Course Description: In this course, knowledge and skills are developed for collaborating with professionals and families, transition planning, and teacher professional development to enhance and coordinate services for children and youth with disabilities.

Course Objectives: Students will:

- demonstrate knowledge of the history, models and dimensions of collaboration and consultation;
- demonstrate and apply knowledge of effective communication skills;
- demonstrate and apply knowledge of working effectively with families of children with disabilities and professionals, including paraeducators and other support personnel in school settings;
- demonstrate and apply knowledge of co-teaching in school settings between general and special educators;
- demonstrate and apply knowledge of team planning for transition;
- demonstrate and apply knowledge for school improvement.

Accomplished Practices addressed in this course:

Accomplished Practice: Communication
Indicator 2.2: Demonstrates varied communication techniques that promote PK-12 student learning.

Accomplished Practice: Continuous Improvement
Indicator 3.2: Improves practice through collaborating, reflecting and goal setting.

Required Textbook:
Required Readings:


Course Assignments:

1. **Tasks** – One task for each of the eight modules are assigned. The tasks are short reflections that pertain to the module content (including Powerpoint presentations). Tasks are worth a possible 5 points each for a total of 40 points. **Tasks are independent, not collaborative, assignments.**

2. **Activities** – Four course activities are designed to extend the module content and are worth a possible 25 points each, for a total of 100 points. Detailed descriptions of these assignments follow. **Activities are completed individually or in collaborative groups assigned by the professor.**

3. **Two exams** covering book chapters, articles, module presentations, and videotapes will be administered. The first exam will be completed during Week 5 and the second exam will be completed during Week 10. Each exam is worth 100 points, for 200 total possible points. Exams are independent, not collaborative, assignments.

4. **Quizzes** – There are only 2 quizzes for this course, and they come in the last 2 modules before the final exam (Exam II). Each quiz is worth 25 points, for a total of 50 possible points. **Quizzes are independent, not collaborative, assignments.**

**Note.** Late course assignments will not be accepted without making prior arrangements with the instructor or submitting a physician’s excuse.
**Grading Scale:** Total possible points = 340 or 355 for students in the Early Childhood program

- A = 4.0 (100-93% of total possible points)
- A- = 3.67 (92-90%)
- B+ = 3.33 (89-87%)
- B = 3.00 (86-83%)
- B- = 2.67 (82-80%)
- C+ = 2.33 (79-77%)
- C = 2.00 (76-73%)
- C- = 1.67 (72-70%)
- D+ = 1.33 (69-67%)
- D = 1.00 (66-63%)
- D- = 0.67 (62-60%)
- E = 0.00 (below 60%)

**Policy concerning honor code:** The following is the honor code statement that comes from the Student Honor Court. “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity”. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment”. Course assignments are designated as either individual or collaborative in page 2.

**Policy concerning accommodations for students with disabilities:** The instructor respects human diversity and provides equal opportunity and treatment regardless of race / ethnicity, gender, disability, religion, sexual orientation, or age. Any individual needing specialized assistance due to a disability should inform the Professor of this course during the first week of the class. Please forward your letter from the UF Dean of Student's Office before we discuss your needs. Every effort will be made to ensure that appropriate accommodations are made.
## EEX 6786 Course Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Modules</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Jan. 6-12</td>
<td><em>Course Overview</em>&lt;br&gt;Introductions; Syllabus&lt;br&gt;<em>One</em> - Historical Foundations and Rationale for Interactive Teaming; Definitions and Dimensions&lt;br&gt;• Why are collaboration and system coordination important?&lt;br&gt;• How does school collaboration work?</td>
<td>• Chapters 1 &amp; 2</td>
<td>Task 1</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Jan. 13-19</td>
<td><em>Two</em> - Understanding the Roles and Perspectives of Team Members; Enhancing Communication Skills&lt;br&gt;• How does system coordination work?&lt;br&gt;• What education laws promote school collaboration and system coordination?</td>
<td>• Chapters 3 &amp; 4;</td>
<td>Task 2</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Jan. 20-26&lt;br&gt;<em>MLK Holiday Jan. 20</em></td>
<td><em>Three</em> - Developing Leadership and Service Coordination Skills</td>
<td>• Chapter 5;&lt;br&gt;• Lingo, Barton-Arwood, &amp; Jolivette, 2011</td>
<td>Task 3</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Jan. 27 - Feb. 2</td>
<td><em>Four</em> - Empowering Team Members Through School Change and Professional Development; Paraprofessionals&lt;br&gt;• What is the role of paraprofessionals in school collaboration and system coordination?&lt;br&gt;• What are effective ways that teachers direct the work of paraprofessionals?</td>
<td>• Chapter 6;&lt;br&gt;• Carnahan, Williamson, Clarke, &amp; Sorensen, 2009;&lt;br&gt;• Causton-Theoharis, Giangreco, Doyle, &amp; Vadas, 2007.</td>
<td>Task 4&lt;br&gt;Video-&lt;br&gt;<strong>Collaboration in Practice</strong></td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;Feb. 3-9</td>
<td><em>Five</em> - Enabling and Supporting Families</td>
<td>• Chapter 7</td>
<td>Task 5</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;Feb. 10-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt;Feb. 17-23</td>
<td><em>Six</em></td>
<td></td>
<td><strong>Exam 1</strong>&lt;br&gt;Activity #1 due this week!</td>
</tr>
<tr>
<td>Week</td>
<td>Mar. 31 - Apr. 6</td>
<td>Activity #4 due at the end of Week Six; Video: Melinda's Family Story</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Feb. 24-Mar.2</td>
<td><strong>Seven</strong> - This week, you will be completing Activity #4 in small, online groups as assigned by the instructor.</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Mar. 3-9</td>
<td><strong>SPRING BREAK!!!</strong> Enjoy some time off</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Mar. 10-16</td>
<td><strong>Eight</strong> - Models of Teaming in Secondary Transition</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fennick, 2001;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kellems &amp; Morningstar, 2010.</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Mar. 17-23</td>
<td><strong>Nine</strong> - Implementation with Students from Culturally &amp; Linguistically Diverse Backgrounds; Implementation with Infants &amp; Preschoolers with Special Needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is the role of the family in school collaboration and system coordination?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How does cultural and linguistic diversity affect school collaboration and system coordination?</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Mar. 24-30</td>
<td><strong>Ten</strong> - Implementation with Students with Mild Disabilities; Implementation with Students with Severe Disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How can school collaboration and system coordination promote progress of children in early childhood programs?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How can school collaboration and system coordination promote progress of children in the elementary years?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chapters 8 &amp; 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity of your choice is due at the end of this week (#2 or #3)</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Mar. 31-Apr. 6</td>
<td><strong>Eleven</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How can school collaboration and system coordination promote progress of middle school children?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How can school collaboration and system coordination promote progress of high school students?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chapters 12 &amp; 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz #1</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Nine</td>
<td>Quiz #2</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>---------</td>
<td></td>
</tr>
</tbody>
</table>
| Apr. 7-13 | • How can school collaboration and system coordination promote progress of students in alternative education?  
• How can school collaboration and system coordination promote transition of students to postsecondary settings? | Chapters 14 & 15 | |

Exam 2

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Final Day of Classes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 14-20</td>
<td>Wed., April 23</td>
<td></td>
</tr>
<tr>
<td>Either Activity #2 or #3 (your choice) is due on the last day of classes for Spring, 2014 by midnight on April 23.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Descriptions

Activity 1
Include a report of an informational interview conducted with a school professional, other than your cooperating teacher. For example, you could interview a speech-language pathologist, school psychologist, or adaptive P.E. teacher. Gather information about this professional’s specific role in your school, as well as his or her role in supporting, facilitating, informing, and/or prescribing collaboration. Specific guidelines for this activity are included in Appendix A, and additional information is found on pages 105-107, 144, 145 in your textbook. This assignment will also be addressed in Module 2.

Activity 2
Include a report on a classroom problem-solving project using peer collaboration conducted with a school professional, other than your cooperating teacher. Specific guidelines for this entry are included in Appendix B. (Note: This activity is a “key task” used to assess attainment of Accomplished Practice Communication; Indicator 2.2)

Activity 3
Observe the teaching performance of a practicum student, paraprofessional, or student teacher using the Observation Form found in Appendix C. Then, schedule a post-observation feedback conference and use the steps included in Appendix D as a guide for the discussion that takes place during your feedback session. For this assignment, upload a completed Appendix C and include a summary of the feedback conference you gave that includes a discussion of the steps listed in Appendix D.

Activity 4
You will be working in assigned, online groups to complete this activity. First, on your own, you will view the video clips in Module Seven titled, Melinda’s Family Story. Then, as a group, you will correspond with one another to generate responses to the following general questions:

1) How does Melinda’s story support or refute the content presented in Module Five? (make at least 3 connections)

2) What appeared to be her most significant supports and most troublesome barriers to school collaboration?

2) What three questions might you ask of Melinda if you could?

4) What 2 recommendations for enhancing communication and collaboration with families, and 2 suggestions for dealing successfully with families who may appear difficult or uninvolved would you make?

Each group will submit a 3-page, single-spaced paper that addresses the four questions.
Appendix A
Activity #1
Informational Interview

Conduct an informational meeting with a school professional in your school setting (see pages 105-107, 144, 145 in your textbook for more detailed guidelines). The report for this activity should include:

1. Professional's position, date, and length of meeting

2. Anecdotal summary of procedures
   a) Preplanning (what did you do to prepare for the interview?)
   b) Establishing rapport (how did you initially foster a bond characterized by trust and understanding?)
   c) Stating purpose (what did you say when you stated the purpose of the interview?)
   d) Providing information (what information did you provide about yourself and your reasons for contacting this professional?)
   e) Obtaining information (what questions did you ask during the interview, and what responses did you receive? – include both questions and answers in your report)
   f) Summarize & establish link for future communication (what did you say?)

3. Observations of the interaction – provide examples of the types of verbal communication used with a focus on your use of communication:
   a) empathy – how did you show that you were empathetic during the interview?
   b) equality – how did you establish parity as you communicated?
   c) descriptive statements – how did you describe your ideas and clarify statements that may have needed further explanation?
   d) spontaneity – how did you respond when spontaneous situations or responses occurred during the interview?

4. Observations of nonverbal communication (e.g., sitting posture and position, eye contact, etc.) - provide examples of the types of nonverbal communication used during the interview, with an emphasis on your use of nonverbal communication.
Appendix B
Activity #2
Reflective Problem Solving: Peer Collaboration

Select one professional in your school (targeting a minimum of one student) to develop a collaborative, problem-solving relationship. This activity should include:

1. Professional's position, student(s) descriptors (use pseudonyms for students), dates and length of each meeting with a brief description of the type of meeting (i.e., initial meeting, follow-up, emergency consult, etc.)

2. Summary of procedures to be followed, including:
   a. Identify the problem (what are the child’s academic or behavioral problems?)
   b. Collect data (target 3 or 4 behaviors)
   c. Plan an intervention (what meets the child’s needs?)
   d. Implement intervention
   e. Evaluate intervention

3. Description of follow-up meetings (i.e., how successful were they? is there a need for further planning? why?) (a minimum of two follow-up meetings is required)

4. Summary of observations made during classroom visits (a minimum of one visit is required)

5. Listing of problems encountered during the collaborative experience with a thorough description of each one. Include your perceptions of the causes for these problems and ways you might deal with the problems better in future collaborative endeavors. These problems are not the ones you experience that are related to the student’s academic and/or behavioral issues, they are the ones experienced between the adults involved in the collaborative relationship.

6. Listing of community-based resources and activities that would be appropriate and helpful for the child’s continuous improvement.
Appendix C  
Activity #3  
Observation Form

Date: ________________  Time lesson begins: ____________  Time lesson ends: ____________

**Directions:** Divide your observation into three time frames of 10 minutes each. During the first 10 minutes, count the number of teacher-to-student and student-to-teacher exchanges that occur during the lesson. Use tally marks to record each observance.

<table>
<thead>
<tr>
<th>Teacher Exchange Directed to Student</th>
<th>Student Exchange Directed to Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** During the next 10 minute segment of your observation, record the number of student-to-teacher and teacher-to-student interactions that pertain to (a) lesson content, (b) procedural matters, and (c) discipline or classroom management.

<table>
<thead>
<tr>
<th>Exchanges Involving Lesson Content</th>
<th>Exchanges Involving Procedural Matters</th>
<th>Exchanges Involving Discipline or Classroom Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** During the last 10 minutes of your observation, continue observing teacher-student interactions. This time, record your tallies according to whether the exchange is brief (lasting approximately 5 seconds or less) or extended (lasting more than 5 seconds). Try to record the teacher statement along side the tally mark.

<table>
<thead>
<tr>
<th>Brief Exchange (5 seconds or less)</th>
<th>Extended Exchange (more than 5 seconds)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: After the observation, state three general conclusions, supported by the data you have collected in each of the three boxes below.

Statement 1 (Exchanges):

Statement 2 (Types of Exchanges):

Statement 3 (Length of Exchanges)
Appendix D
Activity #3
Post-Observation Conference

Prerequisites for the Conference (*include this information in your activity report*):

✔ Arranged an in-class observation with a practicum student, paraeducator, or student teacher
   Date ____________       Time ____________
   School ____________     Lesson ____________

✔ Held a post-observation conference with the practicum student, paraeducator, or student teacher
   Date ____________       Time ____________

✔ Collected data on the practicum student, paraeducator, student teacher performance

Criteria for Conference (*Discuss each item below in your activity report. For example, explain HOW you “encouraged the observee to provide input and interact during the conference.”*):

✔ Encouraged observee input/interaction during the conference

✔ Began conference with a positive statement, related to observee's strengths

✔ Supported positive statement with data

✔ Identified one area of weakness shown by the observee, supported by data

✔ Discussed observee's weakness using the following steps (*see pages 189-191 in your text*):
   
   - Describe the problem
   - Ask for help
   - Talk about causes
   - List possible solutions (elicit observee input) Agree on action to be taken

✔ Demonstrated genuineness/authenticity

✔ Demonstrated empathy and respect for observee

✔ Used appropriate verbal communication skills

✔ Demonstrated authority/assertiveness

✔ Ended conference with a statement of confidence with the observee