



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

Summer 2022

EDSE 662 665: Consultation and Collaboration

CRN: 43905, 3 – Credits

<b>Instructor:</b> Dr. Chris McElwee	<b>Meeting Dates:</b> 5/24/22 – 7/26/22
<b>Phone:</b> 703-864-5776	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> cmcelwee@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 8:30 pm
<b>Office Hours:</b> By Appointment Only	<b>Meeting Location:</b> Off-campus
<b>Office Location:</b> Findley Hall – Rm. 208A	<b>Other Phone:</b> NA

**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 speded@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/instructions>.

### **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, 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* (9<sup>th</sup> ed). Pearson. ISBN: 9780135752388

Gibb, G.S., Taylor, T.M. (2022). *IEPs: Guide to writing individualized education programs* (4<sup>th</sup> ed.). Pearson. ISBN: 9780135915783

### **Recommended Texts**

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

### **Additional Readings**

Additional readings will be posted on Blackboard as needed.

### **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)**

#### **Individualized Education Program Project – (100% points)**

The required PBA assignment for this course is an Individualized Education Program (IEP) Project. Students will work to craft a well-developed IEP paper 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**

NA

## ***Other Assignments***

### **Collaborative Learning Team Group and Assignments** – (100 % points *per assignment*)

Each student will be placed by the professor in a Collaborative Learning Team (CLT) group for the course. Within the CLT group, three major graded assignments will be completed: a Chapter presentation, a collaborative lesson plan based on the chapter being presented, and a position paper about a topic in the chapter being presented. A fourth assignment, the CLT log, will be maintained by the group and graded as part of the daily activities and participation.

- **Chapter Group Presentation** – Each CLT group will plan and present **one** of the following chapters to the class: Chapters 5, 6, 7, 9, 10.
- **Collaborative Lesson Plan** pertaining to the chapter group presentation chapter.
- **Position Paper** pertaining to the chapter being presented. The CLT group will decide on a topic for research and discussion based on the information in the chapter they are presenting.
- **CLT Log** will be maintained by each group to delineate what each group has accomplished during their class meeting.

*\*\*Specific instructions will be posted on Blackboard and described on the first night of class.*

### **Interview Summary Assignment** – (100% points)

There will be **one interview of a special educator** who has collaborated with other staff members (e.g., ESOL teachers, General Education teachers, Special Education teachers, administrators, etc...) within the work setting during the school day. During the interview sessions, students will “interview” the special educator using questions *developed in your CLT group*. A paper will be developed based on the responses of

*\*\*Specific instructions will be posted on Blackboard and discussed on the first night of class.*

### **Case Study “Back to the Case” Discussion Questions** – (10 points per set of discussion questions)

As part of the participation grade, each student who is **not presenting** the chapter will complete the “Back to the Case” Discussion Questions.

*\*\*The list of questions and further directions will be given in the directions packet that will be posted on Blackboard by the first night of class.*

### ***Assignment Summary***

<b>Assignments</b>	<b>% points</b>
Individual Education Program Project (VIA)	100 points
CLT: Chapter Group Presentation	100 points
CLT: Collaborative Lesson Plan	100 points
CLT: Position Paper	100 points
Interview Summary Paper	100 points
Attendance/Participation (Case Study Discussion Question sets, CLT Log)	100 points = 50 points attendance/ 50 points participation
Total Average of all % Points:	xxx/100 points

### ***Attendance/Participation***

Class attendance and participation are essential to this course because of the complexity of the course content. Attendance points (5 points per class) are earned for each class to give students experience with and class credit for engaging in key activities related to the course content. Students are expected to be on time for class; actively participate in activities; and remain for the duration of class time. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. *If you are unable to make a class session during the semester, please contact the instructor by phone or email BEFORE the class session when you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without penalty, as long as the instructor is notified BEFORE the class session.* In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Two or more unexcused absences may result in students not being successful in the course.**

In addition, as part of the **participation grade**, students will complete the “*Back to the Case*” discussion questions if not presenting the chapter (Ch. 5, 6, 7, 9, 10) being presented (*directions will be given on the first night of class*), and the *CLT log* maintained by the group.

**Use of Computers, Cell Phones, PDAs, iPads and other electronic devices and materials:** Please be *fully present* in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. *Please use computers only for work related to the*

*current class activity*. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for the class session. If, *for emergency reasons*, you must be available via cell phone, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

### **Late Work**

**All assignments should be submitted *on or before* the assigned due date via BlackBoard.** In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.

Late assignments will be accepted in the following manner,

- 5% point deduction – up to 1 week late
- ☒ 10% point deduction – 1-2 weeks late
- ☒ 25% point deduction – 2 weeks late up through last class

### **Grading**

<b>A</b>	<b>=</b>	<b>95-100%</b>
<b>A-</b>	<b>=</b>	<b>90-94%</b>
<b>B+</b>	<b>=</b>	<b>87-89%</b>
<b>B</b>	<b>=</b>	<b>80-86%</b>
<b>C+</b>	<b>=</b>	<b>77-79%</b>
<b>C</b>	<b>=</b>	<b>70-76%</b>
<b>F</b>	<b>=</b>	<b>69% and below</b>

**\*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	Topics	Assignments Due
May 24	<p><b>Mandatory Synchronous Online Class</b></p> <p>Overview of Course  Review of Syllabus  Introduction to Consultation and Collaboration  Ch. 1 (Friend) – Foundations and Perspectives  Forming CLT Groups</p>	<ul style="list-style-type: none"> <li>➤ Blackboard access</li> <li>➤ Email access</li> </ul>
May 31	<p>Integrating Skills in Formal &amp; Informal Interviews</p> <ul style="list-style-type: none"> <li>• Developing Interview Questions</li> </ul> <p>Introduction: Special Education and the Individualized Education Program</p> <p>**Review assignments  **CLT Work – Develop interview questions</p>	<ul style="list-style-type: none"> <li>➤ Read Friend– Ch. 4</li> <li>➤ Read Gibb &amp; Taylor (GT) – pp. 1-54</li> </ul>
June 7	<p>Group Problem Solving</p> <p>** Interview Guest Speaker</p> <p>** Review Interview Summary paper assignment</p> <p>**CLT Work</p>	<ul style="list-style-type: none"> <li>➤ Read Friend – Ch. 5 <ul style="list-style-type: none"> <li>• Chapter Group Presentation</li> <li>• Back to the Case Discussion Questions</li> </ul> </li> </ul>
June 14	<p>Teams</p> <p>Describe the Student’s Present levels of Academic Achievement and Functional Performance</p> <p>**CLT Work</p>	<ul style="list-style-type: none"> <li>➤ Read Friend – Ch. 6 <ul style="list-style-type: none"> <li>• Chapter Group Presentation</li> <li>• Back to the Case Discussion Questions</li> </ul> </li> <li>➤ Read GT – Step 1</li> <li>➤ <b>Interview Summary Paper due</b></li> </ul>



June 21	Co-Teaching  Writing Measurable Annual Goals  ** CLT Work	<ul style="list-style-type: none"> <li>➤ Read Friend – Ch. 7 <ul style="list-style-type: none"> <li>• Chapter Group Presentation</li> <li>• Back to the Case Discussion Questions</li> </ul> </li> <li>➤ Read GT – Step 2</li> </ul>
June 28	Difficult Interactions  Measure and Report Student Progress  **CLT Work	<ul style="list-style-type: none"> <li>➤ Read Friend – Ch. 9 <ul style="list-style-type: none"> <li>• Chapter Group Presentation</li> <li>• Back to the Case Discussion Questions</li> </ul> </li> <li>➤ Read GT - Steps 3</li> </ul>
July 5	Paraeducators  State the Services Needed to Achieve Annual Goals Explain the Extent, if Any, to Which the Student Will Not Participate with nondisabled Students Explain Accommodations  **CLT Work	<ul style="list-style-type: none"> <li>➤ Read Friend – Ch.10 <ul style="list-style-type: none"> <li>• Chapter Group Presentation</li> <li>• Back to the Case Discussion Questions</li> </ul> </li> <li>➤ Read GT – Steps. 4, 5, 6</li> </ul>
July 12	APA Reference list and citation review  **CLT Work  ** Review CLT Position Paper	<ul style="list-style-type: none"> <li>➤ <b>IEP Papers due and Upload to VIA</b></li> </ul>
July 19	Listening, Responding, and Giving Feedback	<ul style="list-style-type: none"> <li>➤ Read Friend – Ch. 3</li> <li>➤ <b>CLT Position Papers due</b></li> <li>➤ <b>CLT group log due</b></li> </ul>

July 26	<b>Synchronous Online class</b> <ul style="list-style-type: none"> <li>• Position Paper Presentations</li> </ul>	
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### **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](mailto: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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto: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

<p><b>Component A: Present Level of Academic Achievement and Functional Performance (PLOP) CEC/IGC Standards 1 &amp; 4 (20 pts.)</b></p>	<ul style="list-style-type: none"> <li>• 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"> <li>○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests),</li> <li>○ reference to the similarities and differences between the student’s development and typical human development,</li> <li>○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and</li> <li>○ description of variations in beliefs, traditions, and values across and within cultures (as applicable).</li> </ul> </li> <li>• Candidate identifies specific areas of need and for each identified area describes what the student:             <ul style="list-style-type: none"> <li>○ currently can do,</li> <li>○ currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and</li> <li>○ needs to do within the coming IEP year.</li> </ul> </li> <li>• Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development</li> </ul>
<p><b>Component B: Measurable Annual Goals CEC/IGC Standard 3 (10 pts.)</b></p>	<ul style="list-style-type: none"> <li>• Candidate writes clearly stated appropriate age and ability annual goals that:             <ul style="list-style-type: none"> <li>○ reflect areas of need identified in the present levels of performance AND</li> <li>○ identify appropriate targets for student growth within a year.</li> </ul> </li> <li>• Candidate includes for each goal:             <ul style="list-style-type: none"> <li>○ measurable/ observable behavior(s) AND</li> <li>○ condition(s) under which the student’s performance will be demonstrated AND</li> <li>○ appropriate and clear levels of mastery.</li> </ul> </li> <li>• Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills.</li> <li>• Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.</li> </ul>
<p><b>Component C: Short Term Objectives/Benchmarks CEC/IGC Standard 3 (10 pts.)</b></p>	<ul style="list-style-type: none"> <li>• Candidate appropriately selects short-term objectives OR benchmarks to accompany each goal and does not mix using them under one goal.</li> <li>• Candidate writes clearly stated individualized short-term objectives/benchmarks that             <ul style="list-style-type: none"> <li>○ relate to the associated annual goal AND</li> <li>○ are sequential age and ability appropriate.</li> </ul> </li> <li>• Candidate includes for each short-term objective or benchmark:             <ul style="list-style-type: none"> <li>○ the measurable/ observable behavior AND</li> <li>○ the condition(s) under which the behavior will be demonstrated AND</li> <li>○ the target degree of mastery</li> </ul> </li> <li>• Candidate writes short-term objectives/benchmarks that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills.</li> <li>• Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.</li> </ul>

<p><b>Component D: Services, Least Restrictive Environment, Placement</b> <i>CEC/IGC Standard 1</i> (5 pts.)</p>	<ul style="list-style-type: none"> <li>• Candidate lists appropriate program and primary services and related services (if applicable) that demonstrate an understanding of: <ul style="list-style-type: none"> <li>○ the continuum of placement and services available for individuals with exceptional learning needs and</li> <li>○ the concept of the least restrictive environment and</li> </ul> </li> <li>• Candidate identifies appropriate program and primary services and related services (if applicable) that <ul style="list-style-type: none"> <li>○ align consistently with the individual’s areas of need based on present levels of performance and</li> <li>○ provide supports needed for the student to be successful in the least restrictive environment.</li> </ul> </li> <li>• Candidate includes for all services appropriate statements of the following: <ul style="list-style-type: none"> <li>○ location</li> <li>○ frequency</li> <li>○ setting</li> <li>○ duration</li> <li>○ start and end dates.</li> </ul> </li> </ul>
<p><b>Component E: Participation in State Assessments</b> <i>CEC/IGC Standard 3</i> (5 pts.)</p>	<ul style="list-style-type: none"> <li>• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s).</li> <li>• Candidate lists appropriate accommodations for state assessments.</li> <li>• Candidate provides for each accommodation a rationale based on the present levels of performance component.</li> </ul>
<p><b>Component F: Accommodations and Modifications</b> <i>CEC/IGC Standard 3</i> (10 pts.)</p>	<ul style="list-style-type: none"> <li>• Candidate identifies (as appropriate) accommodations and provides for each accommodation recommended to support the student in accessing the general education curriculum a rationale tied to the present levels of performance.</li> <li>• Candidate describes accommodations with clarity and correlates each accommodation to the learning focus that the accommodation supports.</li> <li>• Candidate identifies as appropriate and with rationale modifications to the curriculum.</li> <li>• Candidate identifies with rationale, when appropriate, assistive technologies that serve as accommodations to support the learner.</li> <li>• Candidate identifies with rationale based on present levels of performance appropriate accommodations and/or modifications that support student access to non-academic and extracurricular activities in education settings, if applicable</li> </ul>
<p><b>Legal Compliance of IEP</b> <i>CEC/IGC Standard 6</i> (10 pts.)</p>	<ul style="list-style-type: none"> <li>• Candidate writes components of the IEP that comply with all relevant laws and policies and demonstrate best practices.</li> <li>• Candidate writes a narrative statement about principles and practices that inform the IEP process. The statement reflects knowledge of accepted and supported practices in the field of special education.</li> <li>• Candidate writes all components of the IEP project with clarity, accuracy (including spelling, grammar, and other writing mechanics), use of neutral, objective, non-inflammatory language, and explanation of terms and acronyms to support understanding by all who participate in the development of the IEP.</li> <li>• All components of the IEP project align/make sense with one another.</li> </ul>
<p><b>Narrative on IEP Collaboration</b> (15 pts.)</p>	<ul style="list-style-type: none"> <li>• 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 for your chosen student. This includes a discussion of: <ul style="list-style-type: none"> <li>✓ The collaborative activities that should occur prior to development of the IEP.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>✓ <b>Methods of involving students, families, related service providers, and other professionals in the IEP development process.</b></li><li>✓ <b>Methods for fostering respectful and beneficial relationships between students and their families and professionals throughout the IEP development process.</b></li><li>✓ <b>Collaborative activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.</b></li></ul>
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