



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

Spring 2016

EDSE 662 698: Consultation and Collaboration

CRN: 18531, 3 - Credits

Instructor: Dr. Latif Abdulalim	Meeting Dates: 01/13/16 - 03/09/16
Phone: 703-426-7300	Meeting Day(s): Wednesday
E-Mail: labdulal@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours: By appointment	Meeting Location: Off-campus/Other County Location

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.

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

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Professor/student-led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, demonstration, guest presenters, use of media/technologies, and lecture. Students are expected to know and use GMU e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

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 & Cook, *Interactions: Collaboration Skills for School Professionals*, Pearson, 7th edition, ISBN 9780132774925

Gibb & Dyches, *Guide to Writing Quality Individualized Education Programs*, Pearson, 3rd edition, ISBN 9780133949520

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.

Recommended Textbooks

Mager, R. *Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction*, 3rd ed., The Center for Effective Performance, Inc., Atlanta. ISBN-13: 978-1879618039

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Some required readings are To Be Determined (TBD), depending on class and team assignments

Additional Reading

Additional readings will be available on the course Blackboard site.

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.

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 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/>]

Course Policies & Expectations

Attendance.

- Students register for cohort classes with an understanding about the compacted semester time frame, the extended time frame for class sessions, and that all work is to be completed within the cohort semester. Students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.
- Students are expected to: (a) attend all classes during the course; (b) arrive on time; (c) stay for the duration of the class time; (c) show evidence of having read/studied material; and (d) complete all assignments to earn the participation grade. Attendance, timeliness, and professionally relevant and active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they are to be completed during the class session.
- Missing more than one class or repeated tardiness/leaving early will result in not earning your full participation grade for the course. Please notify me *in advance* by email (labdulalim@gmu.edu) if you will not be able to attend class.
- In order to receive full participation credit for a class session, are expected to be in attendance, exhibit professional dispositions, and come to class fully prepared. This includes the following:
 - arriving on time;
 - staying in the classroom/activity area for the duration of the class time;
 - engaging in meaningful ways in all class activities;
 - having on hand all materials required for the class session as per course assignments and the syllabus; and
 - demonstrating professional behavior.

The George Mason University College of Education and Human Development Professional Dispositions serve as a minimum standard (<http://cehd.gmu.edu/teacher/professional-disposition>).

Late Work.

- Late work will not be accepted unless I confirm with you in advance, via email, an alternate due date and time. Except in unusual/extenuating circumstances, requests for the submission of late assignments will not be approved.

- If you are not in class on the day an assignment is due, it remains your responsibility for submitting the assignment on or before the due date and time, and in the manner in which it is supposed to be submitted. Assignments which are to be posted to Blackboard are due no later than 9:00 p.m. on the dates they are due.
- A student who verifies extenuating circumstances preventing the completion of course requirements must make arrangements *no later than 7 calendar days prior to the last day of class*. Any exams must be taken no later than the last class.

Other Considerations.

- A student may not use projects, data, or material generated in and submitted for credit in another course. Violations result in an allocation zero points for the assignment and, for the IEP Project, also receive an evaluation in Blackboard (NCATE/CAEP assessment) of “Does Not Meet Expectations.
- **Written Language:** Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. The standard format for formal assignment written work in the College of Education and Human Development is APA Style. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. Additionally, for writing support and guidance you can visit the GMU Writing Center. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org>.
- **Oral Language:** Use “person-first language” in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms (e.g., use “Intellectual Disabilities”; “Emotional Disabilities”) in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non-handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.
- **Your George Mason University email address and the professor’s George Mason University email address are the only email addresses that will be used for communication in this course.** Student email is accessed at <http://masonlive.gmu.edu>. **ALL** communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information. Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your George Mason University account. Please make sure your **George Mason University email is activated and checked at least once per day and early enough on class meeting days to allow for appropriate response.** Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and support@gmu.edu. ITU information is available at <http://itservices.gmu.edu/>. It is your responsibility to communicate with the

- professor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.
- Please keep up-to-date with cohort announcements and requirements as posted at the GMU Special Education Cohort web site:
http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/. This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker (pbaker5@gmu.edu).

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 *Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI)* 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

- 95 – 100 = A
- 90 – 94 = A-
- 80 – 89 = B
- 70 – 79 = C
- < 70 = F

Assignments

Performance-based Assessment (TK20 submission required).

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

In this assignment/project, students will demonstrate their ability to develop an **Individualized Education Program (IEP)** for a hypothetical or actual student with a mild to moderate exceptional learning need. A case study is on the course Blackboard site, along with the Virginia Department of Education Sample IEP form that is to be used. Based on the information in the selected case study, students will write an IEP that thoroughly and appropriately addresses the needs of the student in the case scenario. As the IEP for this assignment is developed, students should:

- complete a thorough review of the case study facts;
- complete all components of the IEP form, using specific instructions provided by the instructor; and
- write a narrative describing the *collaborative* components of the IEP development process.

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

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

The specifics of this project are introduced in the section below (Major Learning Activities). For this project, EDSE 662 students are required to register the experience with the George Mason University Graduate School of Education Clinical Practice office through <http://cehd.gmu.edu/endorse/ferf>. The due date for registration is **January 27, 2016**.

Other Assignments

All major learning assignments, including the Performance-based Assessment and Common Assignment are introduced below. All additional descriptions (expanded explanations) and related materials, including assessment matrices, will be shared in class and posted on Bb. Any additional/ expanded descriptions and assessments are considered extensions of/appendices to/part of this syllabus.

Major Learning Activities

I. Attendance and Active Participation (20% of final grade)

To earn participation points, EDSE 662 students are expected to attend class, come prepared, and demonstrate professional dispositions. Participation credit is achieved through active, thoughtful, deliberate involvement in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully.

II. Interviews: (25% of final grade)

Using the questions developed in our class (posted on Blackboard), interview three (3) school professionals, from the following options: general education teacher; special education teacher; related services professional (i.e. speech/language, occupational therapy, vision, etc.); or instructional assistant. You will interview them to find out their views about, and experiences with, consulting personnel in schools, collaboration among school educators, and teamwork among educators, and inclusive education. You can approach this by giving your interviewees definitions of terms if they ask, or by suggesting when they ask that they reply by using their own perceptions of the terms. Use no names of school personnel, schools, or towns. (It will be helpful to the task to assure interviewees that this is a course assignment, so they do not feel "put on the spot."). Your paper will be no less than five pages in length.

Specifics to remember about this assignment:

- Attach your list of interview questions. Use the same questions for all three interviews.
- Summarize interviews in a short essay. As appropriate, reference relevant material from the text and other readings, connecting it to your interviews.
- Include your reactions and thoughts, based on what you learned through the interviews and based on your own experiences. Your paper will be *at least* 5 pages in length.

III. **Professional Development Presentation, Co-Teaching Activity** (25% of final grade)

The purposes of the Group Professional Development (PD) Presentation guidelines on chapter topics are as follows.

- Gain experience providing a professional development activity to colleagues, including practices tools/techniques discussed in class.
- Assist class members in deepening their thinking beyond initial contemplation of the material in the course readings.
- Provide opportunity to practice/apply some of the knowledge and skills in the course text.
- Guide reflection of the audience (classmates) on how the topic helps improve collaboration skills and the ability to create and implement IEPs. The details of this assignment, which are considered part of this syllabus, are posted on Bb and will be reviewed in class.
- A 15 – 20 minute co-teaching activity should be planned with a partner. The activity should demonstrate logical, sequential steps in the instructional process and teach “students” a new skill. The purpose of this co-teaching assignment is to give students an experience in both 1) co-planning and 2) co-teaching. Presentations should be as creative and engaging as possible! A co-planning worksheet is required a week prior to the presentation.

IV. **NCATE Assessment: Individualized Education Program Project: Plan and Narratives -group assignment** (30% of final grade)

This assignment is standard to all sections of EDSE 662. This is a team assignment for this class. The details of this assignment, which are considered part of this syllabus, are posted on Bb and will be reviewed in class. The purpose is for EDSE 662 students to demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. This is achieved through:

- the creation of IEP planning documentation;
- a sample IEP with components and content reflecting characteristics as discussed in class and readings; and
- a narrative that discusses
 - * the collaborative activities that should occur prior to development of the IEP;
 - * roles of students with disabilities, families, and school and community personnel in planning the IEP;
 - * methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process;
 - * methods of involving students, families, related service providers, and other professionals in the IEP development process;
 - * the collaborative activities that should occur after the development of the IEP; and
 - * a reflection of your thoughts on the collaborative process of working as a team to develop the IEP.

Note: Rubrics for assignments will be posted on Blackboard.

Schedule

	<i><u>Date</u></i>	<i><u>Topics</u></i>	<i><u>Assignments Due For the Next Class</u></i>
1	1/13	<ul style="list-style-type: none"> • Introductions • Course Overview • Select partner(s) for Co-Teaching Activity • Select partner(s) for Individualized Education Program Project • Select partner(s) for Chapter 1 IEP reading assignment. • Ways of Knowing Activities 	Friend & Cook: Read Chapter I (Pages 1-25) <i>Foundations and Perspectives</i> Complete Points, Squares, Circles, and Stairs Reflection. Gibb & Taylor Dyches: (Pages 1-13) and prepare a brief presentation on your assigned section.
2	1/20	<ul style="list-style-type: none"> • Consultation, Collaboration and Teamwork <ul style="list-style-type: none"> * Compass Activity * PLCs * IEPs Chapter Presentations 	Friend & Cook: Read Chapter 4 (Pages 82-105) <i>Integrating Interview Skills</i> Gibb & Taylor Dyches (Pages 47-58)
3	1/27	<ul style="list-style-type: none"> • Conflict Resolution, Dealing With Resistance, Active and Reflective Listening, Providing Feedback • PLOP & Achievement and Functional Performance 	Friend & Cook: Read Chapter 7 (Pages 161-187) <i>Co-Teaching</i> Interview Paper Due (2/3)
4	2/3	<ul style="list-style-type: none"> • Co-Teaching and Activities • Writing Annual Goals for IEPs 	Work on Co-Teaching Activity and/or Individualized Education Program Project
5	2/10	<ul style="list-style-type: none"> • Effective Teams • Standards-Based IEPs 	Friend & Cook: Read Chapter 5 (Pages 106-134) <i>Interpersonal Problem-Solving</i>
6	2/17	<ul style="list-style-type: none"> • Problem Solving Strategies for Collaborative • Schools Consultation and Teamwork 	Co-Teaching Activity Due (2/24)
7	2/24	<ul style="list-style-type: none"> • Co-Teaching Presentations • Group Work on IEP Project 	Friend & Cook: Read Chapter 11 (Pages 266-291) <i>Families</i>
8	3/2	<ul style="list-style-type: none"> • Working Together with Families and Communities • Race and Culture 	Individualized Education Program Project: Plan and Narratives Due (3/9)
9	3/9	<ul style="list-style-type: none"> • Individualized Education Program Project: Presentations 	