VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SEVERE DISABILITIES

<u>Collaborative Teamwork</u>
COURSE SYLLABUS
Spring 2011

IDDS 600:   Teamwork in Serving Persons with Developmental Disabilities (Home
              Site: Virginia Commonwealth University)
EDIS 5150:   Collaborative Teamwork (University of Virginia)
EDSE 662:   Consultation and Collaboration (George Mason University)
              - **Section 5S2, 6V1**
EDSP 622   Collaboration to Teach and Support Diverse Learners (Radford
              University)
SPE 540A: Collaboration Procedures (Norfolk State University)

Web Site: http://kihd.gmu.edu/sdc/
Tech Support: Marci Kinas Jerome, GMU, Project Coordinator: mkinas@gmu.edu

COURSE INFORMATION

Instructor: Fred P. Orelove (forelove@vcu.edu), Virginia Commonwealth University
Phone: (804) 828-3908   *Fax*: (804) 828-0042
Office: Partnership for People with Disabilities, 700 E. Franklin St., 10th floor,
Richmond (Mailing Address: P.O. Box 843020; Richmond, VA 23284-3020)

Spring 2011 (January 25-May 3, 2011)
Tuesday, 7:20-10:00 p.m.
VCU Location: 3085 Oliver Hall

GMU COURSE DESCRIPTION

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

PURPOSE

The purpose of this course is to teach strategies for building and working effectively
within collaborative teams in schools. Course content addresses the following areas:
   - Team organization
   - Stages of team development and team building strategies
   - Teamwork skills (e.g., communication, problem-solving, conflict resolution)
   - Challenges to and supports for collaborative teams
   - Teams' roles in designing individualized education programs and other plans
   - Understanding and supporting team's relationship with family members, students
     and peers, related services personnel, and paraprofessionals

- ❑ Team's role in planning and implementing individualized support and adaptations needed for meaningful participation in schoolwork and activities in general education classrooms
- ❑ Team's role in transitioning between programs, grades, and schools
- ❑ Team assessment

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

This course is part of the Virginia Consortium for Teacher Preparation in Severe Disabilities, supported through a grant from the Virginia Department of Education. Consortium members include George Mason University, Norfolk State University, Radford University, University of Virginia, and Virginia Commonwealth University. Through the completion of the SD Consortium program, students are eligible for teacher endorsement in the Commonwealth of Virginia in Severe Disabilities/Special Education—Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Virginia Department of Education. Furthermore, the SD Consortium strives to uphold the Special Education Content Standards established by the Council for Exceptional Children (CEC), the major special education professional organization.

The primary CEC standard that will be addressed in this class will be Standard 10: Collaboration

REQUIRED BOOKS AND READINGS

1. Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed.). Boston: Pearson.

2. *Creating collaborative IEPs: A handbook* (Rev. Second Edition, 2009). Richmond, VA: Partnership for People with Disabilities, Virginia Commonwealth University. (Purchasable on-line: www.vcu.edu/partnership) (Cost: $19.95)

Readings. Additional readings will be assigned from current books and journals and are available on the course Blackboard site. Refer to the class schedule and reference list for those readings. Readings may be added throughout the semester.

RECOMMENDED BOOK

It's about me! A step-by-step guide for creating my IEP (2009). Richmond, VA: Partnership for People with Disabilities, Virginia Commonwealth University (Purchasable on-line: www.vcu.edu/partnership)

OTHER RESOURCES

Students are strongly urged to secure or have access to the following reference books:

- ➢ *Publication Manual of the American Psychological Association* (6th ed.)

➢ Strunk, W., & White, E.B., *The elements of style* (variety of editions available, including 4th edition with Roger Angell as third author)

COURSE SCHEDULE

DATE	TOPIC	ASSIGNED READING	CLASS ACTIVITIES ASSIGNMENTS DUE
Jan. 25	Course Overview Orientation to Blackboard	F/C*(Preface, Foreword)	Form class teams Student Info. Form
Feb. 1	Collaboration	F/C [Chs. 1; 3 (pp. 56-60)] Olson & Murphy (1999) Henderson (2002) McLaughlin (2002)	Discuss Teaming Project
Feb. 8	Team Development & Structure	F/C (Ch. 7) Briggs (1997) Rainforth & York-Barr (1997) (pp. 247-261) (Pt. 1) Cloninger (2004)	
Feb. 15	Team Action & Problem-Solving	F/C (Ch. 2) Rainforth & York-Barr (1997) (pp. 280-295) (Pieces of Parts 3-4)	Project Proposal Due (2/14)
Feb. 22	Communication (Pt. 1)	F/C (Ch. 9) Pugach & Johnson (1995)	
Mar. 1	Communication (Pt. 2)	F/C (Chs. 10-11) DeBoer (1995) (2 parts)	Project Rationale Due (2/28) Midterm Exam Posted (March 3, 8 am)
Mar. 8	SPRING BREAK**	----------	
Mar. 15, 22	Resolving Conflict	F/C (Ch. 12) Stewart (2 handouts on mediation)	Midterm Exam Due (March 14, 8 am) Project Method Due (3/21)
Mar. 29	Working with Families	F/C (Ch. 8) Carney & Gamel-McCormick (1996) Chen & Miles (2004) Boulware, Schwartz, & McBride (1999)	Parent Panel
Apr. 5	Creating Collaborative IEPs	*Creating Collaborative IEPs Handbook;* [Opt.: It's About Me!]	
Apr. 12	Collaborative School Consultation; Working with Paraprofessionals	F/C (Chs. 4, 6) Giangreco, Edelman, & Broer (2001) Hines (2008) Tannock (2009)	Final Project Papers Due (4/23, 4 pm)

Apr. 19 (from home)	Online Communication		
Apr. 26	Discussion of Online Communication Project Presentations		Final Exam Posted (April 25, 8 am)
May 3	Project Presentations	------------	Final Exam Due (May 2, 8 am)

*   F/C = Friend & Cook (textbook)
** Note that this date differs from VCU's spring break week

CLASS ASSIGNMENTS

A. TEAMING PROJECT

Working with the team with which you have actual contact in the field this semester, you will (a) identify (with team input and approval) an area of teaming improvement, (b) plan ways to achieve those improvements (with team input and approval), and (c) implement those plans over the semester (with team input and approval). This project will range widely, depending on the involvement and responsibility you have on the team and the team itself. Your team might be composed of core members (e.g., general and special educators, paraprofessionals, family members). Other members may be added to some sessions, depending on what the topic for teaming is. Teams will vary widely and might consist of: (a) a team of one general education teacher and a special education teacher who serves the students with IEPs in that classroom; (b) a team of several general education teachers and a special education teacher who supports students with special needs in science; (c) child study teams based in schools to consider referrals for special education services; or (d) grade level teams (K-12 teachers plus the special education staff and related services personnel serving those grades).

There are many teaming project possibilities. *Examples* include (**but are not at all limited to these!**):
   ✓ Strategies to improve the efficiency of team meetings
   ✓ Better communication among team members during meetings
   ✓ A system of communication and record-keeping to supplement face-to-face meetings
   ✓ Ways to resolve conflict
   ✓ New problem-solving approaches

Your selection of a project will depend not only on team opinion but also on the intensity of your role: volunteer team participant versus actual team member. The following are sample steps you may take with the team depending on your role:

Volunteer Team Participant	Team Member
Observe team process; establish rapport with team	Conduct needs assessment with team
Conduct needs assessment with team	Select project reflecting team consensus
Select project reflecting team consensus	Active role in implementing team improvement ideas
Less active role in implementation	Start sooner on implementation and continue longer; possibly make revisions to improve after trial & team reactions
Evaluate through assessing team opinion	Evaluate through assessing team opinion and possibly other methods (e.g., observation of team member behavior)

As illustrated below, the project focus will also vary depending on the stage of the team with whom you are working:

Unformed Team	Performing Team
Establishing methods of communication: needs assessment, class notebook, setting up meetings, etc.	Improving existing communication among members; learning methods for problem-solving
Meeting procedures: role taking, meeting agenda	Co-teaching, integrated therapy; planning as team, implementing, and evaluating
Involving the family in setting meeting agendas	Improved ways to handle team conflict

The project will be developed in several steps, each of which is submitted electronically on the dates indicated. Feedback will be shared via e-mail. Point values for the final paper are indicated by each section. Final paper is due no later than Friday, April 22, 5:00 pm.

PLEASE NOTE: Unless special arrangements are made with the instructor for unusual circumstances, only drafts submitted on time will be given feedback. Also, missing or late sections along the way are eligible to receive no more than 50% of the total points possible for that section. **Experience has shown that students who receive feedback along the way typically do better on the final paper.**

Proposed Topic *Due 2/14, 5 pm* (3 pts.)

Center the title of the proposed paper. Your proposal should include a brief introduction to the team and a specific description of the improvement you hope to make.
- o Briefly: Overview of the team and the student(s) the team supports
- o Introduce briefly the area of team improvement (project focus), based on the current situation and on discussion with the team.

Rationale (centered heading). *Draft due 2/28, 5 pm* (4 pts.)

Review literature relevant to area of team improvement and solutions:
- o Provide justification/reasons for team project focus.
- o Base rationale on a review of related literature; cite references and review the content that provides a justification for your project focus.
- o Include at least three supportive references (not all web sites) in this section.

<u>Method Sections</u> (centered heading). *Draft due 3/23,5 pm* (13 pts. total)

Describe team, involvement of team in identification of area of improvement, team improvement procedures, involvement of team in their design, and methods for evaluating the outcomes:

Participants (side flush heading) (3 pts.)
- o Provide more detail: Describe the team and the student(s) it supports (i.e., members, staff roles, frequency of meetings—sit-down and "on-the-fly"—team stage, and objectively describe the team's characteristics. (Do **not** specifically identify name of school, individuals, etc.)

Identification of Improvement Area (side flush heading) (2 pts.)
- o Summarize the process used to identify the area for team improvement and how team members were involved (e.g., asked or surveyed team members)

Team Improvement Procedures (side flush heading) (5 pts.)
- o Describe in some detail the procedures or improvement plans and how team members were involved in their development
- o Indicate what parts of the procedures were implemented and what parts were not implemented or are still to be implemented
- o Cite references to support the method
- o Refer to sample forms used (if any) in Tables or Figures

Evaluation Procedures (side flush heading) (3 pts.)
- o Describe how the success of the outcomes were assessed (e.g., team self-assessment of success of changes or satisfaction with changes via interviews, questionnaires; direct observation of team member behavior such as use of an agenda, end-of-meeting processing, number of conflicts addressed and resolved, attendance at meetings)

<u>Results</u> (centered heading). *Due April 22,5 pm* (**as part of final paper**). (5 pts.)

Summarize the results of the project objectively:
- o Start with a succinct 1-2 sentence statement of the intervention(s) used to reach the project goal (first paragraph)
- o Report an *objective description* of the outcomes of the project
- o Provide *supportive data* (e.g., interviews with team members, questionnaire summaries)
- o Quantify data and present a table or figure if appropriate

<u>Discussion</u> (centered heading). *Due April 22* (**as part of final paper**). (5 pts.)

Discuss the major outcomes of the project:
- o Summarize the findings in one sentence
- o Describe team members' views of the successes of the project and analyze what went well
- o Describe team members' views of the shortcomings of the project and analyze what might have been done differently
- o Link findings back to the relevant literature
- o End with summary statement

  References (centered heading). *Due April 22 (**part of final paper**). (3 pts.)*

- o Cite at least 5 supportive references for entire paper that are both current and relevant to project focus.

Additional Points Assigned to Overall (Final) Paper
(***But these guidelines should be adhered to in all drafts***)

Writing Style (7 pts.)

- o Write in a style that flows, using accurate grammar, punctuation, spelling, voice (use third person), tense, etc.
- o Use Person First language
- o Use past tense throughout in final paper
- o Use of APA format (see *APA Publication Manual*, 6th ed.)
  - Title page
  - Double space all text, including references
  - Use one-inch margins all around
  - Insert page numbers in upper right corner
  - Use proper headings

B. EXAMS

Take-home midterm and final exams will be given. They will be applied in format and open book. (You will be permitted to use all your readings and notes from class, but will pledge the exam as your own work.) There will be a page limit. The exams will be made available on Blackboard, and they will be due by the dates and times indicated on the Course Schedule (listed earlier in the syllabus).   Each exam is worth 20 points.

C. CLASS PARTICIPATION

Due to the nature of this class, it is particularly vital for students to be actively involved. Active involvement means asking thoughtful questions, volunteering relevant comments, responding to questions (from the instructor and other students), and taking an active part in class discussions and exercises. Participation in class will be worth up to 15 points

GRADING

Course grades will be calculated by summing the points earned on all assignments and class participation. In general, a grade in the low to high 90% range is an "A," while a grade of "B" may begin in the low 90 or high 80% range and extend through the mid-80% range. Pluses and minuses will be assigned and reported to the appropriate university site. Grades for students in universities that do not use pluses or minuses will be rounded accordingly, using the letter grade earned. (See information on the relationship between attendance and grades under "Course Policies.")

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Active participation in class = 15 points
Teaming project = 40 points
Oral presentation of project = 5 points
Midterm exam = 20 points
Final exam = 20 points

TOTAL POSSIBLE POINTS IN COURSE = 100 points

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COURSE POLICIES

Honor Code. Each university has its own honor code, and it is important for all students to review the honor code at their home university. However, all students enrolled in this course, regardless of the university, are expected to follow the honor code and also to pledge all assignments and exams to indicate that they have followed the honor code. A pledge means that the student has not cheated or plagiarized, nor has he or she given or received assistance beyond that allowed to complete specific course assignments. The shortened version may be used: The word "Pledged" followed by the date and your full name. (Typed "signatures" are acceptable for assignments/tests submitted electronically.) A complete copy of each university's Honor System document is available as follows:

GMU: http://mason.gmu.edu/~montecin/plagiarism.htm
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.
UVA: http://www.virginia.edu/honor/
RU: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html

Plagiarism. Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgement
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement

Students are expected to adhere strictly to the requirements outlined in the APA Publication Manual (5th edition) in citing information in all course assignments. It is strongly recommended that students obtain a copy of this manual as a reference.

Attendance. Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. Anyone who misses more than two classes will lose one grade (e.g., from A- to B+) for each subsequent class missed. Significant or recurrent tardiness or early departure will count as an absence. If you know ahead of time you will not be in class, please contact me in advance. Students are responsible for all information and material missed due to absence.

Religious Holidays. It is the policy of VCU to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a religious holiday of special importance must provide advance written notification to the instructor by the end of the second week of classes.

Accommodations for Disability. At all the participating universities, accommodations can be made with the instructor if a student has a disability. Students are expected (and may be required by university policy) to identify their disability and discuss accommodations on the first night of class. Students are also expected to follow the policies and procedures outlined by the Disability Resource Center at their home university, available at:

GMU: http://www.gmu.edu/student/drc/services.html
VCU: http://www.students.vcu.edu/dss/index.html
UVA: http://www.virginia.edu/vpsa/services.html
 RU: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html

Inclement Weather. If classes are cancelled at Virginia Commonwealth University, then a message will be posted on the class Blackboard site and all class members will receive an e-mail if humanly possible. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, please check the VCU Inclement Weather Hotline, which maintains up-to-the-minute information on class closings: 804-828-6736. Do not e-mail or call! IMPORTANT: The decision to cancel class due to inclement weather is determined by the home (i.e., instructor's) university. If the home university is open and operational, then you are expected to attend class. Clearly, however, your personal safety is paramount.

Cell Phones and Weapons. All cell phones and beepers should be deactivated while in class. Also, policies at all participating universities prohibit the possession of any firearm, weapon, or explosive. Please consult the student handbook at your university for specific information concerning these and other policies.

Course Materials. This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and class CD), copyright laws must be following; print only one copy for personal use. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course. PowerPoint presentations will be available on Blackboard by noon of the class day (often sooner). If you plan to print copies of PowerPoint slides, this must be done before class begins, using a handout (3 or more slides per page) format. (Do not print full slide pages.) All of these materials should be regarded as authored materials, which, if used or referred to, must be fully credited through reference to the author, class, and date. If used for purposes other than simple citation, permission of the instructor/author is required.

Technology Proficiencies. All students participating in this course are expected to be proficient in several technology skills. Students must be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active e-mail account and to check e-mail regularly. This course requires students to use Blackboard, an online course management system, located at http://gmucommunity.blackboard.com/.

NON GMU Students: Your login for Blackboard Community is: *x_first name.last name* For example, John Smith's username would be: x_john.smith   Your password is: *bbcommunity*

Students are expected to log in to this system frequently and to be proficient in using its features. Students are also expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer at http://www.microsoft.com/downloads/details.aspx?FamilyId=D1649C22-B51F-4910-93FC-4CF2832D3342&displaylang=en. Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at http://www.adobe.com/support/downloads/product.jsp?product-10&platform=Windows

Students using Microsoft Office 2007 are expected to save and submit assignments in the Microsoft Office 2003 format, as all universities have not yet made the transition to Office 2007.

TaskStream Submission
TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this

course to TaskStream for evaluation by the end of the semester. Directions for creating an account in TaskStream and submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.

The signature assignment(s) for this class is: *Teaming Project*

Blackboard Assistance. This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on Blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Course Facilitators. Each class will have a facilitator or assistant who will assist with the class. Learn who that person is, as he or she will be taking class roll and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email or call me ahead if at all possible (or after the fact, if necessary). Because of the potential confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands and to be acknowledged before asking questions or making comments. Along with the facilitators, I will try to enforce this rule and to be alert to questions from the distant sites.

Viewing Archived Classes. All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://torrent.gmu.edu and click on the link for [Communication] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Students may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has its own Adobe Connect website. To get to your Adobe Connect course site go to:
- Teaching Strategies: http://webcon.gmu.edu/teaching/
- Teamwork: http://webcon.gmu.edu/teamwork/
- Communication: http://webcon.gmu.edu/communication/

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite). The first time you use Adobe Connect you may be prompted to download a plug-in, which takes only a few seconds to install.

<u>Additional Policy Information Specific to Virginia Commonwealth University</u>

<u>VCU Guidelines for Student Conduct</u>
VCU faculty play a critical role in helping to build an environment that is conducive to the academic success of our students. As you know, VCU has policies and procedures designed to create an environment conducive to academic excellence. One of these policies and procedures can be found in a document entitled "Guidelines for Faculty Members Regarding Student Conduct in the Instructional Settings." This document is available on the VCU Web at http://www.provost.vcu.edu/pdfs/FacultyGuideToStudentConductInInstructionalSettings.pdf or it can be found in the 2010-11 VCU Insider.

Understanding these guidelines will help you to encourage classroom behavior that does not detract from the quality of each student's educational experience. Please read the document and think about your role in promoting a University culture based on mutual respect and civility.

<u>Statement on Military Short-Term Training or Deployment</u>
Military students may receive orders for short-term training or deployment. These students are asked to inform and present their orders to their professor(s). For further information on policies and procedures contact Military Services at 828-5993 or access the corresponding policies at http://www.pubapps.vcu.edu/bulletins/about/?Default.aspx?uid=10096&iid=30704 and http://www.pubapps.vcu.edu/BULLETINS/undergraduate/?uid=10096&iid=30773 .

<u>VCU Statement on Safety</u>
What to know and do to be prepared for emergencies at VCU:
 - Sign up to receive VCU text messaging alerts (www.vcu.edu/alert/notify). Keep your information up-to-date.
 - Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
 - Listen for and follow instructions from VCU or other designated authorities.
 - Know where to go for additional emergency information (www.vcu.edu/alert).
 - Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

GMU Only: College of Education and Human Development

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

ASSIGNED READINGS

Boulware, G., Schwartz, I., & McBride, B. (1999). Addressing challenging behaviors at home: Working with families to find solutions. *Young Exceptional Children, 3*(1), 21-27.

Briggs, M.H. (1997). Developmental stages of teams. In *Building early intervention teams: Working together for children and families* (pp. 63-88). Gaithersburg, MD: Aspen Publishers.

Carney, I.H., & Gamel-McCormick, M. (1996). Working with families. In F.P. Orelove & D. Sobsey, *Educating children with multiple disabilities* (3rd ed.) (pp. 451-476). Baltimore: Paul H. Brookes.

Chen, D., & Miles, C. (2004). Working with families of children with multiple disabilities. In F.P. Orelove, D. Sobsey, & R. Silberman (Eds.), *Educating children with multiple disabilities* (4th ed.) (pp. 31-65). Baltimore: Paul H. Brookes.

Cloninger, C.J. (2004). Designing collaborative educational services. In F.P. Orelove, D. Sobsey, & R. Silberman (Eds.), *Educating children with multiple disabilities* (4th ed.) (pp. 1-29). Baltimore: Paul H. Brookes.

DeBoer, A. (1995). Speaking with colleagues. In A. DeBoer, *Working together: The art of consulting and communication* (pp. 90-111). Longmont, CO: Sopris West.

Giangreco, M.F., Edelman, S.W., & Broer, S.M. (2001). Respect, appreciation, and acknowledgement of paraprofessionals who support students with disabilities. *Exceptional Children, 67*, 485-498.

Hines, J.T. (2008). Making collaboration work in inclusive high school classrooms: Recommendations for principals. *Intervention in School and Clinic, 43*(5), 277-282.

Olson, J., & Murphy, C.L. (1999). Self-assessment: A key process of successful team development. *Young Exceptional Children, 2*(3), 2-8.

Pugach, M.C., & Johnson, L.J. (1995). Skills to facilitate effective communication. In M.C. Pugach & L.J. Johnson, *Collaborative practitioners, collaborative schools* (pp. 67-85). Denver: Love Publishing Co.

Rainforth, B., & York-Barr, J. (1997). *Collaborative teaming for students with severe disabilities: Integrating therapy and education services* (2nd ed.). Baltimore: Paul H. Brookes.

Tannock, M.T. (2009). Tangible and intangible elements of collaborative teaching. *Intervention in School and Clinic, 44*(3), 173-178.