



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

Summer 2019
EDSE 662 B01: Consultation and Collaboration
CRN: 40123, 3 – Credits

Instructor: Dr. Carlyn Floyd	Meeting Dates: 6/3/2019 – 7/27/2019
Phone: 571-205-4929	Meeting Day(s): Tuesday, Thursday
E-Mail: cfloyd3@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: By appointment, please email	Meeting Location: Fairfax, KH 17
Office Location: By appointment, please email	Other Phone: N/A

****Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None
Co-requisite(s): None

Course Description

Provides professionals in special education, regular education, and related fields with knowledge and communication skills necessary for collaborative consultation and technical assistance to other educators and service providers. Offered by Graduate School of Education. May not be repeated for credit.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know that to receive your teaching license you need to submit your request to VDOE? Depending on your situation, you can either submit your paperwork to VDOE through your county HR office or through GMU. For instructions, visit <http://cehd.gmu.edu/teacher/instructions>.

Course Delivery Method

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, teacher candidates/students will be able to:

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

Professional Standards

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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. 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 teacher candidates/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.

Required Textbooks

Friend, M., & Cook, L. (2013). *Interactions: Collaboration skills for school professionals* (7th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780132774925

Gibb, G. S., & Dyches, T. T. (2016). *Guide to writing quality individualized education programs* (3rd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780133949520

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 662, the required PBA is Individualized Education Program Project. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Please see Blackboard: IEP Assignment

College Wide Common Assessment (TK20 submission required)

Please see Blackboard: IEP Assignment

Performance-based Common Assignments (No Tk20 submission required)
N/A

Other Assignments

See Blackboard for description of the Video Assignment, Consultation, Collaboration and Teamwork Paper and Group Professional Development Presentation

Course Policies and Expectations

Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, 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 cannot necessarily be recreated outside of the class session. Missing **more than one class** or **repeated** tardiness/leaving early will result in *the loss of five points off your final grade per incident*. Please notify me **in advance** by phone or email if you will not be able to attend class.

Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be **fully** present in class 😊

Late Work

All assignments are due on the dates indicated. Consult with me **in advance** if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 1 week. Please retain a copy of your assignments in addition to the one you submit.

Grading Scale

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

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the

George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class	Date	Topic	Due Dates
1	6/4	Fundamentals of Collaboration: Overview, definitions, characteristics, problems and framework for understanding; Ch 1	
2	6/6	Interviews and problem solving; Communication and collaboration and teamwork; Ch 4 and 5	
3	6/11	Communication and collaboration and teamwork; Consultation, Coaching and Mentoring;	Online class – see blackboard Also, read pg 15-46 in the IEP workbook (Assignment 1)
4	6/13	Writing IEPs part 1	
5	6/18	Teams! Coteaching and Paraeducators; beginning of group work; Ch 6 and 7 and 10	
6	6/20	Writing IEPS part 2	Assignment 2 Due 6/21 by 8PM
7	6/25	IEP Part 3	
8	6/27	IEP Part 4, 5	
10	10/26	IEP Work Session – differentiated class– optional based on comfort level with writing IEPs	

11	7/2 (7/4 off)	Finish IEPS Families and Community, coaching, mentoring and consultation; Ch 8, 9, 11, 12	
12	7/9	Group Presentation Preparation Class	
13	7/11	Issues and ethics in education collaboration; Difficult interactions: conflict and resistance; Ch 13	IEP Assignment Due to Dr. Floyd BY EMAIL cfloyd3@gmu.edu by 7/10 at 1 PM
14	7/16	Group Work	
15	7/18	Group Presentation Preparation Class	
16	7/20 7/25	Presentations – all materials are due this night; whole group must be present to present, individual group members not in attendance will lose 5 points.	FINAL Project – IEP – due to TK20 by 8PM on 7/17
17	7/27	Last Day of Class (presentations if needed this period)	

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix Assessment Rubric(s)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Present Levels of Performance</p> <p>CEC/IGC Standards 1 & 4</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities . Candidate uses multiple methods of assessment and data sources in making</p>	<ul style="list-style-type: none"> • Candidate writes a present levels of performance statement that: <ul style="list-style-type: none"> ○ lacks consistent links to evaluations and assessments, AND/OR ○ fails to include educational implications of the student’s exceptionality, AND/OR ○ fails to consider variations in beliefs, traditions, and values across and within cultures. • Candidate fails to demonstrate respect for the student by using biased and negative language. • Candidate fails to show evidence of the similarities and differences between the student’s development and 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> ○ clear links to evaluations and assessments (such as interviews, observations, standardized tests), ○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate uses unbiased and objective language. • Candidate includes description of the similarities and differences between the student’s development and typical human development. • Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning. 	

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
educational decisions.	<p>typical human development.</p> <ul style="list-style-type: none"> • Candidate includes irrelevant information statements. 	development and typical human development.	
<p>Measurable Annual Goals</p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</p>	<ul style="list-style-type: none"> • Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing annual goals that are not priorities and/ OR do not reflect present levels of performance and/ OR lack direction for student growth. 	<ul style="list-style-type: none"> • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: <ul style="list-style-type: none"> ○ are measurable, ○ reflect present levels of performance and ○ show direction for student growth. • Candidate writes goals that focus on both decreasing and/or increasing learner behaviors. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula. 	<ul style="list-style-type: none"> • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: <ul style="list-style-type: none"> ○ are measurable, ○ are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate), ○ reflect present levels of performance, and ○ show emphasis on increasing skills and/or positive behaviors. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.
Short Term Objectives or Benchmarks	<ul style="list-style-type: none"> • Candidate fails to demonstrate an understanding of the models and theories 	<ul style="list-style-type: none"> • Candidate demonstrates an understanding of the models and theories related to instructional 	<ul style="list-style-type: none"> • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</p>	<p>related to instructional planning by writing individualized learning objectives/benchmarks that:</p> <ul style="list-style-type: none"> ○ Are not directly related to the annual goals OR ○ Are not sequential age and ability appropriate OR ○ Utilize learner criteria that are inappropriate to task performance. 	<p>planning by writing individualized learning objectives/benchmarks that</p> <ul style="list-style-type: none"> ○ relate to an annual goal AND ○ are sequential age and ability appropriate AND ○ include the condition, measurable and observable learner behavior, and verifiable criteria. <ul style="list-style-type: none"> ● Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula. 	<p>individualized learning objectives/benchmarks that</p> <ul style="list-style-type: none"> ○ relate to an annual goal AND ○ are sequential age and ability appropriate AND ○ include the condition, measurable and observable learner behavior, and verifiable criteria AND ○ a statement of generalization AND ○ a statement of maintenance. <ul style="list-style-type: none"> ● Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.
<p>Services, Least Restrictive Environment (LRE), Placement</p> <p>CEC/IGC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with</p>	<ul style="list-style-type: none"> ● Candidate lists program or primary or related services that do not or inconsistently align with areas of need based on present level of performance. 	<ul style="list-style-type: none"> ● Candidate lists appropriate program and primary services and related services (as appropriate) that: <ul style="list-style-type: none"> ○ demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and ○ consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. ● Candidate includes the following: <ul style="list-style-type: none"> ○ Location ○ Frequency ○ Setting ○ Duration ○ Start and end dates 	<ul style="list-style-type: none"> ● Candidate lists and describes appropriate program and primary services and related services (as appropriate) that <ul style="list-style-type: none"> ○ demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and ○ consistently align with areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. ● Candidate includes the following: <ul style="list-style-type: none"> ○ Location ○ Frequency ○ Setting ○ Duration ○ Start and end dates ● Candidate includes statement of how services relate to the individual's needs as well as the rationale for any activities in which the student cannot participate.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		o Start and end dates	
<p>Participation in State Assessments</p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</p>	<ul style="list-style-type: none"> • Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s), indicating a failure to consider issues, assurance, and due process rights related to assessment. 	<ul style="list-style-type: none"> • Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested. 	<ul style="list-style-type: none"> • Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested. • Candidate selects and justifies participation levels that reflect the impact an exceptional condition(s) can have on an individual’s testing abilities including auditory and information processing skills.
<p>Accommodations and Modifications</p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</p>	<ul style="list-style-type: none"> • Candidate identifies inappropriate accommodations and/or modifications. <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to describe the accommodations and/or modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs. 	<ul style="list-style-type: none"> • Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic and extracurricular activities in educationally related settings. 	<ul style="list-style-type: none"> • Candidate selects accommodations and/or modifications that are based on assessment data and reflect the candidate’s understanding of the impact exceptionalities may have on auditory and information processing skills, test taking abilities and variations in beliefs, traditions, and values across and within cultures with a statement relating these accommodations to specific instructional goals. • Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic in

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			extracurricular activities and educationally related settings.
<p>Legal Compliance of IEP</p> <p>CEC/IGC Standard 6</p> <p>Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<ul style="list-style-type: none"> • Candidate writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling). 	<ul style="list-style-type: none"> • Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. 	<ul style="list-style-type: none"> • Candidate writes a comprehensive IEP which complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. • Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.