

Western Michigan University
Department of Special Education and Literacy Studies

SPED 6610: Transdisciplinary Teaming
3 Credit Hours

INSTRUCTOR

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Class Dates: Wednesday, Friday and Saturday (see Class Schedule)

REQUIRED TEXTBOOK/MATERIALS

Dettmer, P., Thurston, L. P., & Dyck, N. (2005). Consultation, collaboration, and teamwork for students with special needs. Pearson Education Inc.: Boston.
DiSC Personal Profile
Adventure Centre Experiential Education Activity

COURSE DESCRIPTION

This course is designed to provide students with the information needed for effective collaboration and transdisciplinary teaming in school settings. Emphasis is placed on effective communication skills and the various direct and indirect service delivery options that facilitate the success of all students in the regular education curriculum and/or general education classroom.

SPECIAL EDUCATION PROGRAM OUTCOMES

Students will demonstrate the ability to:

1. Understand the background, theory, and structure of school level consultation
2. Identify and describe various services delivery models that are based on collaboration and as a result function as a support person to general education
3. Identify the benefits that can be expected for students, parents, and school personnel through collaboration.
4. Understand the roles played by the members of the intervention assistance team and procedures for effective team participation.
5. Identify the obstacles that hinder the practices of consultation and collaboration among educators.
6. Implement the process skills and content skills that are needed for consultation and collaboration within diverse school contexts.
7. Understand the effects of school collaboration by valuing adult differences in school, using adult differences to facilitate productive interaction and linking with appropriate social agents.
8. Identify the ethical and legal issues that relate to the collaborative consultation and teaming process

COMPETENCY STATEMENTS

Standard #1: Foundations

CC1K1 Models, theories, and philosophies that form the basis for special education practice.

CC1K3 Relationship of special education to the organization and function of educational agencies.

CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

CC1K7 Family systems and the role of families in the educational process.

CC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.

Standard #2: Development and Characteristics of Learners

CC2K2 Educational implications of characteristics of various exceptionalities.

Standard #3: Individual Learning Differences

CC3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

CC3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Standard #5: Learning Environments and Social Interactions

CC5K1 Demands of learning environments.

CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

CC5K5 Social skills needed for educational and other environments.

Standard #9: Professional and Ethical Practice

CC9K1 Personal cultural biases and differences that affect one's teaching.

CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.

CC9K3 Continuum of lifelong professional development.

CC9K4 Methods to remain current regarding research-validated practice.

CC9S8 Use verbal, nonverbal, and written language effectively.

CC9S10 Access information on exceptionalities.

Standard #10: Collaboration

CC10K1 Models and strategies of consultation and collaboration.

CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

CC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

CC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

MODES OF INSTRUCTION

1. Didactic/lecture
2. Small and large group discussion and activities
3. Role Playing and Problem Based Learning
4. Technology Enhanced Instruction (e.g., video viewing, powerpoint, video taping)

COURSE REQUIREMENTS AND EVALUATION

Class Participation, Activities, & Attendance	Throughout	250 pts
Case Study	September 14	30 pts
2 article reviews	September 28 and July 25	60 pts (2 @ 30 pts)
Adventure Center Paper	October 13	60 pts
Co-Teaching Presentation and Paper	November 2	100 pts
Comprehensive Collaborative School Plan or Teaming Paper	December 1	100 pts

Total Possible Points 500 pts

Assignments and papers submitted later than class time on the scheduled due date will be counted as late. Two points will be deducted for each late day. Assignments must be accompanied by the appropriate criterion checklist or there will be an automatic ten point deduction.

No incomplete grades will be given without contracting with Dr. Whitten and it is subject to her discretion. Students are advised to retain all graded assignments returned to them.

COURSE GRADING CRITERIA

95%-100%	of total possible points = A
90%-94%	of total possible points = BA
85%-89%	of total possible points = B
80%-84%	of total possible points = CB
75%-79%	of total possible points = C
Below 75%	of total possible points = E

CLASS PARTICIPATION

Attendance:

Consistent attendance is required to obtain the information required to master the content of this course. The largest portion of the information needed for successful completion of assignments will be covered in class lectures and activities. Many in class activities will be implemented for course assignments. If you must be absent, Dr. Whitten (760-6801 or 372-7343) should be notified prior to class. Points will be awarded based on your active participation in this class and completion of in-class activities. Therefore, absences impact class points and course grade.

NEED FOR ACCOMMODATIONS

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester. The two disability service offices on campus are: Disabled Student Resources and Services

269.387.2116 or Office of Services for Students with Learning Disabilities 269.387.4411

DIVERSITY STATEMENT

The Department of Special Education and Literacy Studies, Special Education Program maintains a strong and sustained commitment to the diverse and unique nature of all learners and to maintain high expectations for each student.

ACADEMIC INTEGRITY STATEMENT

Students are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 274-276) [Graduate (pp. 25-27)] Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

APA STYLE

The Department of Special Education and Literacy Studies, Special Education Program has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. **APA STYLE - For additional assistance with APA – check out www.apaguide.net**
APA writing procedures are found in:

American Psychology Association, (2005). Publication Manual of the American Psychological Association (5th ed.).
Washington, DC: Author.

Article Review # 1 **Criterion Checklist**

Name _____

<u>Components</u>	<u>Points Assigned</u>	<u>Points Earned</u>
1. Reference and APA Style throughout review You must attach a copy of the article	10	_____
2. Summary and Key Facts	10	_____
3. Application to Personal/Professional Experience	10	_____
TOTAL POINTS	_____	

Article Review # 2 **Criterion Checklist**

Name _____

<u>Components</u>	<u>Points Assigned</u>	<u>Points Earned</u>
1. Reference and APA Style throughout review You must attach a copy of the article	10	_____
2. Summary and Key Facts	10	_____
3. Application to Personal/Professional Experience	10	_____
TOTAL POINTS	_____	

Co-Teaching Lesson Criterion Checklist

Team Resources: Research Based Strategy

Names: _____

<u>Components</u>	<u>Points Assigned</u>	<u>Points Earned</u>
Designing the Lesson- (written)	25	_____
1. Identification of the lesson to be taught – what is your lesson objective (s) What is the significance of the area you have chosen to teach? How will teachers benefit from the information?		
2. Identify co-teaching roles and rationale for the potential models to be used		
3. Discuss what is to be taught and which models would be most supportive to meet your stated objectives		
4. Develop your lesson plan using the ITIP model		
Implementing the Plan-20 minutes	35	_____
Communicating the Lesson Demonstration of co-teaching model(s) chosen to deliver information Utilization of effective teaching components		
Monitoring the Lesson – (written)	20	_____
Monitoring and follow-up the intervention Show reflection regarding the instruction of the co-teaching model(s) and if they were supportive in meeting lesson objective(s)		
Handout Summarizing Articles	20	_____
Handout to provide information on the strategy using the following handout.		

Total Points _____

Comprehensive School Collaboration Plan Criterion Checklist

Name: _____

<u>Component</u>	<u>Points Assigned</u>	<u>Points Earned</u>
1. Logo:	5	_____
2. Literature Review of the subject being addressed: Literature review is a synthesized review of the literature on the chosen subject. This review should be 1-2 pages in length. <ul style="list-style-type: none">• Articles from peers review journals• Articles from 1999-2007• 5 Articles Minimum• Bibliography of Articles attached as part of references	15	_____
3. Introduction from the school perspective:	15	_____
3. Baseline Observations:	10	_____
4. School Plan:	20	_____
5. Multimedia Presentation:	20	_____
6. Organization, clarity, thoroughness, references APA style	15	_____

TOTAL POINTS

Directions for Comprehensive School Collaboration Plan

The purpose of this assignment is to provide a collaborative plan for your school. The focus of the paper is on some part of the collaborative process within your school. This assignment will assist in preparing your school to enhance the collaborative process in your school through teaming or co-teaching. All written information must adhere to the APA Publications Manual, which is on sale at the Bookstore and on Reserve at the Library.

- Select a collaborative service delivery option you want to implement at your school
- Prepare a logo that clearly identifies the collaborative service delivery option you are implementing or enhancing. Use this logo as the cover page of your project. It must represent your plan and be an attention grabber.
- Take a baseline on the level in which your school is currently engaged in the chosen collaborative process (what forms, procedures, etc. or currently being used)
- Determine how you might best implement this form of collaborative process
- Complete each of the above prior to writing your paper with the exception of the critical review of the literature, which can be started immediately.

The written paper should contain each of the following parts:

- 1. Literature Review:** Provide a **one-two page** critical review of the literature on the chosen collaborative process.
- 2. Introduction: One page** introductory section about your school and the school's position on the collaborative process you have selected..
- 3. Baseline Observations:** Provide baseline information regarding the current level of your school. Provide raw data on how you determined your current level of operation (i.e., teacher questionnaire, interview etc.) and analyzed summary of the information.
- 4. School Plan:** Provide a detailed plan of implementation including calendar, forms, and any other pertinent information. Identify the various personnel who will be involved and the resources required.
- 5. Multimedia Presentation:** This presentation will outline a training session or information packet to be used for preparing school personnel in their collaborative role. A copy of this presentation must be a section of your paper.

In summary, your paper should contain a minimum of five separate sections with the headers listed above and a cover page containing your logo. You may add additional information in the text or appendices but to receive full points your paper must have the five sections and a reference page for literature review documentation. In addition, it must be well written and synthesized. Organization and presentation are extremely important!

**Team Observation Paper -
Criterion Checklist**

Name : _____

<u>Components</u>	<u>Points Assigned</u>	<u>Points Earned</u>
1. Literature review is a synthesized review of the literature on teaming. This review should be 1-2 pages in length. <ul style="list-style-type: none">• Articles from peers review journals• Articles from 1999-2007• 5 Articles Minimum• Bibliography of Articles attached as part of references	15	_____
2. Introduction	10	_____
3. Observations	5	_____
4. Synthesis and Evaluation of Information	35	_____
5. Personal Response Summary	10	_____
6. Organization, clarity, thoroughness references, APA style	25	_____
	TOTAL POINTS	_____

Directions for Teaming Paper

The purpose of this assignment is to provide you an active experience with a team of professionals in which you will observe the interactions of team members and the process. The focus of the paper is on the teaming process and what makes it work and what hinders it. All written information must adhere to the APA Publications Manual, which is on sale at the Bookstore and on Reserve at the Library.

You will observe the teams you report on four times. The team will be a team within your SPED 6610 class.

Your observations will take place during class time. All observations and documentation will be kept confidential.

Your first observation will begin on the first day of class. You will take notes and use your notes to write the final paper. In your subsequent observations you will complete the Collaboration Checklist Part 1 and Part 2 during each observation. It may be very helpful to make notes as you are recording the information. Identify one team member with which to conduct the personal interview. The personal interview needs to be conducted only once.

Complete each of the above prior to writing your paper with the exception of the critical review of the literature, which can be started immediately.

The written paper should contain each of the following parts:

1. **Literature Review:** Provide a **one-two page** critical review of the literature on teaming
2. **Introduction: One page** introductory section about the teams you are observing and the purpose. Provide types of members, number of members, meeting place, number of meetings observed, profiles of the team members, and any other pertinent information that will make the rest of the paper easier to understand.
3. **Observations:** Provide your raw data sheets with observers notes included. Analyze the data collected at each separate observation by comparing each observation by question. For example, determine if the team was consistent in summarizing the concern/problem prior to analyzing or brainstorming for solutions. Take into consideration the feedback you received from the personal interview and see if the responses support your observations. Provide a table that compares teams item by item.
4. **Synthesis and evaluation of information:** Analyze and synthesize the information you learned from your observations with the information you collected from **articles, text, class lectures and participation**. Write a two-three page summary integrating this information.
5. **Personal response summary:** Write a final **one page** section describing the effects (if any) on your understanding and knowledge of effective teaming, what you have experienced, and how you now perceive effective teaming as a result of completing this assignment.

In summary, your paper should contain a minimum of five separate sections with the headers listed above. You may add additional information in the text or appendices but to receive full points your paper must have the five sections and a reference page for literature review documentation. In addition, it must be well written, synthesized and very organized.

GENERAL PAPER DIRECTIONS

All written information is to follow the APA Publications Manual, which is on sale at the Bookstore and on reserve at the Education Library. Highlights of APA style are listed below, as are common grammatical errors. If you have any questions, please come and ask.

Following are a list of common problems that appear in student papers. Please attend to these!

APA HIGHLIGHTS

1. All references to others' comments such as "Researchers found...)" must be referenced for the idea. This requires you to just reference the author(s) and date of reference in the narrative. An example is: Researchers (Smith & Jones, 2000) noted that... Or, Smith and Jones (2000), noted that... Direct quotations require the name, date and page number. It was found that "... teaching reading is hard work" (Brown, 2001, p.345). The Manual offers different methods of direct quotation citation based on the number of words to be quoted. Please attend to these distinctions. Contrary to what may have been taught in other places, just changing one or two words in a sentence is not paraphrasing. It requires a direct quote! Again, pay attention to the APA Manual about referencing.
2. A reference list must be appended to the end of the paper. Please pay special attention to how it is written. All references from books, journals or magazines should be from 1990 to the present. Please see me if you want to use something with an earlier publication date.

ORGANIZATION

3. All papers benefit when headings are used. Please use them. They clarify what is being discussed and allow you to avoid having to use transition sentences. The APA Manual discusses several different methods of using headings.
4. Please use the phrasing " person with a disability" rather than "handicapped person" or "disabled person" and "person with a learning disability" rather than "learning disabled person" to reflect the "Individuals with Disabilities Education Act". Never use terms such as "the learning disabled".
6. Do not use slang such as "kids", "kind of", "a couple of", etc.
7. Make sure that all your nouns and pronouns agree in number. That is, if you write, "the child", make sure you use either "he" or "she" when you refer to that child again. These are singular pronouns and match the singular noun you used. Never use "they" after having used " the child" since "they" is a plural pronoun.

TENTATIVE TOPICAL OUTLINE OF COURSE CONTENT

Date	Topic	Reading Due Prior to Class
Friday, 9/14 5-9	Syllabus Review DISC Working Styles Teams Determined Baseline Collaborative Case study provided Case Study Assigned Coat of Arms Assigned to new members	
Saturday, 9/15 9-5		
Case Study Due	Coat of Arms Activity Research on Intervention Assistance Teams Teaming Activity Effective Communication Teaming Triads Team Collaborative – Student Driven	Preface, Chapters 1, 2, 3,5
Friday, 9/28 5-9		Chapters 4,9,10,11,12
Article Review Due on:	Bahr, M., Whitten, E., Dieker, L., Kocarek, C., & Manson, D. (1999). A comparison of school-based intervention teams: Implications for educational and legal reform. <i>Exceptional Children</i> , 66, 67-84. Problem Solving Process Roles and Responsibilities Team Evaluations Individual and Group Self Reflection Perceive and Reflect Teaming Activity Team Collaborative – Student Driven Perceive and Reflect	
Saturday, 9/29 9-5	Adventure Center	
Saturday 10/13 9-5	Collaborative Teaching Group Development Team Collaborative – Student Driven Individual and Group Self-Reflection – Perceive and Reflect	
Adventure Center Paper Due		
Friday, 11/2 5-9	Co-Teaching Presentations	
Article Review Due (Response to Intervention from a teaming perspective or Effective Co-Teaching)		
Saturday, 12/1 9-5	Co-Teaching Presentations Final Reflection	
Comprehensive School Plan or Teaming Paper Due		

Co-Teaching Presentation Topics

Response to Intervention

Collaborative Teaching in Inclusive Classrooms

Aligning of NCLB and IDEA 2004

Differentiated Instruction