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

Summer 2022
EDSE 662 664: Consultation and Collaboration
CRN: 43976, 3 – Credits

Instructors: Carmen Rioux-Bailey and Jenna Basile	**Meeting Dates:** 5/26/22 – 7/28/22
Phone: Carmen: 202-302-3223 (mobile) **Jenna:** 860-992-6419 (mobile) **Zoom:** https://gmu.zoom.us/j/3341024489	**Meeting Day(s):** Thursdays
E-Mail: Please send to both of us! Carmen: criouxba@gmu.edu Jenna: jbasile4@gmu.edu Put EDSE 662 in Subject Line	**Meeting Time(s):** 5:15 pm – 8:15 pm supplemented by one hour of online instruction per week in addition to regular class preparation activities.
Office Hours: by appointment	**Meeting Location:** Woodson HS Room B 104
Office Location: Finley 206A	**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/instructions.

Course Delivery Method
This course will be delivered via a hybrid format. This hybrid format consists of three hours of in person class time each week supplemented by an additional one hour of independent class work in the online environment. In-person class time will be 5:15 pm to 8:15 pm each week and the one hour of online learning is in addition to regular class work and preparation. As you budget your time for the course, keep in mind that you will need to allot more time to independent learning to a course presented in the hybrid format than to a course presented in a regular face-to-face format. Details about the online component in the Assignments section of Bbd

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
7. Guest Speakers

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 & Cook (2021, 9th ed.). *Interactions: Collaboration Skills for School Professionals* Boston, MA: Pearson. ISBN-13: 9780135752388 (ISBN is for print rental edition)

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

Required Resources
Laptop or other smart device strongly encouraged!

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)

Please see Blackboard. In the Individualized Education Program assignment/project. EDSE 662 candidates will demonstrate:

- Their abilities to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need and
- Understanding of how these components come together to build a framework for the K-12 student subject's educational program.

    This project is introduced in the section below, "Major Learning Activities". The full project description and accompanying supporting materials, including the project assessment rubric, are posted on the course Blackboard site (Assignments → Individualized Education Program Project

College Wide Common Assessment

Please see Blackboard. The EDSE 662 common assignment is the Group Professional Development Presentation. You will conduct a half-hour professional development presentation on a topic of choice to be confirmed by the instructor beforehand.

Other Assignments

- **Code of Ethics Assignment**

See Blackboard for Rubric:

    You will identify and develop a minimum of 10 professional ethics that you will strive to honor and abide by as you work in the field of special education and that represent your core values and beliefs about stakeholders, practices, and non-negotiables.

- **America to Me Assignment: This is the one-hour supplemental assignment for each week.**

See Blackboard for Rubric:

Each week you are responsible for watching one or two episodes of America to Me and writing a Discussion Board response that focuses on what you observed about consultation, collaboration, and teamwork amongst and within various stakeholders in a school: students, families, teachers, administrators, and district leaders. Available for rental for $12.99 through Amazon Prime

Assignment Summary

    IEP Assignment: 40 points
    Code of Ethics: 20 points
    Professional Development Presentation: 30 points
    Attendance and Participation: 10 points **(this includes weekly America to Me discussion boards)**
    Total = 100 points

Course Policies and Expectations

Attendance/Participation

All course participants are granted one full *or* partial class session absence; however, all work is still due on Blackboard according to the course calendar. A second absence will result in the final grade dropping by 8 points. A third absence means the student cannot complete the class with a passing grade.

Late Work

- **All assignments are required to be completed and submitted on time.**

For late submissions of assignments: 25% of the points will be deducted from your assignment grade for late submissions unless the professor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade.

Other Requirements

Grading

This is an important part of this class due to the compact schedule. Class attendance and participation is demonstrated by being available to learn, and participating in class discussions/activities throughout the semester.

Please display digital etiquette during class sessions. If you are unable to make any class session during the semester, please contact the instructor by phone or through GMU e-mail before the class session where you will be absent/arrive late/leave early. You may miss only one class. If you miss a second, 8 points will be deducted off your final grade. Repeated tardiness (more than 1 hour cumulative) counts as a class absence.

Grading Scale

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100 – 95 A
90 – 94 A-
89 – 86 B+
85 – 80 B
79 - 77 B-
76 – 73 C
< 73 F
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*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/polices-procedures/) (https://cehd.gmu.edu/students/polices-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

Class Session	Topic/Learning Experiences	Do This: Readings (complete *after* this session) and Assignments (to be turned in *on or before* this session)
1 5/26	**Overview of Consultation, Collaboration, and Teamwork Collaborative Work Styles**	**Friend and Cook Chapters 1 and 2**
2 6/2	**Collaborative Work Styles in Action Ethics, Managing Conflict**	**Friend and Cook Chapters 3 and 4** *Discussion Board: America to Me 1 and 2*
3 6/9	**Collaborating with School Professionals, Families, and Students**	<mark>Ethics Paper Due</mark> **Friend and Cook Chapters 9, 10, 11** *Discussion Board: America to Me 3*
4 6/16	**IEP Process**	**Friend and Cook Chapters 7 and 8** *Discussion Board: America to Me 4*
5 6/23	**Collaborative IEPs: Documenting and Data Collection**	**Gibb and Dyches: Whole Book** *Discussion Board: America to Me 5*
6 6/30	**IEP Assignment. Do NOT miss this class!!!!**	**Friend and Cook Chapters 5 and 9** *Discussion Board: America to Me 6* <mark>Collaborative IEP assignment submitted to VIA after this class session</mark>
7 7/7	**Preventing and Managing Conflict Consultation and Coteaching**	**Friend and Cook Chapters 12 and 6** *Discussion Board: America to Me 7*
8 7/14	**Consultation and Coteaching**	*Discussion Board: America to Me 8*
9 7/21	**Finalize Group Projects: No formal class**	*Discussion Board: America to Me 9 and 10*
10 7/28	**Presentations**	<mark>Coteaching/Collaboration Best Practices Presentation due</mark>

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

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/).

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/).

- 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/).

- 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/).

- 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/).

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.

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/).

Appendix

Assessment Rubric(s)

Present Levels of Performance **CEC/IGC Standards 1 & 4** **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.** **Candidate uses multiple methods of assessment and data sources in making educational decisions.**	• **Candidate writes a present levels of performance statement that:** ○ **lacks consistent 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 irrelevant information statements.**	• **Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:** ○ **clear links to evaluations and assessments (such as interviews, observations, standardized tests),** ○ **description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and** ○ **description of variations in beliefs, traditions, and values across and within cultures (as applicable).** • **Candidate uses unbiased and objective language.** • **Candidate includes description of the similarities** • **and differences between the student's development and typical human development.**	• **Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:** ○ **clear links to evaluations and assessments (such as interviews, observations, standardized tests),** ○ **description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and** ○ **description of variations in beliefs, traditions, and values across and within cultures (as applicable).** • **Candidate uses unbiased and objective language.** • **Candidate includes description of the similarities and differences between the student's development and typical human development.** • **Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.**
Measurable Annual Goals **CEC/IGC Standard 3** **Candidate uses knowledge of general and specialized curricula to individualize learning for**	**Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing annual goals that are not priorities and/ OR do not reflect present levels of performance and/ OR lack direction for student growth.**	• **Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:** ○ **are measurable,** ○ **reflect present levels of performance, and** ○ **show direction for student growth.** • **Candidate writes goals that focus on both**	• **Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:** ○ **are measurable,** ○ **are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate),** ○ **reflect present levels of performance, and**

individuals with exceptionalities.		decreasing and/or increasing learner behaviors. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula.	o show emphasis on increasing skills and/or positive behaviors. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.
EDSE 662 **CAEP** **Assessment**	**Does Not Meet** **Expectations** **1**	**Meets** **Expectations** **2**	**Exceeds** **Expectations** **3**
Short Term Objectives or Benchmarks **CEC/IGC Standard 3** **Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.**	**Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that:** o **are not directly related to the annual goals OR** o **are not sequentially age and ability appropriate OR** o **utilize learner criteria that are inappropriate to task performance.**	• **Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that** o **relate to an annual goal AND** o **are sequential age and ability appropriate AND** o **include the condition, measurable and observable learner behavior and verifiable criteria.** • **Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic criteria.**	• **Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that** o **relate to an annual goal AND** o **are sequential age and ability appropriate AND** o **include the condition, measurable and observable learner behavior and verifiable criteria AND** o **a statement of generalization AND** o **a statement of maintenance.** • **Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic criteria.**
Services, Least Restrictive Environment (LRE), Placement **CEC/IGC Standard 1** **Candidate understands how exceptionalities may interact with**	**Candidate lists program or primary related services that do not or inconsistently align with areas of need based on present levels of performance.**	• **Candidate lists appropriate program and primary services and related services (as appropriate) that:** o **demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept**	• **Candidate lists appropriate program and primary services and related services (as appropriate) that:** o **demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept**

| | | of the least restrictive environment and
○ consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE.
• Candidate includes the following:
○ location
○ frequency
○ setting
○ duration
○ start and end dates. | of the least restrictive environment and
○ consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE.
• Candidate includes the following:
○ location
○ frequency
○ setting
○ duration
○ start and end dates.
• Candidate includes statement of how services relate to the individual's needs as well as the rationale for any activities in which the student cannot participate. |
| development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | | | |

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Participation in State Assessments CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating a failure to consider issues, assurance, and due process rights related to assessment.	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested.	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested. • Candidate selects and justifies participation levels that reflect the impact (an) exceptional condition(s) can have on an individual's testing abilities, including auditory and information processing skills.
Legal Compliance of IEP CEC/IGC Standard 6	• Candidate writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such	• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of	• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of

Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).	view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.	view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. • Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.