

**George Mason University
Graduate School of Education
Program: Special Education**

COURSE SYLLABUS

Course Number

EDSE 662

Course Title

Consultation and Collaboration

Fall

Spring

Summer

Year

XXX

2010

Name of Instructor

Dr. Jeff Leone
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Contact Information

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Meeting Day, Time, and Location

Wednesday 4:30 – 8:30 ???????

Texts

Custom Text Order Information Available on Blackboard
Relevant readings will also be assigned

Relationship of Courses to Program Goals and Professional Organizations

EDSE 662 is part of the George Mason University, Graduate School of Education (GSE) program for teacher licensure in the Commonwealth of Virginia and is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. As such, the curriculum for EDSE 662 is aligned primarily with Standard #10 (Collaboration) of CEC's *Common Standards for Beginning Teachers of Special Education* (as well as for teachers of students with learning and emotional disabilities). Acknowledging the multidimensional nature of teaching, EDSE 662 draws secondarily from most CEC/NCATE Standards.¹ The table on the following page describes CEC Content Standards (Standard #10) in relation to course outcomes and requirements.

ALIGNMENT OF OUTCOMES & REQUIREMENTS WITH CEC/NCATE STANDARD #10

<i>CEC/INTASC STANDARD#10 COLLABORATION COMMON CORE KNOWLEDGE & SKILLS²</i>	<i>STUDENT OUTCOMES</i>	<i>Course Requirements</i>
Models and strategies of consultation and collaboration; collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.	Define collaboration, consultation, and teamwork and explain the essential characteristics of each.	<i>Small group discussions; large group class participation; midterm quiz</i>
Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members; services, networks, and organizations that provide support across the life span for students with LD and BD; role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.	Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings	<i>Interview report; case studies; website readings; midterm quiz; small group discussions</i>
Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.	Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts	<i>Class activities; small group discussions; large group class participation; midterm quiz</i>
Roles of students, families, and school and community personnel in planning of an individualized program; co-planning and co-teaching methods to strengthen content acquisition of students with learning disabilities; parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for students with emotional/behavioral disorders.	Apply problem-solving techniques in collaborating with professional colleagues, parents, and related personnel to provide for students' learning & behavioral needs	<i>Class activities; small group discussions; information packet; case study discussions; professional development activity; final exam</i>
Special educators reflect on and are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice (Standard 9).	Develop self-assessment techniques for improving consultative and collaboration skills	<i>Small group discussions; midterm quiz; case study discussions</i>
See Standard #10 Skills ^(b)	Plan a professional development activity	<i>Professional development activity; final exam</i>

Standard 1: Foundations. Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies;

Standard 3: Individual Learning Differences.

Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's disability to impact the individual's academic and social abilities, attitudes, values, interests, and career options;

Standard 5: Learning Environments and Social Interactions. Special educators help their general education colleagues integrate individuals with disabilities in environments with their nondisabled peers and engage them in meaningful learning activities and interactions;

Standard 6: Language. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences;

Standard 7: Instructional Planning. Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate;

Standard 8: Assessment. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making;

Standard 9: Professional and Ethical Practice. Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice

Skills: Maintain confidential communication about individuals with exceptional learning needs. Collaborate with families and others in assessment of individuals with exceptional learning needs.

Foster respectful and beneficial relationships between families and professionals.

Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.

Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

Use group problem solving skills to develop, implement, and evaluate collaborative activities.

Model techniques and coach others in the use of instructional methods and accommodations.

Observe, evaluate, and provide feedback to paraeducators. Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

Teach parents to use appropriate behavior management and counseling techniques (SED).

EDSE 662 COURSE DESCRIPTION (3 credits)

EDSE 662 provides professionals in special education, regular education, and related fields with the knowledge and communication skills necessary to provide collaborative consultation and technical assistance to other educators and service providers. The purpose of this course is to develop and enhance teamwork, collaborative, and consultative skills.

STUDENT OUTCOMES

The expectations for professionals who work in schools have changed dramatically over the past decade. Special educators routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Few educators, however, can be effective unless they (a) develop and refine skills for interacting effectively with professionals as well as parents and (b) understand the context, process, and content of collaborative consultation.

EDSE 662 is designed to prepare graduate students to interact with other professionals about students with special needs. Graduate students will refine targeted skills for communication and begin to develop skills needed to provide professional development opportunities for colleagues.

At the conclusion of this course, 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 while 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 a professional development activity.

Nature of Course Delivery

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters (when appropriate), role plays, small group activities, student presentations, and the use of Blackboard. Students are expected use email and Blackboard for course communication with the professor and other students.

Class Schedule

Class Sessions

Topics

May 26	Introductions, Course Overview Review Syllabus and Assignments Group Selections for Chapter Presentations
June 2	Introduction to Consultation/Collaboration Group selections for Professional Development Teams Due: Chapter 1 Presentation Take test and bring results from this site to class: http://www.humanmetrics.com/cgi-win/JYtypes1.htm
June 9	Historical and Legislative Context for SPED Inclusion Due: Chapter 3 Presentation Self Evaluation Assignment
June 16	Communication for Consultation and Collaboration Work with Professional Development Teams Due: Chapter 4 Presentation
June 23	Problem Solving Strategies, Complete the following: On one page, identify a problem you are having at work. Follow the problem solving steps outlined in Chapter 5 and identify a solution. Due: Chapter 5 Presentation Article Review #1
June 30	Family-Focused Home-School Collaboration Due: Chapter 8 Presentation Interview Paper
July 7	Incorporating Related Service Providers in the Consultation Process Ethnic and Racial Diversity in School Environments Ethical Considerations in Collaboration Work with Professional Development Team

Due: Readings as Assigned

- July 14 Working with Academically Diverse Students
Managing Time and Technology for Collaboration
Self Advocacy for Students with Disabilities
Work with Professional Development Team
Due: Readings as Assigned
Article Review #2
- July 21 Administrative Supports & Incorporating
Para-educators in the Consultation Process
Due: Professional Development Team Presentations
Observation Paper
- July 28 Course Wrap-up and Evaluations
Due: Professional Development Team Presentations

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS

INSTRUCTOR EXPECTATIONS:

- ❖ Students are expected to (a) attend all classes during the course, (b) **arrive on time, (c) stay for the duration of the class time** and (d) complete all other assignments. Attendance and professionally relevant, active participation is expected in class sessions for a grade of **B** or better. Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can only be experienced in the class sessions. Most handouts/Powerpoints are posted under the relevant class session on Blackboard. Students are responsible for accessing these materials and having them available for each class. Handouts will be distributed in class.
- ❖ **Absences:** Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate in sufficient time for them to be of assistance to you. Please notify me by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes. **I strongly believe in class attendance. Please do not ask me for permission to miss a class. I will not give you permission; you must make your own decision.**
- ❖ **Use of Computers and Cell Phones:** In this day of technology, the use of laptop computers during class has become very common. It is expected that the use of computers during class is for educationally relevant purposes. Checking email and surfing the web are not educationally relevant, at least not during class sessions. Students engaging in such conduct during class time will lose the privilege of computer use during class sessions. Please place cell phones on vibrate or mute the ring tone so as not to disturb your fellow classmates. It is expected that cell phones are used for emergency purposes only during class sessions.
- ❖ In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for

class study and preparation for *each* credit hour weekly in addition to papers and assignments.

- ❖ Use APA guidelines for all course assignments. This website links to APA format guidelines: <http://www.psywww.com/resource/apacrib.htm>
- ❖ We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>
- ❖ Please subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. Send an email to listproc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) (your full name). For example: subscribe special-education-program John Doe. Send the email message and you will receive an email confirmation of your subscription to the list. This allows you to receive important notices from special education.

GMU's Blackboard will be used to post important information for this course and for you to respond to discussions and assignments. Your email address should be entered in the **Blackboard** system. The following is how you will access the **Blackboard-GSE Login Page**: Enter the URL <http://gmucommunityblackboard.com> into your browser location field.

Click on the **Login** button.

Enter your **Username & Password** assigned to you. Most likely it will be **your** first initial of your first name and **your** entire last name (for example - ejohnson). This will serve as both your username and password.

Click **Login**.

You will begin using Blackboard following class session #1 of this course.

TaskStream

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>) by 9:00 am the day of the last class meeting.

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN) which will turn into a F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TASKSTREAM..

Graded Assignments

1. Chapter Presentation 20 pts

Due: When Assigned

There will be a customized textbook for this class. Each student will participate in a group activity reading activity. Each group will read one of five book chapters. Each student is responsible for reading the chapter and then working as a group to develop a 15-20 minute presentation regarding the chapter content. Pay particular attention to the content applicability, relating it to your development as a special educator. Supplemental topical research is encouraged. Relevant handouts should be provided and Powerpoint used for your presentation.

2. Self Evaluation: 20 pts.

Due: 6/9

This paper should be no longer than three (3) pages and include the following:

- a. Individual personality inventory and strengths/weaknesses chart.
- b. Roles you are most comfortable with in the classroom or as a team member.
- c. Identify your personality and the personality types with whom you work best.
- d. Identify area in which you feel you could improve related to the consultation/collaboration process. Note how you might work towards improving these areas.
- e. A statement of your preferred consultation model and the rational for your choice.

3. Article Reviews (2) @ 10 pts. Each :20 pts

Due: 6/23 & 7/14

Students will read, summarize, and critically evaluate two (2) articles that deal with the issue of consultation and/or collaboration in special education. The articles must come from professional peer review journals and be current (within five (5) years). Students should come to class prepared to share the contents of their articles with the class. These papers will be no longer than three (3) pages and should include:

- a. A brief summary of the key points of the article. This should include A description of the research and it's conclusions if you chose a research article.
- b. A rational for choosing the article
- c. A explanation of how this information applies to you and your workplace.
- d. A brief critical reaction to the article.

4. Interviews: 35 pts

Due: 6/30

Students will interview (3) school professionals (i.e., general education teacher, special education teacher, speech and language clinician, instructional assistant, administrator, etc) to find out their views about and experiences with consulting, collaborating and teamwork among with school personnel and members of the school community. You can approach this by giving your interviewees definitions of terms if they ask, or by suggesting, if they ask, that they reply by using their own perceptions of the terms. Use no names of school personnel, schools, or towns. (it will be helpful to the task to assure interviewees that this is a course assignment only, and their responses will not be made public.) Attach your list of interview questions to the assignment. Your Interview paper should include your reactions and provide evidence of linkage to course content. Your paper should be 3-5 pages in length.

5. Observation Paper: 40pts

Due: 7/21

The purpose of this assignment is to provide you with the opportunity to observe the interactions of a team of professionals engaged in the consultation process. The focus of this paper on the teaming process and what makes it work and what hinders it. You will select a team that you will be able to observe at least twice (e.g. child study, eligibility, co-teaching, school committee). When you set up your observation explain to the participants that no names of school personnel, schools, or towns will be included in your paper and that this is a course assignment only, and their interactions and responses will remain confidential. Your paper should not exceed ten (10) pages and should include the following:

- a. Introduction (number of members, meeting place and time, how and why you chose the team, etc.)
- b. Your observations regarding the team process. Did you see any particular model being utilized?
- c. Synthesis and evaluation of information: Analyze and synthesize the information you learned from your observation with the information you learned in class. Were best practices employed? Provide suggestions that you believe would to improve the team process and/or interactions.
- d. Personal response summary: Describe what effects this observation experience has had on your knowledge and understanding of effective collaborative practices and how your perception of effective teaming has changed as a result of completing this assignment.

6. Group Professional Development Activity 50 pts. Due: 7/21 or 7/28

- **Professional Development Project (TEAM)**

Design a professional development activity. The purpose of this team assignment is twofold: (a) to develop a 30 minute staff development activity to be presented during class meetings; (b) to provide students with the opportunity to improve their collaborative skills. This project will introduce the staff development process, effective practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The activity should deal with topics that could be presented as a staff development activity. At a minimum, your activity should include handouts, PowerPoint, a related reading and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities, such as simulations, should reflect effective communication and collaborative strategies. Finally, the team must prepare an evaluation form to be distributed to the class at the end of the presentation, which will be completed by the class participants.

7. Attendance, Participation, Professionalism

20 points

I expect to be notified prior to any class session you miss. I expect you to come to class on time and prepared. I expect professional communication between all class participants and between course participants and the instructor.

GRADING POLICY

All assignments are given a point value. The total number of points for this course is 200. On occasion, you may be asked to redo an assignment if it appears that this would contribute to your understanding of the course goals.

Grading Scale

93-100	A	77-79	C+
90-92	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	Below 70	F
80-82	B-		

I. CHAPTER PRESENTATION RUBRIC

Student: _____

	4 Exemplary	3 GOOD	2 Acceptable	1 Inadequate	0 Unacceptable
BACKGROUND (4 POINTS) Student has clearly completed the reading activity prior to developing presentation					
QUALITY (4 POINTS) Addresses all aspects of the chapter.					
Presentation (10 points) Summarizes content, insights, thoughts about chapter read and information gleaned and includes rationales for the statements made. <ul style="list-style-type: none"> • Depth of reflection & depth of linkages to other course readings, teaching, and learning in general. 					
Writing (2 points) Reflection is written to graduate-level standards and there are <u>very few</u> writing or printing errors.					

Total: 20 possible