



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

Spring 2022

EDSE 662 001: Consultation and Collaboration

CRN: 10698, 3 – Credits

Instructor: Dr. Helene Shapiro	Meeting Dates: 1/24/22 – 5/18/22
Phone: (703) 919-0920	Meeting Day(s): Monday
E-Mail: hshapiro@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: by appointment	Meeting Location: Fairfax; KH 17
Office Location: Zoom	Other Phone: N/A

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):

Teaching licensure, or enrollment in graduate degree program in education.

Co-requisite(s):

None

Course Description

Provides professionals in special education, regular education, and related fields with knowledge and communication skills necessary for collaborative consultation and technical assistance to other educators and service providers.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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/instruction>

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. Discussion Board (Blackboard)
7. Electronic supplements and activities via Blackboard

Learner Outcomes

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

1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
2. Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
3. Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
4. Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
5. Develop self-assessment techniques for improving consultative and collaboration skills.
6. Plan activities that implement effective consultation and collaboration techniques.
7. Develop an Individualized Education Plan.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. 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 teacher candidates/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.

Required Texts

Friend, M. (2021). *Interactions: Collaboration skills for school professionals* (9th ed). Pearson. ISBN: 9780135752388

Gibb, G. S., & Dyches, T. T. (2016). *Guide to writing quality individualized education Programs* (3rd ed). Upper Saddle River, NJ: Pearson. ISBN-13: 9780133949520

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional Resources:

Boudett, K.P. & City, E.A. (2018). *Meeting wise*. Cambridge, MA: Harvard Education Press. ISBN: 978-1-61250-694-4.

Lawrence-Lightfoot, S. (2003). *The essential conversation. What parents and teachers can learn from each other*. New York: Ballantine Books. ISBN: 0-345-47580-1.

Wenger, E. (1998). *Communities of practice. Learning, meaning, and identity*. Cambridge, United Kingdom: Cambridge University Press. ISBN: 978-0-521-66363-2.

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

For EDSE 662, the required PBA is Individualized Education Program Project. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

**Performance-based Assessment
(VIA submission required)**

The required PBA assignment for this course is an Individualized Education Program (IEP) Project. Students will work to craft a well-developed IEP on a case K-12 student with disabilities.

***Specific instructions will be given in the directions packet that will be posted in Blackboard and reviewed on the first night of class.*

**College Wide Common Assessment
(VIA submission required)**

N/A

Other Assignments

Collaborative Learning Team (CLT) Assignments (100 pts. per assignment)

- Chapter group presentation (Friend, 2021)
- Collaborative lesson plan on chapter for presentation
- Chapter topic position paper (5-10 pgs.) and position paper presentation
 - ❖ The position paper researches a topic from your group chapter. Included is a research review and topic discussion. This is a team effort with only 1 paper submission.

Chapter Review

- If not presenting, complete in-class chapter discussion questions (10 pts each)

Interview Summary Assignment (100 pts)

- Interview 1 special education teacher about their collaboration with colleagues (team, related service providers, administration, families, community resources).
- Interview questions and plan will be developed with your CLT.
- Write a summary report (3pgs.) about the interview (include questions/transcript)

Co-Teaching Lesson Plan Assignment (100 pts)

- Develop a class description and 1 co-teaching lesson plan, using the given co-teaching template.
- Review plan with your CLT
- Write a short summary (1pg) of how this plan will be accessible and beneficial to all students.

Assignment Summary

Participation and Chapter Reviews	100 points
Individual Education Program Project (VIA)	100 points
CLT Chapter presentation	200 points
CLT Collaborative Lesson Plan	200 points

CLT Chapter Topic Position Paper	100 points
CLT Position Paper Presentation	100 points
Interview Summary Assignment	100 points
Co-Teaching Lesson Plan Assignment	100 points
Total points:	1000 points

Course Policies and Expectations

Attendance/Participation

Your attendance and participation in class discussions and activities are critical for your success in this course. You are expected to attend all sessions and actively participate. If you are late, or miss class, communicate this to the instructor as soon as possible and arrange to learn what you missed.

Late Work

No late assignments will be accepted; however, you do have 1 pass to turn in one assignment up to one week late (the “extension” pass) as well as 1 pass to revise an assignment (the “revision” pass). To use the extension pass, inform the instructor of your intent to use it at least 24 hours before the assignment is due. To use the revision pass, inform the instructor within two days of receiving the assignment that you intend to revise and that you will do so by a mutually agreed upon date. You do not need to disclose a reason for using either pass. No other late assignments will be accepted unless there are extenuating circumstances.

Grading

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	<70

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

Date	Topic	Readings	Assignments Due
1/24	<ul style="list-style-type: none"> • Overview of course and syllabus • acronyms and vocabulary • Importance and needs of collaboration and consultation • CLTs- forming groups, norms 	Friend, Chap. 1	<p>Class discussion: Your Top 10 tips for collaboration and avoidances. Who do you collaborate and consult with?</p> <p>Optional: Show and Tell- An article about team collaboration</p>
1/31	<ul style="list-style-type: none"> • Communication skills • Communicating to administrators, colleagues, families, students, community • Review IEP project paper • Legal IEP 	Friend, Chap. 2 Gibbs & Dyches (GD), pp. 1-46	<p>Class Discussion: What are keywords associated with communication skills? How does awareness play in with communication?</p> <p>Optional: Show and Tell: An article about communication</p>

2/7	<ul style="list-style-type: none"> • Active Listening • Cultural Competence • Responding • Giving feedback in conversations • PLAAFP forms • Useful IEPs 	Friend, Chap. 3 GD, Chap. 1	<p>Chaps. 2 & 3 group presentation</p> <p>Class Discussion: What does active listening mean? How do we know when someone is actively listening? How do we respect cultural backgrounds in communications?</p> <p>Show and Tell: Share an article about cultural competence in communications and/or active listening</p>
2/14	<ul style="list-style-type: none"> • Communication skills and Interviews • Formal and Informal interviews • Developing interview questions • Writing annual goals • Writing short-term objectives • Report/measure progress 	Friend, Chap. 4 GD, chap 2 & 3	<p>Class Discussion: Describe a good interview and a troublesome interview.</p> <p>Show and Tell: Share an article on interview pointers</p>
2/21	<ul style="list-style-type: none"> • Interview guest speaker • Group problem solving 	Friend, Chap. 5	<p>Chaps. 4 & 5 group presentation</p> <p>Class Discussion: How would you solve a tough problem within your CLT? How do the various personalities play in?</p> <p>Show and Tell: Share an article about group problem solving.</p>
2/28	<ul style="list-style-type: none"> • Teams • IEP services • Consultation • Related service providers 	Friend, Chap. 6 GD, chap 4	<p>Interview Summary Paper due</p> <p>Class Discussion: What composes a well-run team? Are team norms needed and why?</p> <p>Show and Tell: Share an article about CLTs</p>
3/7	<ul style="list-style-type: none"> • Co-Teaching • IEP accommodations 	Friend, Chap 7 GD, chap. 5	<p>Chaps. 6 & 7 group presentation</p> <p>Class Discussion: How does a smooth, well run co-teaching look? Tell the top 10 pointers for co-teaching and top 10 no-nos.</p>

			Show and Tell: Share an article about co-teaching
3/14	Rest and Relaxation		
3/21	<ul style="list-style-type: none"> • Consultation • Instructional coaching • Mentors • IEP assessments 	Friend, chap. 8 GD, chap. 6	<p>Class Discussion: How would you utilize instructional and behavioral coaching? Please give tips on being a good mentor.</p> <p>Show and Tell: Share an article on instructional coaching and mentoring.</p>
3/28	<ul style="list-style-type: none"> • Difficult interactions and conversations with colleagues • Trouble in the CLT • Trouble in co-teaching • Difficult conversations and interactions with families 	Friend, chap. 9	<p>Chaps. 8 & 9 group presentation</p> <p>Co-Teaching Lesson Plan Assignment due</p> <p>Class Discussion: How would you navigate a tough situation with a co-teacher, teaching assistant, CLT, family, and student?</p> <p>Show and Tell: Share an article about difficult interactions and conversations in the schools.</p>
4/4	<ul style="list-style-type: none"> • Paraeducators (instruction assistants) • Guest speaker (IAs) panel • Classroom management plan (staff) 	Friend, chap. 10	<p>Chap. 10 group presentation</p> <p>Class Discussion: How would you use the services of an instructional assistant? What do you foresee their roles in the classroom?</p> <p>Show and Tell: Share an article about working with assistants.</p>
4/11	<ul style="list-style-type: none"> • Families • Conferences and pre-IEP meetings • Communication awareness with families • Guest speaker panel (families) 	Friend, chap. 11	<p>Chap. 11 group presentation</p> <p>Class Discussion: How can you engage families? Do you believe that staff and families should have an equal partnership in decision-making and IEP development? Why?</p> <p>Show and Tell: Share an article about working with families.</p>
4/18	<ul style="list-style-type: none"> • Communicating with families • Families case studies • Family involvement case law 		<p>Class Discussion: Why is it pertinent for families to be involved? Would a communication awareness</p>

	<ul style="list-style-type: none"> Family communication awareness group discussion 		<p>training be helpful in your interactions? How would that carry over to the parents- do you think this would help empower them?</p> <p>Show and Tell: Share an article about education policy and families.</p>
4/25	<ul style="list-style-type: none"> Special considerations Community Resources School liaisons Transitioning into community Early intervention 	Friend, chap. 12	<p>Chap. 12 group presentation</p> <p>Class Discussion: What are the most invaluable community resources for a teacher. Make a list of community resources that would be beneficial for your students, families, and your teaching.</p> <p>Show and Tell: Share an article about collaboration between school and community.</p>
5/2	<ul style="list-style-type: none"> IEP pre-meeting Writing IEP goals & objectives group work Guest speaker (IEP case manager) 		<p>IEP group presentation</p> <p>Class Discussion: Formulate a list of buzz and action words that you can use in developing IEP goals. How would a pre-IEP meeting be helpful for parents and teachers?</p> <p>Show and Tell: Share articles about developing IEP goals.</p>
5/9	<ul style="list-style-type: none"> IEP meeting roleplay CLT case studies Co-teaching case studies 		Position paper due to BB
5/16	<p>Position paper presentations</p> <ul style="list-style-type: none"> Questions and comments about topics 		IEP project due to BB

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-confidential Employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Appendix
Assessment Rubric(s)

VIA Performance-Based Assessment for EDSE 662: Individualized Education Program

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Present Levels of Performance</p> <p>CEC/IGC Standards 1 & 4</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate writes a present levels of performance statement that: <ul style="list-style-type: none"> ○ lacks consistent or logical links to evaluations and assessments and/or ○ fails to include educational implications of the student's exceptionality, and/or ○ fails to consider variations in beliefs, traditions, and values across and within cultures. • Candidate fails to demonstrate respect for the student by using biased and negative language. • Candidate fails to show evidence of the similarities and differences between the student's development and typical human development. • Candidate includes statements irrelevant to the performance within the past calendar year or since the last IEP. • Candidate uses educational jargon and/or does not define terms that may not be understood by all who participate in the IEP development. 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> ○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests), ○ reference to the similarities and differences between the student's development and typical human development, ○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate identifies specific areas of need and for each identified area describes what the student: <ul style="list-style-type: none"> ○ currently can do, ○ currently cannot do that is appropriate for curriculumbased or age-based or abilitybased expectations, and ○ needs to do within the coming IEP year. • Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development. 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> ○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests), ○ reference to the similarities and differences between the student's development and typical human development, ○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate identifies specific areas of need and for each identified area describes what the student: <ul style="list-style-type: none"> ○ currently can do, ○ currently cannot do that is appropriate for curriculumbased or age-based or abilitybased expectations, and ○ needs to do within the coming IEP year. • Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development. • Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.

