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

Summer 2015
EDSE 662 690: Consultation and Collaboration
CRN: 42682, 3 - Credits

Instructor: Dr. Carlyn Floyd	**Meeting Dates:** 5/28/2015 - 7/30/2015
Phone: 703-201-9809	**Meeting Day(s):** Thursdays
E-Mail: cfloyd3@gmu.edu; Quick answers: cefloyd@fcps.edu	**Meeting Time(s):** 4:30 pm-8:30 pm
Office Hours: as requested by appointment	**Meeting Location:** Off-campus/Other OCL OCL

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

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

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

(1) Friend & Cook, _Interactions: Collaboration Skills for School Professionals_, Pearson, 7th edition, ISBN 9780132774925

(2) 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
See above

Required Resources
On Blackboard

Additional Readings
On Blackboard

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.

- For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.
- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.
- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to participation in this class.
- For each in-class hour devoted to this course content, students are expected to spend at least 3 hours outside of class on course related assignments, which is a typical in-class to out-of- class ratio for graduate level coursework.
- Retain electronic copies of all course products for use during the portfolio phases of the M.Ed. or licensure programs.
- Exemplary work should be considered for presentation or publication opportunities.

Late Work.

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be communicated to students in class. I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment by emailing the assignment to me (cfloyd3@gmu.edu) with a time sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time.

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

A	=	94 – 100 percent	A-	=	90 – 93 percent

B+	=	86 – 89 percent	B	=	80 – 85 percent
C	=	70 – 79 percent	F	=	Below 70 percent

Assignments
Performance-based Assessment (TaskStream submission required).

IEP Assignment (40 points)

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. Candidates will demonstrate their ability to develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes:

1. justification for their decisions within the IEP,
2. explanation of the collaborative process required, and
3. description of how the assignment connects with CEC Standards 1, 2, 3, 7, and 10.

Throughout the assignment it is critical to incorporate collaborative aspects of developing an IEP with stakeholders, including the student (as appropriate), family members, general educators, related service providers, school administrators, and other relevant parties. In continuously considering the collaborative aspects of the IEP process, candidates will participate in in-class cooperative learning opportunities, such as role-play exercises, and activities designed to prepare for the IEP product and writing of the narratives.

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

Group Professional Development Presentation: 30 points

Design a professional development activity. The purpose of this assignment is twofold: (1) to develop a staff development presentation which will be presented to the class on the last class meeting; and, (2) to provide students with the opportunity to hone their collaborative skills. This project will introduce 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, for example, in the area of instruction, you might consider **a research-based instructional practice, co-teaching,** or your group might consider **positive behavioral supports**. Your presentation should include handouts, PowerPoint, a related reading and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. 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.

Minimum of 5 people per group; 30 minute presentation

Blackboard Discussion (10 points)

You will be assigned Blackboard videos or articles. You will then post your responses to the questions at the end of the videos or articles 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.

Self – Analysis: Consultation, Collaboration and Teamwork (20 points)

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 up on 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 in a special education teaching position) 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 should be no more than 5 pages, double spaced and

Other Assignments.

Schedule

Class	Topic	
1 – 5/28	Fundamentals of Collaboration: Overview, definitions, characteristics, problems and framework for understanding; Writing IEPs Part 1, 2	Ch 1; IEP part 1 and 2
2 – 6/4	Communication; Interactions Ch 2,3; IEP writing part 3	Ch 2, 3; IEP part 3
3 – 6/11	Begin Group work for 7/16; Draft PLAAFP for your student	Ch 3; Draft
4 – 6/18	Interviews and Problem Solving; Issues and Ethics in Collaboration; Drafting the PLAAFP for your student	Ch 4, 5, 13; Self Analysis Due by 6/20 9PM by Email
5 – 6/25	Online – Group work for project	Watch videos and respond on BB to questions due 6/27 9PM
6 – 7/2	Teams; Coteaching and Paraeducators; IEPs part 4	Ch 6, 7, 10
7 – 7/9	Consultation, Coaching and Mentoring Writing IEPs part 5 – work on project	Ch 8
8 – 7/16	Difficult interactions; Review IEP examples Presentations	Group Presentations: Prof Dev
9 – 7/23	Families and Communities; work on IEP Project	Ch 9, 11-13
10 – 7/30	IEP Task Stream assignment Due	Upload by 7/30 at 4PM

Appendix

IEP ASSIGNMENT DIRECTIONS

Step One: Choose a Student

For this assignment, the instructor will assign a case study.

Step Two: Prepare and Write Your Case

Using the information available to you about your student, create a narrative with the components identified below. Head each section of the document with the corresponding component. Within each indicated section or heading, include the component and a separate subheading for your rationale.

Component A: Present Level of Academic Achievement and Functional Performance (PLOP) *CEC/IGC Standards 2 & 3*

1. Using all documentation available, identify information about the student that is relevant to the following areas:
    a. Student Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.
    b. Parent/Guardian/Family Member Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the parent(s)/guardian(s)/family member(s).
    c. Evaluations: The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).
    d. Assessments: The results of the student's performance on any general state or district-wide assessments, as appropriate.
    e. Needs: The academic, developmental, and functional needs of the student.
    f. Behavior: In the case of a child whose behavior impedes the student's learning or learning by others, consider interventions, support, and strategies to address that behavior (e.g., Positive Behavioral Interventions and Supports [PBIS]; Functional Behavioral Analysis [FBA]).
    g. Limited English Proficiency: In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
    h. Blind or Visually Impaired: In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate

reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

i. <u>Communication (Including Deaf or Hard of Hearing):</u> Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication mode, academic level, and full range of needs, including opportunities for direction instruction in the student's language and communication mode.

j. <u>Assistive Technology:</u> Consider whether or not the student needs assistive technology devices and services.

2. Develop a statement of the student's present levels of performance. Include:
- Description of the student's strengths with evidence from evaluations, assessments, and student/family member's perspectives,
- Description of areas in need of improvement (needs/behavior) with evidence from evaluations, assessments, and student/family member's perspectives AND how performance differs from peers,
- Educational implications of the student's:
  - Mild to moderate exceptionalities,
  - Sensory impairments (when applicable),
  - Variations in cultural beliefs, traditions, and values.

Component B: Measurable Annual Goals *CEC/IGC Standards 1 & 7*

1. Create 3 annual goals for the student. The goals must be:

- Based on the present level of performance statements and the student's needs.
- Observable and measurable.
- Age and ability appropriate.
- Prioritized and based on the scope and sequence of the VA SOL.
- Focused on increasing skills and/or positive behaviors.
- Responsive to variations in beliefs, traditions, and values across cultures.

2. Rationale: Respond to the following questions:

a. How are these goals prioritized and age appropriate?
b. In what ways do these goals reflect the PLOPs?
c. In what ways do these goals show increasing skills and/or positive behavior for the student?
d. In what way are these goals responsive to any variations in beliefs, traditions, and values of the student or his/her family?

Component C: Short Term Objectives/Benchmarks CEC/IGC Standards 1 & 7

1. Write at least *2 short-term objectives or benchmarks* for each annual goal. The objectives/benchmarks relate to the goal and are derived by breaking the annual goal down into smaller, achievable tasks. The criteria must be appropriate for the student and for performance of the task.
2. Each objective/benchmark should include:
    - Task,
    - Condition, and
    - Criterion.
3. Rationale: Respond to the following questions:
    a. How are these short-term objectives based on sequential age and ability appropriate for individualized learning objectives?
    b. How do these objectives relate to the annual goals?
    c. How do these objectives include learner criteria that are appropriate to task performance? Justify your criteria.
    d. Do the objectives include statements of generalization and maintenance?

Component D: Services, Least Restrictive Environment, Placement CEC/IGC Standards 1 & 7

1. Identify and describe the student's placement on the continuum of services.
2. List and describe all appropriate program, primary, and related services* that the student needs to appropriately participate in the students' least restrictive environment. Include a statement of:
    - What the service is (e.g., individual/small group instruction in 7th grade social studies; individual occupational therapy)
    - How often the services will occur (e.g., every day for 50 mins; once a month for 30 mins)
    - Duration of services, with start and end date (e.g., duration: 6 months; start date: 9/3/2013; end date: 2/3/2014)
    - Location of the service (e.g., XYZ school; Fairfax Hospital)
    - Setting of the service (e.g., self-contained classroom with special educator and assistant; occupational therapy room at local hospital)
    - Who will deliver the service (e.g., special educator; occupational therapist)
3. Indicate if there are any activities in which the student is unable to participate, even with support.
4. Rationale: Respond to the following questions:
    a. Why did you choose the program and services you describe?
    b. How do the primary, program, and related services consistently align with the areas of need based on the students PLOP?
*For the purposes of this assignment:
    - *Related services* include physical therapy, occupational therapy, speech-language pathology, social work, and other services.
    - *Assistive Technology* may be one of the services considered for this assignment.

Component E: Participation in State Assessments CEC/IGC Standards 1 & 3

1. Describe the student's participation in state assessments. The assessment(s) noted and participation levels described must reflect:

   - The impact that exceptionalities (including auditory and information processing skills) can have on an individual's testing abilities.
   - Consideration of due process rights, assurances, and issues related to assessment.
   - Accommodations, as suitable, and described, if they are needed.

2. Rationale: Respond to the following questions,

   a. What did you consider in selecting the appropriate levels of student participation in state assessments?
   b. How are the student's participation levels specifically related to the PLOP, including any issues related to auditory and information process skills (as appropriate)?
      *A quality written rationale includes consideration of the above and discusses how the levels of student participation in the selected state and district-wide assessments relate to present levels of performance. You may use Virginia state assessments as your model.

Component F: Accommodations and Modifications CEC/IGC Standards 3 & 7

1. Describe the accommodations and/or modifications necessary to individualize instruction to provide meaningful and challenging learning for the student that:

   - are based on the present levels of performance and assessment data and (2) consider the student's exceptionalities
   - allow the student to access the general education curriculum.
   - assist in providing meaningful and challenging learning experiences for the student.
   - provide access to educationally related settings, including non-academic and extra-curricular activities.

2. Rationale: Respond to the following questions:

   a. How did the student's PLOP relate to the choice of accommodations?
   b. How do the above provide access to nonacademic and extracurricular activities and are they appropriate to the needs of the student?
   c. Explain how the selected accommodations and/or modifications are based on assessment data.
   d. In what ways did you consider the student's exceptionality?

Step Three: Narrative on IEP Collaboration

CEC/IGC Standard 10

Under a separate heading in the document, describe the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. This includes a discussion of:

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