



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

Fall 2017

EDSE 663 626: Collaborative Teamwork to Support Students with Significant Disabilities
CRN: 82228, 3 – Credits

Instructor: Dr. Ann Finan	Meeting Dates: 09/11/17 – 11/20/17
Phone: 703-989-9759	Meeting Day(s): Monday
E-Mail: afinan@gmu.edu	Meeting Time(s): 5:00 pm - 9:00 pm
Office Hours: Before or after class by appointment	Meeting Location: Off-campus/Other,
Office Location: Classroom	Other Phone: 703-989-9759

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

Prerequisite(s) None

Co-requisite(s) None

Course Description

Focuses on models of teamwork, group decision making, team process, leadership and communication and how they influence services for individuals with significant disabilities and their families. Provides an understanding of collaborative structures and demonstrates knowledge of skills and strategies to maintain effective relationships with a variety of stakeholders in collaborative settings. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should

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

Advising Tip

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
2. Identify and discuss the roles and responsibilities of the collaborative team to support students with significant disabilities.
3. Outline culturally responsive strategies that support and assist families in becoming active partners in the education of their children with significant disabilities.
4. Consider specific strategies to plan for, support, engage and monitor paraprofessionals working educational settings.
5. Evaluate and plan for the role of community agencies and other resource providers within the collaborative model to support the needs of students with significant disabilities.
6. Examine how personal perspectives and bias affect team interactions as well as influence decisions related to the instructional, communication, behavior, and or physical/medical needs of students with significant disabilities.
7. Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to support the instructional, communication, behavior, and or physical/medical needs of students with significant disabilities.

Course Relationship 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 Adapted Curriculum K-12 and 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 that will be addressed in

this class include Standard 6: Professional learning and ethical practice; Standard 7: Collaboration. Standard 6 Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Standard 7 Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Required Textbooks

Friend, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals (8th ed.)*. Boston: Pearson.

Doyle, M. B. (2008). *The Paraprofessional's Guide to the inclusive classroom (3rd ed.)*. Baltimore, MD: Brookes.

Recommended Textbooks

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

Course Performance Evaluation

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

Tk20 Performance-Based Assessment Submission Requirement

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

For EDSE 663, the required PBA is Collaborative Team Improvement Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

You will use group problem solving skills to develop, practice, and evaluate collaborative activities. Specifically, you will

- (a) select a scenario from the menu of scenarios,
- (b) identify the desirable outcomes for the student(s), family, and school;
- (c) design a plan that will bring resolution to the problem,
- (d) describe how the team will work together to get to resolution,
- (e) reflect on the process and outcomes from the perspective your role on your course team,
- (f) record one work session to submit to your instructor as evidence of productive collaboration.

The steps include:

- (1) ***Each of your teammates will assume two roles:*** a simulated professional role other than what you currently hold (i.e., general education teacher, special education teacher, administrator, related service professional, family member, etc.); and a team role in the process (i.e., which pieces of the work are you going to contribute to your team project) (NOTE: different scenarios may warrant different team configurations).
- (2) Select a scenario from the following, (Greater detail on each scenario will be provided once you have selected a scenario):
 - a. Third grader Joseph Smith's parents want to increase the amount of time he spends in general education classes. Right now, he goes to art and music with his third grade peers, two days a week each. His parents want him to receive all of his academic instruction in third grade general education classes also. His current academic skills are below the first grade level. This has created a conflict with the school administration and prompted a call for an IEP meeting. Your team will have to plan how to resolve this issue before legal professionals become involved.
 - b. A school team is meeting to analyze Mary Jones' violent outburst that resulted in a teacher being injured and developing proactive measures to reduce the chances that it will happen again. The team must develop the plan that will allow Mary to stay at her current school.
 - c. A team of professionals at Junction High School has convened because budget cuts from the superintendent have resulted in layoffs of several paraprofessionals, including the one who accompanies Mikey Martin who has moderate to severe multiple disabilities including visual impairment to general education algebra and biology classes. The team has to develop a plan to meet his needs in those settings.
- (3) Using the information you have collected on effective collaboration in class and through additional literature review, you will ***develop the project.***
- (4) Once the written portion of the project is completed, teams will ***present their projects*** to the class.
- (5) Based on your project and the processes involved with developing them, each student will ***provide*** his or her ***individual written reflections*** of the teaming process.

Project Components

Project Narrative

1. **Statement of the Problem:** The statement of the problem should include a specific description of the problem you will resolve. Here you will **briefly** describe the scenario, with a **general** description of both the student (strengths, areas of need, etc.) and the education environment. A **brief** introduction of each team members' role in the simulation (and who on the project team is assigned those roles) should be included in this section as well as a summary of initial concerns of each team member in their simulated professional role, including the family of the student with moderate to severe exceptional learning needs. At the end of this section, you will provide the intended outcomes for the simulated collaboration. The outcomes should include what would be projected for both the student and the team.
2. **Review of the Literature:** Explain the importance of resolving this issue in a collaborative manner. Review literature relevant to the problem you have selected to address, including any regulations or evidence-based practice supporting your efforts. Provide at least three references in addition to what you find in your textbooks (website references, such as those providing access information on exceptionalities, can be used but must be in addition to the three references and the textbook).
3. **Methods:**
 - a. **Participants**
 - i. Describe the case student and the educational environment, you can use a real child as a model but not use real names;
 - ii. Describe the family and their level of participation in the student's education;
 - iii. Describe your team role(s) and responsibilities on the project;
 - iv. Describe your professional role(s) and functioning role(s) within the simulation.
 - b. **Project Goals and Outcome Measures**
 - i. Describe the goals for your project including those for your project team as well as the goals within the simulation (student goals, simulation team goals);
 - ii. Describe the measures you will use to determine that your goals for your project team, the student, and the simulation team have been met.
 - c. **Teaming Methods for Working on Project**

Discuss how will you work together to foster respectful and beneficial relationships as a team to get the project completed?

 - i. What specific responsibilities will you have?
 - ii. Describe the models and strategies your team will use to collaborate with each other during the teaming project.
 - d. **Teaming Methods to Apply to the Simulation, in your assumed role (i.e., OT, PT, SLP, Family, Teacher, Administrator, School Nurse, Behavior Specialist, etc.),**
 - i. Discuss what perspectives would you bring to the solution;

- ii. Discuss how would you handle a disagreement with another discipline including the family.
 - e. Development of strategies based on state and federal regulations and on evidence-based practice to resolve the target issue within the simulation, for example (but not limited to):
 - i. Scenario 1 will require reviewing regulations and best practices on IEP development
 - ii. Scenario 2 will require reviewing best practice regarding functional behavior assessments and behavior intervention plans
 - iii. Scenario 3 will require content on best practice in supporting students in inclusive settings
 - f. Describe the models and strategies of consultation and collaboration that will be used to identify and manage potential conflicts with your project team and projecting what might occur in the simulation.
 - g. Provide detailed steps of how team members will communicate with school staff about the characteristics, needs, and strategies to be used with the target learner.
 - h. Provide detailed steps of how team members will communicate to family members from diverse backgrounds.
 - i. Describe the models and strategies of consultation and collaboration that will assist individuals with moderate to severe exceptional learning needs and their families in becoming active participants in the educational team.
4. **Results and Discussion:** Summarize the results of the project objectively and succinctly. Were you an effective team, what indicates that you were or were not? This is where you leave the simulation and explain the results of how you worked together as a team. If this were a real situation, what impact do you think your teaming strategies would have had on the outcomes for the student, the family, and the other team members. Describe team members' views of the successes of the project and analyze what went well. Describe team members' views of the shortcomings of the project and analyze what might have been done differently.
5. **References:** Cite at least 5 supportive references for entire paper that are both current and relevant to project focus.

Performance-based Common Assignments (No Tk20 submission required.)

Group PowerPoint

Prepare and deliver 20 to 30 minute PowerPoint presentation of your team's work, which demonstrates the effective use of verbal, non-verbal, and written language. Divide the presentation among your team members, making sure you identify who prepared which slides. Use the notes pages feature to list substantive talking points, referring to pages in your written product. Present to the class and open it up for questions, discussion, and feedback for an additional 10 minutes.

Other Assignments

Individual Reflection of Teaming Process

Each team member will prepare a 2-3 page double-spaced paper reflecting on your experience working as a team. You will include the following:

- a. For your role on your project team:
 - i. reflection on your behavior as a contributing team member;
 - ii. discussion of barriers or conflicts you encountered and how you resolved them; how the experience could have been better, etc.;
 - iii. discussion of how your biases and beliefs influenced your opinions, behavior;
 - iv. identify resources (publications, organizations, services) that would support you as a team member.
- b. For your assumed role as a professional within the simulation:
 - i. reflection on what kind of biases would affect successful collaboration in your assumed professional role;
 - ii. identify resources (publications, organizations, services) that would support a person who serves in this capacity;
 - iii. Reflect on how well you upheld high standards of competence and integrity and exercised sound judgment in your assumed professional role.

Course Policies and Expectations

Attendance/Participation

Your participation is a critical part of the team dynamic and success.

Participation is not just about attendance but taking an active part in both in-class and out-of-class activities -- being a contributor to the overall success of the class. Each week you will engage in various group activities that will be assessed. These activities may include discussions, debates, role plays, resource sharing, simulations, etc.

Emergencies do happen. If you know of an upcoming absence please let me know. If you miss a class without contacting me, there will be a deduction in your final grade.

Late Work

All assignments must be submitted by the designated date and time. Failure to do so will result in a 5 point deduction from the assignment for each day after the assignment is due. If there is an extenuating circumstance, you must get permission from the instructors prior to the due date or the points will be deducted.

Grading Scale

Grading Scale

180-200 points A (180-184, A-; 185-195, A; 196-200, A+)

160-179 points B (160-164, B-; 165-175, B; 176-179, B+)
 140-169 points C (140-144, C-; 145-165, C; 166-169, C+)
 139 and below F

***Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).**

Professional Dispositions

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

Class Schedule

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

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Week	Topic	Readings	Assignments
1	Course Overview Effective Teaming Part 1 Issues in Collaboration: Team Action & Problem- Solving	Friend & Cook Chapters 1, 5, 6	
2	Effective Teaming Part 2 Team Project Meetings	Friend and Cook	Teaming Project Part 1

3	Family and Culturally Diverse Perspectives in the Teaming Process Team project meeting	Friend & Cook Chapter 8, 11	
4	Effective Communication Educational and Clinical Teams; Problem solving in the IEP	Friend & Cook Chapter 2, 3, 8	
5	Team Project Meetings	Doyle Chapter 8, 10	Teaming Project Part 2
6	Working with Paraprofessionals Part 1	Doyle Chapter 1-2	
7	Working with Paraprofessionals Part 2	Doyle Chapter 3, 6	Teaming Project Part 3
8	Resolving Conflict Team Project Meetings	Friend & Cook Chapter 9	

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students’ personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

Appendix

Assessment Rubric(s)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Statement of Problem	Candidate fails to provide a clear	Candidate provides a clear description of the	Candidate provides a clear description of the

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
CEC/IIC Standard 7	description of the scenario and appropriately identifies the problem or conflict. Candidate fails to identify the concerns from the perspective of each team member's simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate fails to provide the intended outcomes for the simulated collaboration.	scenario and appropriately identifies the problem or conflict. Candidate identifies the concerns from the perspective of each team member's simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate provides the intended outcomes for the simulated collaboration.	scenario and appropriately identifies the problem or conflict. Candidate identifies the concerns from the perspective of each team member's simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate identifies culturally responsive factors that promote effective communication and collaboration with individuals with moderate to moderate to severe exceptional learning needs, families, school personnel, and community members that would be useful in the selected scenario. Candidate provides the intended outcomes for the simulated collaboration.
Review of the Literature CEC/IIC Standard 6	Candidate fails to explain the importance of resolving this issue in a collaborative manner. Candidate fails to identify evidence-based practices that are	Candidate explains the importance of resolving this issue in a collaborative manner. Candidate identifies evidence-based practices that are	Candidate explains the importance of resolving this issue in a collaborative manner. Candidate identifies evidence-based practices that are

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	relevant to the selected scenario. Candidate fails to access information on moderate to moderate to severe exceptionalities including pertinent laws and regulations.	relevant to the selected scenario. Candidate accesses information on moderate to severe exceptionalities including pertinent laws and regulations.	relevant to the selected scenario. Candidate accesses information on moderate to severe exceptionalities including pertinent laws and regulations and seeks information regarding protocols, procedural guidelines, and policies designed to assist individuals with moderate to severe exceptional learning needs as they participate in school and community-based activities.
Teaming Methods CEC/IIC Standard 7	Candidate fails to describe methods used to foster respectful and beneficial relationships among team members. Candidate fails to describe the models and strategies their team used to collaborate during the teaming project.	Candidate describes methods used to foster respectful and beneficial relationships among team members. Candidate describes the models and strategies their team used to collaborate during the teaming project.	Candidate describes methods used to foster respectful and beneficial relationships among team members. Candidate describes the models and strategies their team used to collaborate during the teaming project. Candidate uses group problem-solving skills to develop, implement and evaluate collaborative activities.
Strategy Development	Candidate fails to develop strategies based on state and federal regulations and on	Candidate develops strategies based on state and federal regulations and on	Candidate develops strategies based on state and federal regulations and on

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
CEC/IIC Standard 6	evidence-based practice to resolve the target issue.	evidence-based practice to resolve the target issue.	evidence-based practice to resolve the target issue. Candidate describes professional activities that benefit individuals with moderate to severe exceptional learning needs, their families, and their colleagues.
Consultation and Collaboration CEC /IIC Standard 7	<p>Candidate fails to describe the models and strategies of consultation and collaboration that were used to address potential team conflicts and those conflicts that might occur within the simulation. Candidate provides a limited plan of how team members will communicate with school staff about the characteristics, needs, and strategies to be used with the target learner. Candidate also fails to detail a plan for communicating with family members from diverse backgrounds.</p> <p>Candidate fails to identify and describe the models and strategies of consultation and collaboration that will</p>	<p>Candidate describes the models and strategies of consultation and collaboration that were used to address potential team conflicts and those conflicts that might occur within the simulation. Candidate details a plan of how team members will communicate with school staff about the characteristics, needs, and strategies to be used with the target learner. Candidate also details a plan for communicating with family members from diverse backgrounds. Candidate identifies and describes the models and strategies of consultation and collaboration that will assist individuals with moderate to severe exceptional learning</p>	<p>Candidate describes the models and strategies of consultation and collaboration that were used to address potential team conflicts and those conflicts that might occur within the simulation. Candidate identifies and describes the models and strategies of consultation and collaboration that will assist individuals with moderate to severe exceptional learning needs and their families in becoming active participants in the educational team.</p> <p>Candidate details a plan of how team members will communicate with</p>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	assist individuals with moderate to severe exceptional learning needs and their families in becoming active participants in the educational team.	needs and their families in becoming active participants in the educational team.	school staff about the characteristics, needs, and strategies to be used with the target learner. Candidate also details a plan for communicating with family members from diverse backgrounds. Candidate details a plan for collaboration with school personnel and community members in integrating individuals with moderate to severe exceptional learning needs into various settings.
Results and Discussion CEC/IIC Standard 6	Candidate fails to summarize the results of the project objectively and succinctly. As part of the team, candidate provides a limited self-reflection of their teaming methods to improve collaboration and guide professional growth.	Candidate summarizes the results of the project objectively and succinctly. As part of the team, candidate conducts a self-reflection of their teaming methods to improve collaboration and guide professional growth.	Candidate summarizes the results of the project objectively and succinctly. As part of the team, candidate conducts a self-reflection of their teaming methods to improve collaboration and guide professional growth. This reflection includes a discussion of any personal cultural biases and differences that affect one's collaboration efforts.
PowerPoint Presentation	Candidate fails to use verbal, nonverbal, and	Candidate uses verbal, nonverbal, and written	Candidate uses verbal, nonverbal, and written

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
CEC/IIC Standard 6	written language effectively to communicate the major elements of their teaming project in a PowerPoint presentation.	language effectively to communicate the major elements of their teaming project in a PowerPoint presentation.	language effectively to communicate the major elements of their teaming project in a PowerPoint presentation. Candidate acts ethically in advocating for appropriate services throughout the presentation.
Individual Reflection CEC/IIC Standard 6	Candidate fails to identify resources that would support a person in their simulated professional role. Candidate provides a limited reflection on how well he or she upheld high standards of competence and integrity and exercised sound judgment in his or her simulated professional role.	Candidate identifies resources that would support a person in their simulated professional role. Candidate reflects on how well he or she upheld high standards of competence and integrity and exercised sound judgment in his or her simulated professional role.	Candidate identifies resources that would support a person in their simulated professional role. Candidate reflects on how well he or she upheld high standards of competence and integrity and exercised sound judgment in his or her simulated professional role. Candidate reflects on his or her commitment to developing the highest education and quality-of-life potential of individuals with moderate to severe exceptional learning needs.