



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

EDSE 662-5S1: *Consultation and Collaboration*

CRN: 76685, 3 - Credit(s)

Fall 2012

Instructor: Dr. Adam J. Bigbee	Meeting Dates: 08/27/12 - 12/19/12
Phone: 571-338-2510 (cell). Please do not call after 8:30 PM during the week, 9:00 PM weekends.	Meeting Day(s): Monday
E-Mail: abigbee1@gmu.edu	Meeting Times: 7:20pm - 10:00pm
Office Hours: TBD	Meeting Location: KA 102

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.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

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. (2010). *Interactions: Collaboration skills for school professionals* (6th ed.). Boston: Pearson Education, Inc.

Note, 7th edition to be released fall 2012

Gibb, G.S. & Dyches, T. T. (2007). *Writing quality individualized education programs* (2nd ed.). Boston: Allyn and Bacon. Pearson.

Recommended Textbooks:

None

Required Materials:

No specific materials are required for this class other than the texts. Students are expected to take notes and bring any materials that will help them to participate to the fullest (laptops, iPads, etc.). Please let me know if you wish to record the class.

Additional Readings:

Additional readings will be posted or brought to class based on specific topics or areas of interest. Please check blackboard regularly for additional readings. Students will be notified via e-mail as well so that materials can be read prior to class.

Course's Relationship to Program Goals and Professional Organizations:

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program 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, Special Education – Adapted Curriculum K-12, Special Education: Visual Impairments PK-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 are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, Standard 9: Professional and Ethical Practice and Standard 10: Collaboration. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):**Attendance Policy:**

Students are allowed to miss one scheduled session, including online or other meeting formats. If you are aware of an upcoming event that may require that you miss class, please consult with me in advance. Multiple missed sessions without prior permission or documentation will result in a decrease in your participation grade. Excessive absences will result in class failure.

In addition, please refrain from excessive talking during discussions or class activities. Checking e-mail, accessing social networks, texting, etc., are not permitted during class. You may do this during a break. If you must answer or make a call due to an emergency, please quietly excuse yourself. Laptops and other devices are permitted for class-related tasks only.

Late Work Policy:

Students are expected to turn in all assignments on time, either in person or electronically. Technology issues are unforeseeable, so if you are experiencing issues, please let me know. Late work will be accepted, with a 5 point deduction for each day past the due date. This includes assignments that are required to be submitted via Blackboard.

TaskStream Submission:

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The

NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale:

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

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.

Schedule:

Class Date	Topic/Learning Experiences	Due: Readings/Assignments (Due by or before This Class)
8/27	Fundamentals of Collaboration: Overview, definitions, characteristics, problems, and framework for understanding	Chapter 1 <i>Interactions</i>
9/3	Labor Day: No Class	
9/10	Who am I as a Consultant, Collaborator, and Team Member? The need for Self-Analysis and Reflection/Conceptual	Chapters 2 and 3 <i>Interactions</i>

	Framework. The nature of Team	
9/17	Consultation, Collaboration, Co-teaching	Chapters 4 and 5 <i>Interactions</i> Assignment 1
9/24	Practical Matters: Role Ambiguity, Responsibilities, Stress, Teachers as Leaders in Collaborative Context (case management)	Chapter 7 <i>Interactions</i>
10/1	Families: Systems, Cycles, and Culture/SES. Writing Quality IEP's.	Chapter 8 <i>Interactions</i> Review <i>Writing quality IEP's</i> Assignment 2
10/8	Columbus Day: No Class	
10/15	Interpersonal Communications. Barriers, Models, the Nature of Listening. Guest Speaker: Clare Barclay, Social Worker PWC.	Chapter 9 <i>Interactions</i>
10/22	Online/blackboard Meeting	http://www.youtube.com/watch?v=78yP2fBu9Cg Students will submit responses to posted questions by midnight on 10/22 Assignment 3
10/29	Statements and Inquiry. Guest Speaker: Lesley McCarthy, TES PWCS	Chapters 10 and 11 <i>Interactions</i>
11/5	Difficult Interactions. Causes and Characteristics of Conflict, Resolving Conflict, Compromising(ed) Values.	Chapter 12 <i>Interactions</i>
11/12	Perspectives and Issues. Ethics, and Interagency Interaction. Guest Speaker: Mr. Kenan Aden, MVLE	Chapter 13 <i>Interactions</i> Assignment 4
11/19	Group Presentation Preparation Day	Meet in Annex unless given approval
11/27	Group Presentations	Assignment 5
12/3	Group Presentations	Assignment 5
12/10	Possible make-up day	

PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

There are 3 Major and 2 Minor Assignments for EDSE 662. The NCATE assessment/signature assignment, which MUST be submitted electronically to Taskstream, is marked with an asterisk *.

(Please note that student and family privacy must be protected in all written and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations)

ASSIGNMENT 1: Blackboard Discussion Board (5 points) due 9/17

You will be assigned an article to read on Blackboard. You will then post your responses to the questions at the end of the article in a narrative format to the Discussion Board. You are expected to respond to at least one classmate's posting as well. NO late submissions will be accepted.

ASSIGNMENT 2: Professional Code of Ethics: (15 points) due 10/1

Review the GMU CEHD Professional Dispositions at <http://cehd.gmu.edu/teacher/professional-disposition> and the CEC Special Education Professional Ethical Principles at <http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/ethicspracticestandards/default.htm>

Then reflect upon all you've learned about students, families, instruction, and collaborative practices in your program and work-related experiences. Develop a minimum of 10 professional ethics that you will strive to honor and abide by as you work in the field of special education and that represent your core values and beliefs about stakeholders, practices, and non-negotiables. Each ethic should have a **thorough** rationale accompanying it. You do not need to cite specific research, but it should be **clear** to the reader that your values are informed by your studies and professional experiences. This paper should have an introduction and conclusion in narrative format and individual ethics may be presented in a list form. Your paper will be approximately 8-10 pages in length, double-spaced in APA.

ASSIGNMENT 3: Self- Analysis: Consultation, Collaboration, and Teamwork (20 points) due 10/22

Your text defines Consultation, Collaboration, and Teamwork and provides frameworks and characteristics to illustrate the essential attributes of each. In this paper you will reflect upon and analyze your strengths and challenges related to **each** of these essential components of teaching and learning. You will apply this analysis to your current (or future if you are not currently teaching in special education) professional practice. The purpose of this activity is for you to a) define your current skills in relation to each component, and b) develop a plan of improvement to address your challenges in each area. You will need to use and cite your text as a reference, and you may incorporate feedback from stakeholders as well. Your paper will be approximately 8-10 pages in length, double-spaced in APA.

ASSIGNMENT 4: Collaborative IEP Development Project (30 points)* due 11/12

This is the NCATE assessment/signature assignment for this course* and students will be required to place it on TaskStream 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 student with a mild to moderate exceptional learning need. Three possible case studies will be presented 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
- 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 with general education teachers, the student, and other stakeholders?

Remember, additional information and the rubric will be found on the Blackboard site under the Information tab on the left in an assignment-specific folder and should be consulted before starting this assignment

Assignment 5: Group Professional Development Presentation: (30 points) due 11/27 or 12/3
Design a 30-minute professional development activity. The purpose of this assignment is twofold: (1) to develop a 30-minute staff development training that will be presented to the class, and (2) to provide students with the opportunity to hone their collaborative skills. This project will reinforce the staff development process, best practices, and provide the opportunity to work

in and reflect upon group dynamics and teamwork. The presentation should deal specifically with some aspect of instruction or an area of need for your group. Your presentation should include handouts, a PowerPoint or other visual, a related reading selection and/or list of references, and an agenda or outline. All materials and activities should reflect key concepts in the presentation. Finally, you will need to prepare an evaluation form to be distributed to the group at the end of your presentation. Prepare for 32 participants.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d.* The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e.* Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [http://cehd.gmu.edu/values/Revised 06/25/12](http://cehd.gmu.edu/values/Revised%2006/25/12)

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

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.*