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

Fall 2015
EDSE 662 002: Consultation and Collaboration
CRN: 71902, 3 - Credits

Instructor: Ms. Carmen Rioux-Bailey	**Meeting Dates:** 08/31/15 - 12/21/15
Phone: 202-302-3223 (mobile)	**Meeting Day(s):** Thursday
E-Mail: criouxba@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: T and R by appointment	**Meeting Location:** Fairfax KH 17

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

Course Description
Provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers. Prerequisite(s): Teaching licensure, or enrollment in graduate degree program in education. 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.

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.

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

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, M., & Cook, L. (2013). *Interactions: Collaboration Skills for School Professionals* (7th ed.). Boston: Pearson Education, Inc.

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

Required Resources
Computer and access to Blackboard

Additional Readings
As assigned

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 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 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 per day 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.

Blackboard 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 Blackboard (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 Blackboard. Failure to submit the assessment to 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 Blackboard 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 (Blackboard submission required).
Collaborative IEP Development Project (35 points)* due 12/17 and submitted to Blackboard

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 on the course Blackboard site, along with the Virginia Department of Education Sample IEP Form that is to be used unless there is an actual student on whom the IEP will be based. 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?

Performance-based Common Assignments (No Blackboard submission required).
2. Professional Code of Ethics: (25 points) due 9/24
Review the GMU CEHD Professional Dispositions at
http://cehd.gmu.edu/teacher/professional-disposition and the CEC Special Education Professional Ethical Principles at

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.

1. Self- Analysis: Consultation, Collaboration, and Teamwork (25 points) due 10/15
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.

       Other Assignments.
3. Co-Teaching Best Practice Presentation (15 points) due 11/12 Prepare a short presentation (20 mins) about a promising practice in and guidelines for, co-teaching. This should be geared towards a mixed audience of general and special education teachers, and focused on either elementary or secondary co-teaching. The presentation should incorporate a mixture of media so it can be used as an online training module.

Schedule

Class Session	Topic/Learning Experiences	Do This: Readings (complete *after* this session) and Assignments (to be turned in *on or before* this session)
1 9/3	Overview of Consultation, Collaboration, and Teamwork	Friend and Cook Chapter 1
2 9/10	Collaborative Work Styles	Friend and Cook Chapter 2

3 9/17	Collaborative Work Styles in Action	Friend and Cook Chapter 10
4 9/24	Collaborating with School Professionals	**Ethics Paper Due** Friend and Cook Chapters 6 and 12
5 10/1	Collaboratingwith Families	Friend and Cook Chapters 4 and 11
6 10/8	Collaborating with Students	Friend and Cook Chapter 3
7 10/15	Consultation and Coteaching	Friend and Cook Chapter 7 **Self-Analysis Paper due**
8 10/22	Consultation and Coteaching	Friend and Cook Chapter 8
9 10/29	Preventing and Managing Conflict	Friend and Cook Chapter 9
10 11/5	Preventing and Managing Conflict	Friend and Cook Chapter 13
11 11/12	Collaboration Best Practices Presentations	**Coteaching Best Practices Presentation due**
12 11/19	Leading and Collaborating on Change Efforts	Online reading
13 12/3	Collaboration Panel	Online reading
14 12/10	Collaboration and the IEP	
15 12/17	Collaboration and the IEP	**Collaborative IEP assignment submitted to Blackboard**

Appendix:
All rubrics, forms, resources etc. for each Major Assignment can be found on the Blackboard site for this course in an assignment-specific folder under the "Information" tab on the course menu