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

Summer 2015
EDSE 662 686: Consultation and Collaboration
CRN: 42671, 3 - Credits

Instructor: Dr. Sheryl Asen	**Meeting Dates:** 5/28/2015 - 7/30/2015
Phone: o703-993-5448; c802-595-9663	**Meeting Day(s):** Thursdays
E-Mail: sasen@gmu.edu	**Meeting Time(s):** 4:30 pm-8:30 pm
Office Hours: by appointment	**Meeting Location:** Lee High School 6540 Franconia Road, Springfield, Room 158

"A candle loses nothing by lighting another candle." - Erin Majors

"If we can really understand the problem, the answer will come out of it, because the answer is not separate from the problem." - Jiddu Krishnamurti

"Ultimately a genuine leader is not a searcher for consensus, but a molder of consensus." -Martin Luther King, Jr.

"It is very important to generate a good attitude, a good heart, as much as possible. From this, happiness in both the short term and the long term for both yourself and others will come. " - Dalai Lama

"I not only use all of the brains I have, but all I can borrow." -Woodrow Wilson

"Every collaboration helps you grow." -Brian Eno, musician

"Leaders are problem solvers by talent and temperament, and by choice."
-Harlan Cleveland, diplomat, educator, and author

"Some folks succeed because they're destined to, but most succeed because they're determined to." -Roy Reiman, founder, Reiman Publications

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.

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; and
7. Reflection and self-assessment.

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, Resources, and Additional Readings

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

Recommended resources are available on the course Blackboard site.

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

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Programs for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12, Visual Impairments PK-12, and Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, Standard 9: Professional and Ethical Practice and Standard 10: Collaboration.

GMU POLICIES AND RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

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

Course Policies & Expectations
  Attendance.
• Students 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 also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. 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, to receive participation credit for a class session, are expected to be in attendance , exhibit professional dispositions, and come to class fully prepared (all assignments completed and submitted). Attendance includes:
   (a) Arriving on time, including back from break(s),
   (b) Staying in the classroom/activity area for the duration of the class time,
   (c) Participating in all class activities (face-to-face and outside of class, including by
     electronic means),
   (d) Having on hand all materials required for the class session as per course assignments
     and the syllabus, and
   (e) Demonstrating professional behavior. The GMU CEHD Professional Dispositions
     serve as a minimum standard (http://cehd.gmu.edu/teacher/professional-disposition).

• Class starts promptly at 4:30 p.m. and ends at 9:00 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 9:00 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.

• Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.
(a) Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class—you must make your own decision.
(b) Students who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with

another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

(c) All students are ***granted one absence***; however, all work still is due on Blackboard according to the course calendar (please bring your printed copies to class the next week) and class session participation points are not awarded if a student has not attended class.

(d) A second absence will result in the final grade dropping by 5 points.

(e) Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.

(f) ***If there are extreme extenuating circumstances resulting in more than one absence and/or in coming to class late or leaving early, you must consult with the professor regarding the impact on your grade and you must notify the professor by email prior to the start time of the impacted class session(s).*** In general, extenuating circumstances involve a serious health situation (self; immediate family member). Please discuss with the professor extenuating circumstances surrounding job responsibilities.

Late Work.
An assignment is considered late if it is not submitted as outlined below.

• All learning activity assignments are required to be completed and submitted on time, including posting to Blackboard ***and*** bringing a print copy of each assignment to class on the due date. The posting of work to Blackboard is due no later than 4:30 p.m. the day it is due.

• The final copy of the course common assessment, the Reading Case Study assignment, is due by 4:30 p.m. the last day of class ***both on Blackboard and in print/hard copy***.

• Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your professor and peers across the semester.

• When the format for assignment response includes print/hard copy, students must make every effort to bring to class a print/hard copy, which is part of the assignment expectation. If the student forgets the print copy, the student is to bring it to class the following week as the professor will not print out the copy on Bb (and therefore will not read and grade it). In fairness to students who make the effort to submit hard copies of papers on time, if a student has more than 2 occurrences of not bringing in on time the print copy of any assignment, the assignment will be considered late, even if posted to Blackboard. The exception is the Reading Case Study, which ***must*** be submitted on time in print as well as electronically (see above).

• For late submissions of assignments:
(a) Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions.
(b) The earlier date that the assignment was received by the professor in hand as a print/hard

copy or posted on Blackboard will be considered the date submitted; however, the professor will not print out student work and, therefore, will not provide feedback or grade the work until a printed copy is received.

(c) The assignment will not be considered completed until the work is posted to Blackboard *and* handed in in print. If a student does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.

(d) Presentations and related materials are due in class and posted to Blackboard according to the assignment description and class schedule.

Other Considerations.

• *A student may not use projects, data, or material generated in and submitted for credit in another course. Violations result in a grade of ZERO for the assignment and, for the Reading Case Study, also receive an evaluation in TaskStream of "DOES NOT MEET EXPECTATIONS.*

• *Failure to take the final exam by the end of the course will result in a deduction of 10 points from the final course grade. A student who verifies extenuating circumstances must make arrangements through the professor no later than 10 calendar days prior to the last day of class for taking the final exam no later than the date of the last class session.*

• 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. APA Style is the standard format for formal assignment written work in the College of Education and Human Development. 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. 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 GMU email address and the professor's GMU 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 GMU account. Please make sure your *GMU 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).

• All student work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to student authors for their work.

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Individualized Education Program (Spec Ed General)* OR Collaborative Team Improvement Project (Adapted/VI) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream.

Grading Scale
Attendance, preparation, and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.
93 – 100 points = A
90 – 92 points = A-
86 – 89 points = B+
80 – 85 points = B
70 – 79 points = C
< 70 points = F

Assignments

Performance-based Assessment (TaskStream submission required).

In the Individualized Education Program assignment/project, EDSE 662 students demonstrate:

- their abilities to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need and
- understanding of how these components come together to build a framework for the K-12 student subject's educational program.

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 GMU GSE Clincial Practice office through http://cehd.gmu.edu/endorse/ferf. The due date for registration is June 8, 2015.

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

An EDSE 662 common assignment is the Group Professional Development Presentation. This assignment is explained in the section "Appendix: Major Learning Activities".

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 extentions of/appendices to/part of this syllabus.

Major Learning Activities

I. Attendance, Participation, and Class Session "Take Away" Reflection (10% of final grade)

EDSE 662 students are expected to attend class, come prepared, and demonstrate professional dispositions. The dynamic for participation and the resulting course credit is achieved through active, thoughtful, deliberate participation in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. At the conclusion of each f2f class session the professor will allocate ~5 minutes for the students to compose a brief but substantive "take away" statement relating something from that evening's class to professional practice. Start by noting something you learned, were struck by, wish to know more about, will keep "on your radar", etc. Then explain WHY what you are writing about is of importance (of note) to you. This is completed each week before leaving the class session.

II. Readings – Preparation for Class Discussions, Presentations, and NCATE Assessment Narrative: (24% of final grade)

For each assigned chapter in the course text, the EDSE 662 student will keep a log to note information in the readings that provide direction and insight into the topics of the narrative in the IEP assignment.

- o   Roles of students with disabilities, families, and school and community personnel in planning the IEP.

- o The collaborative activities that should occur prior to development of the IEP.
- o The collaborative activities that should occur after the development of the IEP.
- o Methods of involving students, families, related service providers, and other professionals in the IEP development process.
- o Methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process.

Additionally the student briefly will note an idea in the readings that is of personal primary interest—something s/he wishes to "keep in mind" to improve professional practice. The logs will be shared in class in small and large group exercises.

III. Group Professional Development Presentation (30% of final grade)

The purposes of the Group Professional Development (PD) Presentation on chapter topics are to:

- 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.

IV. NCATE Assessment: Individualized Education Program Project: Plan and Narratives (36% of final grade; group assignment)

This assignment is standard to all sections of EDSE 662. In Dr. Asen's classes, this is a team assignment. 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:
  - o Roles of students with disabilities, families, and school and community personnel in planning of an individualized program.
  - o The collaborative activities that should occur prior to development of the IEP.
  - o The collaborative activities that should occur after the development of the IEP.
  - o Methods of involving students, families, related service providers, and other professionals in the IEP development process.
  - o Methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process.

Schedule

The course calendar is subject to change (topics, assignments, due dates, etc.) at the discretion of the professor. The most current version will be kept on Bb as a separate Calendar file with the version date in the file name.

Class	Topics	Assignments; Due Next Class

1:
5/28
	Stakeholders
	Affirmation of goal
	Partnerships
	Identity
	   Molecule/Perspectives
	Syllabus, Assignments,
	   Assessments
	Teams: IEP; group
	   presentation
	Professional development
	IEP: selecting a student;
	   gathering background
	   information; PLAAFP
	Everyday Leadership
		• Read/respond: Friend & Cook chapter 1 Foundations and Perspectives
		• Read: Friend & Cook chapter 12 Community and Interagency Contexts, only:
		  o Blue boxes on pages 297, 298, 301
		  o Summary p. 306
		• Read: Friend & Cook chapter 13 Issues Related to Education Collaboration, pages 309-315 (through Competing Professional Obligations); pages 317-322
		• Read Gibb & Dyches Preface, Introduction (pages 1-13)
		
		Due next class:
		• 3 reading logs:
		  o Chapter 1
		  o Combine chapters 12 and 13 into one response log
		  o Gibb & Dyches introduction
		• Select a student for your IEP project and complete (hand in) IEP Project Step One Choose a Student

2:
6/4
	Guest Barbara Fisher,
	   FCPS School Social
	   Work Services
	Guest Kristen Biernesser,
	   FCPS School
	   Counseling Services
	Fundamentals of
	   collaboration
	IEP: gathering background
	   information, PLAAFP,
	   measurable annual goals,
	   short term objectives,
	   benchmarks
	Problem solving processes
	   and tools
		• Readings (TBA) in preparation for next week's guest speaker.
		• Read in Gibb & Dyches the background information for the 4 case study students (pages 9 – 38)
		• Read/complete Gibb & Dyches Step 1 PLAAFP
		• Read in Gibb & Dyches the PLAAFP of the 4 case study students (pages 9 – 38)
		
		Due next class
		• Draft of IEP project Step Two Component A.1 Prepare Case/Background Information
		• Gibb & Dyches Step 1
		• Work on draft of IEP project Step Two Component A.2: PLAAFP

Class	Topics	Assignments; Due Next Class
3: 6/11	Guest: Greg Taylor, Arlington Public Schools Minority Achievement Coordinator – Working with Others: Cultural Competence and Responsiveness	• Read/respond: Friend & Cook chapter 5 Interpersonal Problem Solving • Read/complete: Gibb & Dyches, Step 2 Write Measurable Annual Goals; read goals in the case studies (pages 9 – 38) Due next class: • 1 reading log: chapter 5 Interpersonal Problem Solving • Gibb & Dyches Step 2 • Draft of IEP project Step A.2 PLAAFP • Draft of IEP project Step Two Component B.1 and B.2: Measurable Annual Goals with Rationale • Draft of IEP Project Step Two Component C.1, C.2, and C.3: Short Term Objectives / Benchmarks
4: 6/18	**This class session will be held at: FCPS Parent Resource Center, room 100 & 105, 2334 Gallows Rd., 22027** Guest Judy Polivy, FCPS Parent Resource Center Guest via Skype Robert Brown, parent Discussion and draft review: PLAAFP; Goals, Objectives, Benchmarks Problem solving processes and tools	• Read/respond: Friend & Cook chapter 11 Families • Read/complete: Gibb & Dyches, Step 3 Measure and Report Student Progress • Read/complete: Gibb & Dyches Step 4 Services Needed • Read/complete: Gibb & Dyches Step 5 Non-participation • Read/complete: Gibb & Dyches Step 6 Accommodations • Read remainder of components in case studies Due next class: • 1 reading log: chapter11 • Gibb & Dyches Steps 3, 4, 5, and 6 • Work on draft of IEP project: o Step Two Component D Services, LRE, Placement o Step Two Component E Participation in State Assessments

Class	Topics	Assignments; Due Next Class
5: 6/25	Presentation: Families Discussion and draft review: Measure and Report Student Progress; Least Restrictive Environment, and Placement; Non- Participation Problem solving process and tools	• Read/respond: Friend & Cook chapter 6 Teams • Read/respond: Friend & Cook chapter 7 Co-Teaching pages 176-187 (p 161-175 are review) • Read/respond: Friend & Cook chapter 13 Issues Related to Education Collaboration pages 315-317 Working with Other Teachers • Read/respond: Friend & Cook chapter 10 Paraeducators Due next class: • 2 reading logs: o Chapter 6 o Combine the readings in chapters 7, 13, and 10 into one log • Work on draft of IEP project Step Two Component F (all parts)
6: 7/2	Presentation: Teams Presentation: Co-Teaching and Paraeducators Discussion and draft review: Accommodations	• Read/respond: Friend & Cook chapter 2 Interpersonal Communication • Read/respond: Friend & Cook chapter 8 Consultation, Coaching, and Mentoring • Read/complete: Gibb & Dyches Step 6 Accommodations Due next class: • 2 reading logs: chapter 2; chapter 8 • Review, revise, edit IEP project Step 2
7: 7/9	Presentation: Interpersonal Communication Presentation: Consultation, Coaching, and Mentoring Finalizing IEP project Step 2 Problem solving process and tools	• Read/respond: Friend & Cook chapter 3 Listening, Responding, and Giving Feedback • Read/respond: Friend & Cook chapter 4 Integrating Skills in Interviews Due next class: • 2 reading logs: chapter 3; chapter 4 • Team submission of IEP project Step 2 in print and electronically on Bb

Class	Topics	Assignments; Due Next Class
8: 7/16	Presentation: Listening, Responding, and Giving Feedback Presentation: Integrating Skills in Interviews Preparing for the narrative on IEP collaboration	• Read/respond: Friend & Cook chapter 9 Difficult Interactions • Read/respond: Friend & Cook chapter 13 Issues Related to Education Collaboration, pages 325 (Collaboration with Students) – 333. Due next class: • Reading log: combine the readings in chapters 9 and 13 into one log • Draft of IEP project Step Three: Narrative on IEP Collaboration

9: 7/23	Presentation: Difficult Interactions and Ethics in Collaborative Practice
	Collaboration with students
	Course alignment with CEC Standards 1, 2, 3, and 7
	Discussion: reading log insights and the collaborative nature of the IEP development process, including roles and collaboration in IEP planning
		• Readings TBD
		
		Due next class:
		Final copy of the IEP project narrative
		• Team submission of IEP project narrative:
		  o In print in class
		  o Electronically on Bb
		• Individual submission to TaskStream: IEP project Steps 2 and 3 to TaskStream.

10: 7/30	Being an ally Change-Based Adoption Model (C-BAM) Negotiation Viewing from the Balcony Goals quilt Parting Thoughts Self-assessment Course evaluation	Rest & Relaxation WAHOO! Yea, you!