** Jian requires close supervision and some assistance with all ADL. He can assist with dressing, but needs verbal cues. Can eat finger food and use a spoon, but not able to use fork and knife. Needs close supervision when washing hands and bathing – he will put head (nose and mouth) under running spigot; and submerge head in tub (no shower in home). Has been known to submerge head in toilet. Stays close to grandmother and maintains safety rules when outside of home (is never taken anywhere where there is a body of water – pond, river, lake, fountain. Has no known inappropriate behavior at school, except in bathroom with water in sink and toilet, and at drinking fountains. Well liked by school personnel and peers. Very dependent on, and loving toward grandmother.

**Limitations:** Needs close supervision in the bathroom and anywhere where there is access to water. Needs significant support in all ADL and with all other community activities. Is not independent – relies on grandmother for all cues when at home.

**Family:** Lives with 80 year old grandmother; parents not in picture. Grandmother's health is failing quickly – she does not have support from family in caring for Jian. No other family member will take Jian into their home (they are pushing for Grandmother to give up caring for him, but she refuses).

**Education:** Self-contained and integrated educational settings throughout the day. Jian requires having an IA somewhere nearby when in a general classroom setting and when going to bathroom or to a drinking fountain. Needs major modifications of any educational activity.

**Need:** Grandmother has been told by her doctor that she can no longer provide 24 hour care for Jian. No community supportive living option is available through the Community Services Board residential services for the next year. Family feels that if grandmother and Jian were separated that both would not live long without the other.

# Martel

Female, 8 yrs

**Diagnosis:** Educational Diagnostic Category: Emotional Disturbance, Intellectual Disability  
Medical Diagnosis: Autism Spectrum Disorder with Self-injurious and Assaultive Behavior; Currently - severe range of cognitive functioning.

**Ability:** Until a year ago, Martel was able to choose clothing, dress and undress, was toilet trained, ate with utensils. Previously, communicated what she wanted by pointing. No longer uses any of these skills. Screams to get attention; family has to guess what she wants. School trying to implement very rudimentary PECS communication plan. Is very strong and can run very fast. No problems with hearing or dental. Has problem with constipation, but otherwise, very healthy.

**Limitations:** Non-verbal; requires total self-care as will no longer assist with toileting, eating, bathing, dressing. Was diagnosed with ASD at age 6, but school does not use this diagnosis. Received a thorough inpatient evaluation a year ago after sudden loss of self-care skills after having the flu. Was hospitalized again 2 months ago for 2 weeks after attempting to assault youngest sister with knife. No medical problems identified. Was put on new medication which appears to have eliminated assaultive behavior (There have been no attempts at hitting, biting, or scratching her sisters or other children at school since the most recent hospitalization. Will run from school or home if left unattended, even in the middle of the night. Has excellent gross and fine motor skills.

**Family:** Father, mother (both in their 20's) – both of their parents moved to Virginia from Mexico when they were young teenagers; 2 siblings – aged 6 and 4. Martel is the oldest child. Family lives in a small, rented 3 bedroom ranch style home in Fredericksburg. All windows are locked and there are keyed deadbolt locks on both the front and back doors with door knobs that are at about the 5 foot level. Father is employed in his family's landscaping business. Mom stays at home, but wants to become a hair stylist when her youngest child goes to kindergarten.

Family has no medical benefits through dad's employer at this point in time. Children receive FAMIS. Parents have a policy that just pays for hospitalizations.

**Education:** Martel is in a self-contained classroom for K-2 students who are classified as needing Special Education Adapted Curriculum. She has an instructional assistant (IA) with her at all times during the school day. The teacher has back-up assistance from the Assistant Principal when Martel's behavior is out of control.

There is a Behavior Intervention Plan in place that is strictly followed. It appears to be working.

Need: Martel and her family are living in a very unsafe environment because of the door and window locks. She is not taken anywhere outside of the home except to school and to medical appointments. This means that at least one parent – usually her mother is with her at all times inside the home when she is not in school. Family members and extended family members no longer are willing to care for Martel, so the parents have no respite. Yet, at school, Martel is able to be around other children and able to play on the playground equipment (usually by herself). The medical team who sees her once a month are not convinced that she is receiving the medication that they prescribe at the times when it is scheduled to be given, although they feel that Martel’s parents love her and are providing care to the best of their ability. Her physician is very concerned that if the family does not receive in home assistance, Martel’s inappropriate behavior will once again become out of control and someone will be seriously injured.

**(c) Reflections on Team Process (Individual Assignment) - Total Points = 25**

As an individual candidate, you will provide reflective notes about your experiences as a team member and enter your reflection into the **online “Journal”** on the Blackboard site at 3 different points during the semester.

**Journal Entry #1 (5 points)** will focus on your reflections as to how the team got started in its deliberations, a description of any “rules” that the team has established, challenges that the team is facing, and suggestions for dealing with the challenges. **(Due 5 pm on 2/19/16)**

**Journal Entry #2 (5 points)** will focus on the process that the team is using to resolve conflicts or issues that are emerging. Also, the entry will include a description of the teaming environment when the team is meeting – leadership, meeting set deadlines, roles of team members. **(Due 5 pm on 3/4/16)**

**Journal Entry #3 (15 points)** is done at the end of the Final Team Project. It is an overall reflection of what you have learned about yourself and your participation on the project team. Included will be a reflection of what you, and the team, could have done differently, and whether you would have expected the same outcome. **(Due 5 pm on 4/22/16)**

**Grading Rubric**  
**Total Points = 25**

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Journal Entry #1 (5 points)</b>	Addresses all elements requested. Provides discussion of challenges that may be encountered. (5 pt)	Addresses all elements requested, but information does not adequately address challenges and/or suggestions (2-4 pt)	Does not address all elements and personal reflection is not evident from what is written. (0-1 pt)
<b>Journal Entry #2 (5 points)</b>	Thoroughly addresses all elements requested. (5 pt)	Addresses elements (may be missing one), but does not go beyond identification of issues. (2-4 pt)	Does not address all elements and personal reflection is not evident from what is written. (0-1 pt)
<b>Journal Entry #3 (15 points)</b>	Includes honest, personal reflection and discussion of what could have occurred differently. (12-15 pt)	Reflection is more about team activity rather than a personal reflection of role. Not clear about what could have been different. (8-11 pt)	Does not address all elements and personal reflection is not evident from what is written. (0-7 pt)

**Other Assignments.**

**(d) Mid-Term Exam (20 points)**

A take-home midterm examination will be given. The questions will require that you “apply” the knowledge that you have gained in class and in your readings to a situation(s) that you will be described on the exam. You will be permitted to use all of your readings and notes from class, but will pledge that your answers on the exam are your own work. You must abide by page limits with your answers. The exam and instructions will be made available on Blackboard, and will be due by the date and time indicated on the Course Schedule.

**(e) Participation (10 points)**

Your participation is a critical part of the team dynamic and success. Participation is not just about attendance but taking an active part in both in-class and out-of-class activities -- being a contributor to the overall success of the class.

**TOTAL POSSIBLE POINTS FOR COURSE = 100 POINTS**

**COURSE SCHEDULE**  
**Spring 2016**

<b>DATE</b>	<b>TOPICS</b>	<b>CLASS ACTIVITIES</b>	<b>ASSIGNED READINGS/ ASSIGNMENTS DUE</b>
1/19	<i>Introduction Syllabus GMU Blackboard “Effective Teaming”</i>	<b><i>IN CLASS</i></b> 1) Overview of syllabus, university and class policies 2) Lecture on Effective Teaming 3) View videos and comment on effective teaming	Read syllabus
1/26	<i>“Effective Teaming” continued</i>	<b><i>OUT OF CLASS</i></b> 1) answer discussion questions provided for chapters 2) view videos and/or vignettes and answer discussion questions provided; 3) Select case study; expand description; post the new description	F&C Chapters 1, 6  Team responses to Blackboard discussions  <b>Notify instructors of selected case study by 1/29 at 5:00 PM</b>
2/2	<i>“Issues in Collaboration: Team Action &amp; Problem-Solving”</i>	<b><i>IN CLASS</i></b> 1) Lecture on collaboration 2) In-class team activities	F&C Chapter 5
2/9	<i>“Introduction to Waiver Supports” (necessary for Individual and Team Projects)</i>	<b><i>IN CLASS</i></b> 1) Guest Speaker: To be announced 2) Introduce project directions	F&C Chapter 12; Medicaid waiver readings TBA on Blackboard
2/16	<b>Project Team Meetings</b>	<b><i>OUT OF CLASS</i></b> 1) Work out the meeting logistics (face-to-face and online) and processes to cover the semester; 2) Discuss support needs of selected case study; 3) Determine what education	<b>Individual Reflection #1 due 2/19 at 5:00 PM</b>  Team responses to questions about lecture and accompanying video/readings



		services should be covered;	
2/23	<i>“Communication”</i>	<b>IN CLASS</b> 1) Lecture on effective team communication  2) In-class team activities	F&C Chapters 2, 3  <b>Individual Medicaid Waiver Q&amp;A Paper due 2/26 at 5:00 PM</b>
3/1	<b>Project Team Meetings and Instructor Observation</b>	<b>OUT OF CLASS</b> 1) determine what community living supports are available; 2) determine for what services is the individual eligible; 3) assign roles on project	<b>1) Individual Reflection #2 due 3/4 at 5:00 PM</b>  <b>2) Submit three questions for Interdisciplinary Panel through Blackboard due 3/7 at 5:00 PM</b>  <i>Mid-term available for download 3/4 (assessed on class content from 1/19 through 3/1; Chapters 1, 2, 3, 5, 6, 12)</i>
3/8	<b>CONSORTIUM SPRING BREAK</b>		
3/15	<i>“Educational and Clinical Teams; Consultation; Problem solving in the IEP; Paraprofessionals”</i>	<b>IN CLASS</b> 1) Interdisciplinary Panel – To be announced 2) Lecture on educational teams 3) In-class team activities	F&C Chapter 10, 13  <b>Mid-term due 3/18 at 5:00 PM</b>
3/22	<b>Project Team Meetings and Instructor Observation</b>	<b>OUT OF CLASS</b> 1) discuss first draft(s) of the paper 2) edit as a group 3) establish next steps	F&C Chapter 4
3/29	<i>“Family and Multicultural Perspectives in the Teaming Process”</i>	<b>OUT OF CLASS</b> Online lecture on cultural humility and the family voice	F&C Chapter 11 Guest Speaker(s) (to be confirmed)  Team responses to questions about lecture and accompanying video/readings
4/5	<i>“Resolving Conflict”</i>	<b>IN CLASS</b>	F&C Chapter 9

		<b>1) Lecture on Resolving Conflict</b> <b>2) In-class team activities</b>	
<b>4/12</b>	<b>Project Team Meetings</b>	<i><b>OUT OF CLASS</b></i> <b>1) Finalize written project;</b> <b>2) Finalize, practice presentation</b>	<b>Written Project and PowerPoint due 4/14 at 5:00 PM</b>
<b>4/19</b>	<b>Project Presentations</b>	<i><b>IN CLASS</b></i>	<b>Reflection #3 due 4/22 at 5:00 PM</b>
<b>4/26</b>	<b>Final Assessment</b>	<i><b>IN CLASS</b></i>	<b>F&amp;C Chapters 7, 8</b> <b>Content Probes</b> <b>Course wrap-up</b>

**F&C = Friend & Cook 7<sup>th</sup> edition (textbook)**

## **ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES**

### Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

A complete copy of each university’s Honor System document is available through

GMU: <http://mason.gmu.edu/~montecin/plagiarism.htm>

VCU: [www.students.vcu.edu/rg/policies/rg7honor.html](http://www.students.vcu.edu/rg/policies/rg7honor.html).

Radford: [http://www.radford.edu/~dos-web/handbook02-03/Honor\\_Code.pdf](http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf)

NSU: [http://www.nsu.edu/student\\_judicial/policy.html](http://www.nsu.edu/student_judicial/policy.html)

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

### Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

### Inclement Weather

If classes are cancelled at the teaching university, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, visit the teaching university’s website. Do not email us; we will email you regarding weather as soon as it is announced. Please note the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

### Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

### Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

### Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the ORGANIZATIONS tab.

NON GMU Students: Your login for Blackboard Organizations is: *x\_first name.last name* For example, John Smith's username would be: *x\_john.smith*. For **new** students (beginning Summer 2015), you will receive an email (to your university email) with your Blackboard password.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

### Remote Site Student

It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a "remote site" student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university (under normal circumstance). OR have a documented medical need.** In addition, there are several technology and procedural requirements that are detailed on the Consortium website: <http://kihd.gmu.edu/sdc/> and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

### Course Facilitators

Each site will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be).

### Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Dr. Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

### Remote Site Viewing

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at <http://torrent.gmu.edu> and click on the link for specific class.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:

- Characteristics: <http://webcon.gmu.edu/characteristics/>
- Teaching Strategies: <http://webcon.gmu.edu/teaching/>
- Positioning and Handling: <http://webcon.gmu.edu/positioning>
- Communication: <https://webcon.gmu.edu/communication>
- Collaborative Teamwork: <https://webcon.gmu.edu/teamwork>

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).

The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

## **Policies and Resources Specific for GMU 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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/>]

## **Digital Library**

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and

will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at [Molly.Haines@pearson.com](mailto:Molly.Haines@pearson.com).