

# GEORGE MASON UNIVERSITY

## GRADUATE SCHOOL OF EDUCATION

### Consultation and Collaboration EDSE 662, Section C01 *Summer– 2004*

#### **Dr. Bonnie D. Jones**

Email: [profjones@erols.com](mailto:profjones@erols.com)

Ph: (703) 440-6788 (evening)

Fx: (561) 258-0500

Office hours: By appointment

Mailbox: GSE Faculty Support Office, Robinson Hall

#### **COURSE DATES, TIME, & LOCATION**

Dates: June 29 – Aug 3, 2004

Time: Tuesday/Thursday 7:00 - 10:00 pm

Saturday – 7/10 & 7/17 9:00 – 12:00 noon

Location: Robinson A205

#### **EDSE 662 COURSE DESCRIPTION (3 credits)**

*Prerequisites: Teaching licensure or enrollment in a graduate degree program in education.* 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. Use of e-mail and other electronic file exchange (e. g., WORD, PowerPoint) is required.

#### **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 should be able to:

- Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
- Apply problem-solving techniques while collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
- Develop self-assessment techniques for improving consultative and collaboration skills; and
- Plan a professional development activity.

## **RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION**

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.<sup>a</sup> The table below describes CEC Content Standards (Standard #10) in relation to course outcomes and requirements.

---

<sup>a</sup> **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.*

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

<i><b>CEC/NCATE STANDARD#10 COLLABORATION COMMON CORE KNOWLEDGE &amp; SKILLS<sup>b</sup></b></i>	<i><b>STUDENT OUTCOMES</b></i>	<i><b>COURSE REQUIREMENTS</b></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</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>Case study discussions; website readings; 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; consultation clinics</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; case study discussions; professional development activity; informational brochure</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; class activities; case study discussions</i>
See Standard #10 Skills ( <sup>b</sup> )	Plan a professional development activity	<i>Professional development activity</i>

<sup>b</sup> **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).*

## REQUIRED TEXT

Dettmer, P., Thurston, L. P., & Dyck, N. (2002). *Consultation, collaboration, and teamwork for students with special needs* (4th ed.). Boston: Allyn and Bacon.

Boyle, J. & Danforth, S. (2001). *Cases in special education* (2<sup>nd</sup> ed.). Boston: McGraw Hill.

## 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, small group activities, and student presentations. **Students are expected to know how to skillfully use email and attachments for course communication with the professor and other students.**

## EXPECTATIONS

- Students are expected to (a) attend **all** classes during the course, (b) arrive on time, and (c) stay for the duration of the class time. Turn in assignments on time; late assignments do not receive full credit. Attendance at all classes are critical in this course.
- In-depth reading and study require outside class time. Summer school courses are intensive, and students are expected to allot time daily for class study and preparation.
- Use APA guidelines for course assignments. This website links to APA format guidelines.  
[http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796)
- If you have a disability and need accommodations, please discuss with the professor by the end of the first class. In order to provide accommodations, the professor must receive official written information from the GMU Disability Resource Center (DRC). See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2472 to access the DRC.
- The GMU Honor Code defines student conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
- Students are expected to demonstrate professional behavior and dispositions. See [www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of these professional dispositions.
- Students should retain copies of all EDSE 662 course products to document their progress in the GSE program. Products become part of your individual professional portfolio used in your portfolio classes, and they document your satisfactory progress through the GSE program and align with the CEC performance-based standards.

- Subscribe to the special education list serve. Send an email to [listproc@gmu.edu](mailto: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 Bonnie Jones. Send the mail message, and you will receive email confirmation of your subscription to the list. You will then receive notices from the special education program via the list serve.

## EVALUATION

Final course grades will be assigned on the basis of the total number of whole points earned.

<b>A = 960 – 1000 points</b>	B+ = 860 – 899 points	C = 750 – 799 points
A - = 900 – 959 points	B = 800 – 859 points	D = < 750 points

## COURSE REQUIREMENTS

<b>Class Activities, Quizzes, &amp; Participation</b>	<b>250 points</b>
<b>Informational Brochure</b>	<b>400 points</b>
<b>Professional Development Project</b>	<b>350 points</b>
<hr/>	
<b>TOTAL</b>	<b>1000 points</b>

## COURSE REQUIREMENTS (description)

- **Class Activities, Quizzes, & Participation (250 points)**  
Thoroughly study the readings as assigned in the syllabus and all class handouts; be prepared to discuss in class. Students are expected to participate during large and small group discussions with evidence of having read assignments. Class participation is very important and includes Introductory Email, consultation clinics, attendance (including on time and duration), quizzes, case studies, quality of contributions in group activities, presentations, or discussions, interactions with colleagues during small group and class activities, and peer evaluations (up to 25 points per class). Group work is essential throughout the course.
- **Written Assignment (400 points)**  
Written assignments are intended to provide practical information, usable professional tools, and resources for improving consultation/collaboration roles. Due dates are indicated on the course calendar.
  - **INFORMATIONAL PRODUCT (INDIVIDUAL)**  
Design an informational brochure (electronic) for improving skills of
    - paraeducator roles in inclusionary school settings;
    - general education teachers in their role as a co-teacher;
    - special educators in their role as a co-teacher or supervisor of paraeducators; or

- other relevant persons, selecting the topic based on school needs as determined by your administrator, other supervisor, or other relevant data.

This assignment is due electronically **and** in hard copy to the professor on due date. This is **not** a paper or essay and requires a functional format (a tri-fold brochure).

- **Professional Development Project (350 points)**

**Design and implement a professional development activity (TEAM)**

The purpose of this team (group) assignment is twofold: (a) to develop a 20 minute staff development activity to be presented during class (see calendar); and (b) to provide students with the opportunity to develop and 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. At a minimum, your activity includes a packaged folder with an agenda outlining presentation objectives, relevant handouts (includes one research article on the topic), PowerPoint or similar software, list of references, and definitions (if needed) of related terms that might be unfamiliar to your audience. All materials and activities, such as simulations or skits, should reflect effective communication and collaborative strategies. Finally, the team must prepare an evaluation form to be distributed and used by the class at the end of the presentation.

**PRESENTATION TOPIC**

Your team will identify information about not only effective communication strategies, but also about the presentation topic. Develop the team presentation on one of the following:

- Effective Models of Co-Teaching
- IEP Meetings: Avoiding Common Pitfalls
- IEP Meetings: Student-Directed IEPs

The presentation is evaluated by a rubric and by group's evaluation form. Weekly emails to professor about group progress are required throughout the course.

## TENTATIVE CALENDAR

<i><b>Class</b></i>	<i><b>Topics</b></i>	<i><b>Assignments Due</b></i>	<i><b>Class Activities</b></i>
6/29/04 <b>Class 1</b>	Course orientation  Context for collaboration: <i>Standards-Based Reform</i>	<ul style="list-style-type: none"> <li>• <b>Introductory Email to Professor</b> (see last page for instructions) <b>Due 6/30/04</b></li> <li>• Read language usage website <a href="http://www.apastyle.org/disabilities.html">http://www.apastyle.org/disabilities.html</a></li> <li>• Bookmark and use <a href="http://www.ideapractices.org/">http://www.ideapractices.org/</a></li> <li>• Review information about <i>Educating Peter</i> <a href="http://www.pdassoc.com/ep.html">http://www.pdassoc.com/ep.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• Introductions- large group activity</li> <li>• <i>Standards &amp; Inclusion</i> - Video Case Study</li> <li>• Review and discuss syllabus, text preview</li> <li>• Group Selection/Roles</li> </ul>
7/01/04 <b>Class 2</b>	School consultation components	<ul style="list-style-type: none"> <li>• <b>Chapter 1</b> - Working Together in Schools A summary of research on inclusive education can be found at <a href="http://interact.uoregon.edu/wrrc/AKInclusion.html">http://interact.uoregon.edu/wrrc/AKInclusion.html</a> , website for Western Regional Resource Center (WRRRC) at the University of Oregon.</li> <li>• <b>Chapter 12</b> Professional Development</li> <li>• Read <b>Case Study # 3</b>, Kelly, p. 27.</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Collaborative Observation – Group at Work</li> <li>• Small Group Discussion of <b>Case Study # 3</b>, Kelly, p. 27.</li> <li>• Group #1 Activity</li> </ul>
7/06/04 <b>Class 3</b>	Collaboration in action	<ul style="list-style-type: none"> <li>• <b>Chapter 2</b> Foundations and Frameworks for Collaborative School Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• A Tale of Three Students – it’s a matter of perspective.</li> <li>• Group #2 Activity</li> </ul>
7/08/04 <b>Class 4</b>	Use of targeted resources for parents and families Structuring and encouraging family partnerships with schools	<ul style="list-style-type: none"> <li>• <b>Chapters 3 &amp; 4</b> Diversity in School Environments &amp; Family-Focused Home-School Collaboration. This website highlights changing roles of educators and other personnel in order to meet the needs of students with disabilities. <a href="http://www.uni.edu/coe/inclusion/legal/index.html">http://www.uni.edu/coe/inclusion/legal/index.html</a></li> <li>• Read <b>Case Study #14</b>, Jose, p. 63.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Activity – How Others See Us</li> <li>• Small Group Discussion of <b>Case Study #14</b>, Jose, p. 63.</li> <li>• <b>Guest Panel on Families &amp; Cultural Diversity</b></li> </ul>
7/10/04 <b>Class 5</b>	Verbal and non-verbal communication, active and reflective listening, dealing with resistance, and conflict resolution.	<ul style="list-style-type: none"> <li>• <b>Chapter 5</b> Communication for Consultation &amp; Collaboration.</li> <li>• Read <b>Case Study # 39</b> Raymond, p. 152.</li> <li>• Tips for Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion &amp; Planning</li> <li>• <b>Case Study # 39</b> Raymond, p. 152</li> <li>• Group #3 Activity.</li> </ul>
7/13/04 <b>Class 6</b>	Strategies for group problem solving	<ul style="list-style-type: none"> <li>• <b>Chapter 6</b> Problem Solving Strategies – Team Building</li> <li>• The University of Northern Iowa’s website on inclusion <a href="http://www.uni.edu/coe/inclusion/">http://www.uni.edu/coe/inclusion/</a> describes the philosophy of inclusion and includes other useful links.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case Study # 35</b> Kathy, p. 146.</li> <li>• <b>Guest Presentation – Team Building</b></li> </ul>
7/15/04 <b>Class 7</b>	Strategies for group problem solving	<ul style="list-style-type: none"> <li>• <b>Problem Solving Strategies</b></li> <li>• Read <b>Case Study # 16</b> Simon, p. 71.</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• <b>Case Study # 16</b> Simon, p. 71.</li> <li>• Group #4 Activity</li> </ul>

7/17/04 <b>Class 8</b>	Designing a professional development presentation	<ul style="list-style-type: none"> <li>• Collaboration and teamwork in action</li> <li>• Assigning roles and responsibilities to achievement a common goal</li> <li>• Designing a presentation that is consistent with high quality practice</li> </ul>	<ul style="list-style-type: none"> <li>• Groups meet to design presentation at time and location of choice through a process of consensus.</li> </ul>
7/20/04 <b>Class 9</b>	Developing an evaluation plan	<ul style="list-style-type: none"> <li>• <b>Chapter 8</b></li> <li>• Assessment &amp; Evaluation of Consultation</li> <li>• Read <b>Case Study # 43</b> Darlene, p. 164.</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• <b>Guest Presentation – Collaborative Services/FCPS</b></li> <li>• <b>Case Study # 43</b> Darlene, p. 164.</li> <li>• Group #5 Activity</li> </ul>
7/22/04 <b>Class 10</b>	Planning co-teaching lessons, planning curricular modifications, planning instructional support	<ul style="list-style-type: none"> <li>• <b>Chapter 9</b> Co-Planning and Co-Teaching for Inclusion</li> <li>• <u><b>Informational Product due</b></u></li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussions</li> <li>• Group #6 Activity</li> </ul>
7/27/04 <b>Class 11</b>	Defining the roles and responsibilities of instructional assistants, school administrators	<ul style="list-style-type: none"> <li>• <b>Chapter 10</b></li> <li>• Roles of Instructional Asst &amp; Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• <b>Guest Presentation – Collaboration in Schools - Implications for Principals</b></li> </ul>
7/29/04 <b>Class 12</b>	Implementing & Evaluating Professional Development	<ul style="list-style-type: none"> <li>• <b>Professional Development Presentations – IEP Meetings</b> <ul style="list-style-type: none"> <li>• <b>Strategies for Engaging Parents as Planning Partners (in IEP Process)</b></li> <li>• <b>Avoiding Common Pitfalls</b></li> <li>• <b>Student-Directed IEPs</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Implementing a professional development plan</li> </ul>
8/03/04 <b>Class 13</b>	Implementing & Evaluating Professional Development	<ul style="list-style-type: none"> <li>• <b>Professional Development Presentations -</b> <ul style="list-style-type: none"> <li>• <b>Co-Teaching</b></li> <li>• <b>How NCLB and IDEA work for SWD</b></li> <li>• <b>Strategies for Increasing Student Achievement in Academic Courses</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Implementing a professional development plan</li> </ul>



# Student Introductory Email to Professor

([profjones@erols.com](mailto:profjones@erols.com))

EDSE 662 - C01

*Summer 2004*

*Name:* \_\_\_\_\_

*Address:* \_\_\_\_\_

\_\_\_\_\_

*Phone (day):* \_\_\_\_\_

*(evening):* \_\_\_\_\_

*E-mail:* \_\_\_\_\_

*Are you currently employed as a teacher? If so, where and what is your teaching assignment?*

*Are you a licensed teacher in Virginia? If so, what subject area?*

*What are your previous experiences with students who have disabilities or other exceptionalities? With students who are culturally and linguistically diverse?*

*What are your personal expectations for the course?*

*What else should I know about you?*