

PARENT, HOME, AND AGENCY INVOLVEMENT IN EDUCATING CHILDREN AND YOUTH WITH DISABILITIES

Education 378

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Purposes:

- Develop a thorough understanding of familial needs, behaviors, and concerns for all family members.
- Cite specific resources or interventions that can be applied to families having a family member with disabilities.
- Learn effective communication techniques to utilize with all family members and community agencies.

Skill Competencies: Are listed by each topical section within the syllabus.

School of Education Learning Outcomes:

1. Students will develop and demonstrate effective communication skills so that they can respond effectively to parents' responses in a variety of settings using written and oral formats (Standard 5: Application of Content Developing).
2. Students will match specific familial needs to available national, state, and local resources based on familial choice and needs (Standard 8: Instructional Strategies, Developing).
3. Students will demonstrate cultural sensitivity and competence by reflecting on one's own cultural background, appreciating the cultural expectations and guidance provided by varying cultural groups, and communicating in a manner that is in concert with the cultural values of the family (Standard 9: Professional Learning and Ethical Practice, Developing).
4. Students will develop and present a parent informational program by disseminating information in a professional, family-friendly manner using professional, non-jargon language (Standard 9: Professional Learning and Ethical Practice, Developing; Standard 10: Leadership and Collaboration, Developing).
5. Based on the parent's(s) and sibling's(s') perspectives, students will interpret the parents' self-reports, perspectives, and statements in order to mutually derive family objectives/targets (Standard 6, Assessment, Developing; Standard 10: Leadership and Collaboration, Developing).
6. Students will demonstrate collaboration by first individually interpreting a scenario and then jointly deriving consensus in the group document with documentation including observation by the professor and the presentation of individual and group consensus documents (Standard 10, Leadership and Collaboration; Developing).

Required and Recommended Readings: Each topical section of the course lists required and recommended references. The student will read all required readings prior to the respective class.

Suggestions concerning information contained in the recommended readings are provided in order for each student to select and read those references which will meet his/her individual interests and needs.

Required Text:

Turnbull, A. P., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K.A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Upper Saddle River, NJ: Pearson.

Content Guidelines Addressed in This Course

Knowledge, Performance, Disposition	Content Guidelines
<i>Emotional/Behavioral Disability</i>	
KP5: Planning and managing the teaching and learning environment for ED/EBD learners including: Transition issue for students with ED/EBD: into and out of alternative environments (e.g., hospitals, correctional facilities, other segregated placements); from activity to activity; between educational levels (e.g., elementary to middle, middle to high school, high school to post-secondary); between child/adolescent and adult systems, including community agencies and services; from school to employment/work settings; developing social competence; and learning self-advocacy.	
KPD7: Communication and collaborative partnerships including: Dealing with conflict, confrontation, compromise, and consensus.	
KPD7: Facilitation skills.	
K7: Public relation skills	
KPD7: Understanding family systems, including non-traditional families, and the impact of ED/EBD on the family	
KPD7: Communicating and collaborating with colleagues (regular education teachers, administrators, pupil services personnel, etc.) parents and families, professionals, and agencies external to schools.	
KD7: Advocacy for students and self.	
KPD8: Professionalism and ethical practices including: Stress management for self, including organizational and time management skills.	
KPD8: Maintaining a professional image (e.g., personal appearance, demeanor/behavior).	
<i>Learning Disabilities</i>	
KD3: Major federal and state legislation, regulations, policies and related issues including due process rights and responsibilities of teachers, parents, students, and others related to evaluation, eligibility, program planning and placement of students with disabilities.	
KPD13: Strategies including collaborative problem-solving and conflict resolution techniques which facilitate collaboration with general and special education teachers, parents, students, related service providers, administrators, paraprofessionals, support staff, and others to enhance joint planning, implementation and evaluation of educational and community services including transition planning and programming.	
KD14: A commitment of professionalism and ethical practice including: Awareness and sensitivity to culture, religion, gender, sexual orientation, disability and level of technical knowledge among students, family and colleagues.	
KD14: Maintenance of a sense of professional efficacy by developing high expectations for life span potential of individuals with disabilities	

KD14: Accountability for meeting student’s unique needs, supporting students and their families and maintaining a high level of professional knowledge, competence and integrity in the practice of their profession.
KD14: Professional conduct that protects the confidentiality of students and their families
<i>Cognitive Disabilities</i>
KPD 3: The impact of CD on families and how to assist families in accessing sources of unique services, networks, and organizations for individuals with CD.
KPD14: The use of strategies which facilitate collaborative relationships among general and special education teachers, paraprofessionals, related services staff, support staff, administrators, parents, and others to jointly plan, implement, and evaluate educational services.
KD14: Effective training and appropriate utilization of special education paraprofessionals who assist students with CD.
KD18: A commitment to professionalism and ethical practices including: Awareness and sensitivity to culture, religion, gender, and sexual orientation among students, family and colleagues.
KD18: Maintenance of a sense of professional efficacy by developing high expectations for the quality of lifespan potential of individuals with disabilities.
KD18: Accountability for meeting student’s unique needs and maintaining a high level of competence and integrity in the practice of their profession.
KD18: Professional conduct that protects the confidentiality of students and their families
<i>Cross-Categorical Certification</i>
KPD 1: The current legislation, regulations, policies, litigation, and ethical issues related to the provision of special education services (e.g., procedural safeguards, continuum of services, least restrictive environment, assessment, discipline, supplemental services and supports, related services, assistive technology, specialized health care).
KPD 1: The variations in beliefs, traditions and values across cultures and within society and how these affect the relationship among and between the child, family and school.
KPD 1: The issues and trends related to all areas of special education including early childhood special education and the provision of adult services (e.g., family-centered, community-based settings and services, interagency collaboration).
KDP 1: The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.
KDP 2: The characteristics of learners including effects of medications on student learning.
KDP 4: Instructional content and practice including: Cultural perspectives regarding effective instruction for students with disabilities.
KD 4: Instructional content and practice including: The development and implementation of a transition planning.
KD 5: Planning and managing the teaching and learning environment including: Common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities; principles of physical and health management.
KDP 5: Planning and managing the teaching and learning environment including: Instructional programs that enhance a student’s social participation in family, school and community activities.
KD 6: Managing student behavior and teaching social interaction skills including: Problem-solving and conflict resolution.
KDP 7: Communication and collaborative partnerships including: Effective communication and collaborative relationships between parents, students, and school and community personnel in a culturally responsive environment.
KDP 7: Communication and collaborative including: Effective communication (oral and written) and collaboration with general education teachers, paraprofessionals, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services.

KDP 7: Communication and collaborative partnerships including: Family systems and the role of families in supporting child development and educational progress.
KDP 7: Communication and collaborative partnerships including: The appropriate strategies to help parents deal with concerns regarding their children with disabilities.
KDP 7: Communication and collaborative partnerships including: The multiple resource services, networks and organizations that assist families and students.
KDP 7: Communication and collaborative partnerships including: The types of information generally available from family, school officials, legal system, and community service agencies.
KDP 7: Communication and collaborative partnerships including: The roles and responsibilities of school-based health and other related services personnel, professional groups and community organizations in identifying and providing services.
KDP 7: Communication and collaborative partnerships including: The characteristics and effects of the cultural and environmental background of the student and family including socioeconomic level, availability of health care, community supports, abuse/neglect, and substance abuse.
KDP 8: Professional and ethical practices including: Personal and cultural biases and differences that affect one's teaching and interactions with others.
KD 8: Professional and ethical practices including: Participate in the activities of professional organizations and activities that may benefit students with disabilities and their families.
KDP 8: Professional and ethical practices including: Positive regard for the culture, religion, gender, and sexual orientation of individual students, their families and colleagues.
<i>Early Childhood Special Education</i>
KPD6: The support of families and caregivers from diverse backgrounds including, but not limited to, racial, cultural, ethnic, and economic diversity in the identification of family concerns, priorities and resources for the purpose of incorporating the families' desires and goals for children into intervention strategies.
KPD7: The use of appropriate communication skills for working with other persons involved in early childhood settings including parents, volunteers, support staff, advisory groups, community agencies and professionals from other disciplines.
KD8: The participation as a team member in the following: Determining the eligibility for early intervention or special education services.
KD8: The formal and informal assessment of infant and young children's cognitive, social, emotional, communication, motor, adaptive and physical – including vision and hearing development – for initial and ongoing planning and provision of appropriate services.
KD8: The identification of family concerns, priorities and resources for the purpose of incorporating the families' desires and goals for children into intervention strategies.
KPD10: Child find strategies, informed referral networks, evaluation team responsibilities, individualized family service plans, individualized education program processes, and pertinent state and federal laws, regulations and policies.
KPD11: Professional ethics and issues of advocacy, family rights, confidentiality, and teacher liability.
KPD13: The intra- and interagency collaboration and implementation of appropriate service coordination and consultation related to the care, education, and transition of young children and their families.

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2017 DATES	TOPIC	ASSIGNMENT AND REQUIRED READINGS
January 25	Family Systems Approach, Case Study Presentation and Analysis	Chapters 1-4
February 1	Native American Families (Speaker: Andy Gokee), Celebrating Cultural Diversity; Diverse Family Forms; Evaluation of Culturally Sensitive Student Reactions to Reflective Passages, Written analysis of ethical issues	Chapters 1-4, Family Systems Theory; Chapters 7 & 8, Native America Article, Parent Information- Chapters 9 & 10; Minor Assignment 2; Chapter Response 1 & 2 (20 points),
February 8	Small Group Work on Parent Information Programs	
February 15	Hmong Families (Speaker: Dr. Maysee Herr) Family-Focused Intervention Model; Introduction to Parent Information Program, Interviewing Families, Case Study Application, Informal Assessment, Family Stress, Resources and Support Systems, Family Influence Responses to Life Events; Impact Problem Solving Paper and Simulation, Behavioral Objectives	Chapters 1-4, 7, 8, 10, 11, & 12, Family Systems Theory, Family-Focused Intervention Article; Parent Information- Chapters 9 & 10, Minor Assignment 3; Chapter Response 3 (20 points)
February 22	Parent-Child Interaction, Parenting Styles; Case Study Application, Family Assessment Summary	Chapters 8, 9, & 10; Chapter Response 4 (10 points); Minor Assignment 1
March 1	Parental Characteristics That Influence Family Well-Being; Effects of Medications and Implications for Students and their Family Members (Written Responses, Effects of Psychotropic Medications and Other Medications); The Sibling Subsystem	Chapters 5 & 8
March 8	Parents with Developmental Disabilities; Adolescent Parenting; Class Scenario Interpretations; Perspective Analysis of Case Study and Ethical Responses	Chapter 1; Minor Assignment 4; Parent Informational Program Due
March 15	Child Abuse and Neglect; Class Scenario Interpretation	Chapter 1,7, & 11; Chapter Response 5 (20 points); Minor Assignment 6
March 29	Child Characteristics; Grandparents; Rights and Responsibilities of Parents and School with Respect to P.L. 94-142, P.L. 99-457,	

	Section 504 of Rehabilitation Act, IDEA, Wisconsin Code, Council for Exceptional Children Ethical Principles and Standards; Case Study using the CEC and National Compendium of Standards	Chapters 6, 9, 10, & 12; Chapter Response 6 & 7 (20 points); Minor Assignment 5
April 5	Development of Team Relationships; Parent-Teacher Relationships; Case Management; Community Resources	Chapters 7, 8, 9, & 10 Chapter Response 8 (20 points); Collaboration Case Study
April 12	Conference Simulation: Evaluation Report #1	
April 19	Conference Simulation: Evaluation Report #1	
April 26	Parent Education and Support Programs; Life Span Skills Required by Families; Planning for Transitions to Future Environments; Future Alternatives for Persons with Disabilities.	Chapters 5, 10, 11 and 12
May 3	Families Having Children Experiencing Disabilities	Family Plan Due; Presentations of Family Plans; Personal Reflection of Perspectives
May 10	Conference Simulation, Evaluation Report #2	Self- and Group Evaluation Due, Bring Hard Copy to Class

Course Requirements

1. Class Attendance:

No more than two class sessions (a total of 5 hours) may occur. If more absences occur without medical documentation, 5% will be subtracted from your final grade for each block of 2.5 hours missed.

2. Minor Assignments: See class schedule for due dates.

Minor assignments, which require the student to apply the material discussed during the respective class session, will be distributed at the conclusion of each class. Each assignment must be completed by the beginning of the next class period. A page limitation of one single space typed page per question is encouraged. Each assignment will be worth 20 points for a total of **120** points. All assignments must be submitted on the stipulated due dates. (*Wisconsin Teacher Standards, PI 34.02, numbers 6, and 9; PI 34.15 Communication Skills-Skill, Human Relations and Professional Disposition- Skill and Disposition, Pedagogical Knowledge-Knowledge*)

3. Reviews of Textbook Chapters (called Chapter Response):

The purpose for the Chapter Response is to provide a purpose for reading by capitalizing on your experiences and information learned prior to and during each class session. Chapter responses facilitate an interactive approach to be used in sharing the knowledge you gained from the readings. You will be asked to use your background knowledge, complete literal and interpretive types of comprehension questions, apply information that has been presented in the chapter, and evaluate their views in light of

what has been learned from experience and the readings. These assignments will comprise **100** points. (*Wisconsin Teacher Standards, PI 34.02, numbers 1, 3, and 9; PI 34.15 Pedagogical Knowledge-Knowledge, Human Relations and Professional Dispositions-knowledge, Content Knowledge-Knowledge*)

4. Parent Education Informational Program:

Each small group of students (no more than four students) will develop a one-week informational session about a topic of importance to parents, lasting about 2.5 hours. The list of available topics is listed below. Each group will select one of the available topics. A hard copy will be submitted to Dr. Caro. This informational session will include the following ingredients:

1. Summary of the information to be presented:

This section should introduce the topic you will be potentially presenting to parents. One should establish its relevance to the population of interest. You might, if appropriate, provide an overview of the necessity for discussing this problem/ procedure and how this program could potentially improve family functioning. Also, one should include a rationale for and an overview of the subsequent sections of your one night workshop. This section should be limited to two pages (double-spaced, typed).

2. Objectives for parents to acquire:

Each objective will need to include observable behavior, conditions, and criteria.

3. Lesson plan outlining the exact procedures to be used (stated in the exact manner you would present it to the parents).

The lesson plan should be presented as a step-like procedure. If you have specific materials that will be part of your presentation, those materials should be copies and attached to your final project. Please reference these handouts in your lesson plan. Your wording must consist of non-jargon, easily understood language so that your program can easily be implemented by any person.

4. Parent and teacher references that could be utilized as resource materials:

It is expected that at least 10 recent references (within the past five years) will be included in the final section of this project. These references must be written in APA format.

The topics are as follows (please be sure that there is no duplication among the class participants):

- A. Effective Responses to Bullying
- B. Reading Aloud and Teaching Effective Reading Strategies
- C. Reading Development and Strategies at Each Developmental Age
- D. Stages of Development
- E. Homework Helpers
- F. Life Long Learning Skills
- G. Motivation and Facilitation of Motivation
- H. Positive Partnerships with Parents
- I. Facilitating Effective Peer Relationships
- J. Encouragement of Parental Involvement
- K. Television and Computers

L. Sharing Easy and Difficult Messages as well as General Information to Parents

This assignment/program will be worth **100** points. (*Wisconsin Teacher Standards, PI 34.02, numbers 6, 9, and 10; PI 34.15, Communication Skills- Skill, Human Relations and Professional Dispositions- Disposition*)

General Guidelines for Writing the Parent Education Program

The following guidelines should be adhered to when writing your parent education program:

1. Use APA format for the writing your references. Reference manuals are available in most libraries and UWSP bookstore.
2. One could use the present or past tense in the description of the weekly sessions. In the introduction, the past tense is used when discussing previous research for your rationale (e. g., The authors reported ..., The parents expressed that ...).
3. One could use the first or second person case when speaking directly to parents. As well, one could use the third person case when discussing the literature to parents or in the introduction, e.g., It was felt that, This author disagrees, etc.
4. One should not use contractions. Also, each paragraph is at least two sentences long.
5. Subtitle your paper using the sections outlined above. Make sure you have included all of the information described in the different sections.
6. When designing your weekly session, one must keep in mind that the parents have had a full day and the parents may not be able to sit for two consecutive hours. Instead, it is recommended to alter the information with "hands-on" activities that support the information you are relaying.

The purposes of this major assignment are:

- To gain experience in designing a parent education program, which is an inherent facet to your role;
- To become knowledgeable about the resources available to families having children experiencing disabilities, and;
- To be able to share the information in a family-focused manner to parents and fellow professionals.

5. Family Plan Assignment:

Each member of the class will work in small groups of no more than four people and complete the family plan from one of the available scenarios disseminated in class. Each scenario depicts one family having a child (birth to 21 years) with an identified or suspected disability. Administration of the following assessments has been conducted for each family scenario:

Inventory of Siblings' Perspectives
Sibling Interaction Scale

Family Resource Scale
Family Support Scale

Administrations of these tools should not consume more than 45 minutes. Based on the assessment data, the student will devise **five** (10) family objectives and **five** academic annual goals that address the student's area of difficulty, thereby addressing the needs of all family members.

The written account of the family plan will be presented as follows:

Individualized Family Plan

Name: (Fictitious or First Name Only)
Address: (Fictitious)
Parent/Guardian: (Fictitious)
Sibling's Name:
Sibling's Age:
Sibling's Gender:
Educator's Name:

Age of Child with Disabilities:
Birth Date of Child with Disabilities:
Gender of Child with Disabilities:
Disability of Child:
Sibling's Age:
Sibling's Gender:
Date of Evaluation:

Background Information (provided by Dr. Caro)

- Narrative description of child's functional levels, age, diagnosis, interactional behaviors, and any characteristic behaviors that is descriptive of the child's typical behaviors.
- Narrative description of family members, e. g., age, single versus intact family, priorities, value system, typical methods of interaction, etc.
- Narrative description of home environment, e. g., living arrangement, educational level of parent(s)/guardian, type of employment performed by parent, cultural or religious affiliation, etc.

Methods of Assessment (provided by Dr. Caro)

- List tests

Behavioral Observations (provided by Dr. Caro)

- Narrative description of the behaviors observed during testing/observation, e. g., extent of parental agreement or discussion, any pertinent parental comments, actions or verbal statements displayed by siblings, actions performed by the child with disabilities, etc.

Test Results and Interpretation

- Describe the results for each test, e. g.; describe adequate or inadequate resources and supports, child behaviors demonstrated on the Sibling Interaction Scale, etc.
- Describe the implications of the observed behaviors on family functioning as you refer to the assessment and observational data.

Conclusions and Recommendations

- Summary, discussion, recommendations.

Family Plan

Behavioral Objective

Methods

Criteria

(Include child, parent, and sibling goals with the accompanying methods and criteria.)

You may decide to include objectives for extended family members, if these members are of concern to the immediate family. Identify any agencies to be contacted and the person responsible for monitoring

the progress demonstrated with the behavioral objective. Presentation of each family plan will occur during the last class session. A total of 5 family objectives and 5 annual goals will be determined for each family plan. This project will comprise **150** points.

Guidelines

- Use past tense (e. g., Billy was observed to...) during the written description of the assessment results.
- Use future tense for the behavioral objectives, methodology, and criteria.
- Use the format presented above for the individualized family plan.

The purposes of this major assignment are to:

- Translate assessment data into an individualized family plan.
- Organize and formulate a description of the assessment data and family goals.
- Serve as a consultant to other professionals as they describe their respective family plans. (*Wisconsin Teacher Standards, PI 34.02, numbers 6, 8, 9, and 10; PI34.15 Communication Skills-Disposition and Skill, Human Relations and Professional Disposition-Disposition, Teaching Practice with Assessment Grounded in Research-Skill and Disposition*)

6. Collaborative Team Analysis

You will divide in small groups, no larger than four people. Each group will be given a unique scenario. Each individual in the group will analyze the scenario by answering the questions. In answering the questions, each individual group will reflect upon and write what has happened, what changes could be recommended, how you would respond, and how could misinterpretations and difficult behaviors be avoided. Thus, if there are four persons in the group, then four sets of answers will be obtained. Thus, individual responses will be formulated. Then, a group analysis will be formulated that includes the collective views that are arrived through consensus. A consistent portrayal of the scenario is needed and therefore, one cohesive portrayal will be submitted. The individual analyses will be attached to the group one derived from consensus. If there are differences in the individual perception, the group will have to reconcile the differences. In essence, each group will be practicing collaboration. This project is worth **150** points.

7. Dispositions

The School of Education in 2010 adopted the Professional Educational Program Teacher Candidate Dispositions (please see the attachment). Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered-approach is available and individualized to individual students. *InTASC 10r*. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (disposition) *and 10t*. The teacher embraces the challenge of continuous improvement and change (disposition).

- 8. Conference Simulation: Evaluation Report #1 (Mid-term).** Bring a copy of the rubric with you to your assigned appointment (50 points)

9. **Conference Simulation: Evaluation Report #2 (Final).** Bring a copy of the rubric with you.
10. **Self- and Group- Evaluation:** The self- and group- evaluation should be brought to your final exam appointment. (25 points)
11. **Field Experience:** Each student will complete 15 hours of practicum experience with a special educator. Students are expected to participate directly with students, rather than being an observer. Placements outside of Stevens Point will be arranged by each student. A log of the completed hours needs to be signed by the student and his/her cooperating teacher at the conclusion of the practicum. Further, the cooperating teacher will complete an evaluation of the student's practicum experience. A student needs to conduct oneself according to the instructions provided by the cooperating teacher. (55 points)

Class Preparation

Class preparation means that you have **read all the assigned material before class** and thought about the issues presented in those readings. You have also printed out copies of any material you may need to bring with you. You come to all appointments on time with the materials you need. At the university level, it is expected that students will do two hours of outside preparation for each hour of class.

Class Participation

Class participation means that after you have completed the required preparation, you become an **active member** of the class. You ask questions and comment when other students have questions. At the university level, ideas should be shared so that class members can learn from each other. If you never or rarely comment in class, but you listen and learn, you will receive some but not all of the participation points.

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any

way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Late Work: All decisions related to submission of late work, make-up work, re-submission of work, and grades are at my full discretion and will be based on the situation of the individual student.

Plagiarism: The act of plagiarism means to take the work of another person and submit that work as your own. In a scholarly institution, such as a university, this is a breach of personal integrity and professional ethics and can be cause for failure of a course and even dismissal from the university. Whenever you are utilizing the work of another individual as a basis for your own work, you must give credit to the individual with the original idea. This may be accomplished through the process of directly quoting and citing the work of an individual or paraphrasing the ideas of the individual with accompanying citation.

Use of Electronics in Class: If you have with you a smartphone, tablet, or laptop, those items should only be utilized for supporting class discussion and assignments. Playing games and conducting internet searches unrelated to the course content demonstrates a lack of respect for your classmates, professor, and the learning process.

Grading (Total Possible Points)

Minor Assignments (120)

Review of Chapters (100)

Parent Education Program (100)

Family Plan (150)

Collaborative Team Analysis (150)

Class Participation (25 points)

Class Preparation (25 points)

Conference Simulation: Evaluation Report #1 (50 points)

Conference Simulation: Evaluation Report #2 (Final) (50 points)

Self- and Group- Evaluation (25 Points)

Practicum (55 points)

(Total Points: 850)

Grading Scale:

A	94-100	C+	78-81
A-	91-93	C	75-77
B+	88-90	C-	72-74
B	85-87	D+	69-71
B-	82-84	D	65-68
		F	Below 65

Class Sessions

Family Systems Approach: (PI 34.02, numbers 1, 6, 8, and 9)

Objectives: Upon completion of the session, the student will:

- Describe the family systems framework and its various facets of structure, family interactions, family functions, and family life cycle (*knowledge*).

- State varying characteristics of families that result in the heterogeneity of strengths and needs evidenced by families having family members with impairments (*knowledge*).
- Delineate community, political, and cultural trends that influence family functioning (*knowledge*).

Family-Focused Intervention Model: (PI 34.02, numbers 1, 6, 8, and 9)

Objectives: Upon completion of the class session, one will:

- State the goals associated with the family-focused intervention model emphasizing and understanding the values each family professes and the development of trust in the family-professional relationship (*disposition*).
- Describe the "goodness-of-fit" concept as it relates to families and family enablement and empowerment (*disposition*).
- Delineate each of the steps of the family-focused intervention model and the respective actions and purposes incorporated within each step (*knowledge*).
- State the roles that a teacher performs with respect to parents/families, other professionals, and the educational system (*knowledge*).
- Explain family reactions in response to a diagnosis, e.g., grief cycle, long term skills, etc. (*disposition*)

Family Stress, Resources, and Support Systems: (PI 34.02, numbers 1, 6, 8, 9, and 10)

Objectives: Upon completion of the session, one will:

- Describe how family resources and support systems interact with individual family's definition of stress (*knowledge*).
- Cite the effects of families' level of socioeconomic status with respect to coping with a stressful event (*knowledge*).
- State the characteristics of familial resources and support systems (*knowledge*).
- Explain how the individual perceptions of individual family members influence a family unit's response to a crisis (*disposition*).

Parent-Child Interaction and Parenting Styles: (PI 34.02, numbers 1, 6, 8, and 9)

Objectives: Upon completion of the session, one will:

- Describe the transactional nature present in all parent-child relationships (*knowledge*).
- Cite the major findings and interventions regarding parents and their children experiencing varying handicapping conditions (*knowledge*).
- State various methodologies that have been utilized to measure parent-child interactions (*knowledge*).
- State how different styles of parenting produce differential effects on children across the life span (*knowledge*).

Parental Characteristics That Influence Family Well-Being: (PI 34.02, numbers 1, 8, and 9)

Objectives: Upon conclusion of the session, one will:

- Cite the determinants and assessment of family stress and anxiety (*knowledge*).
- Describe the differences between maternal and paternal behaviors with their children (*knowledge*).
- State the direct and indirect effects of parental behaviors (*knowledge*).
- Delineate recent trends in research focusing upon father-child interactions (*knowledge*).

The Sibling Subsystem: (PI 34.02, numbers 1, 6, 8, 9, and 10)

Objectives: Upon conclusion of the session, one will:

- Describe the positive and negative reactions displayed by siblings as a result of living with siblings experiencing disabilities (*knowledge*).

- Delineate both the positive and negative coping behaviors exhibited by siblings without disabilities (*knowledge*).
- State the weaknesses associated with the research conducted on sibling adjustment (*knowledge*).
- Delineate the variables that affect siblings' coping responses (*knowledge*).
- State the goals frequently included in intervention and workshops for siblings, who are typically developing (*knowledge*).

Parents with Developmental Disabilities and Adolescent Parenting: (*PI 34.02, numbers 1, 2, 6, 8, 9, and 10*)

A. Parents with Developmental Disabilities:

Objectives: Upon completion of the session, one will:

- State the prevailing attitudes concerning the competency of parents with developmental disabilities (*knowledge*).
- State the factors contributing to the adequacy and inadequacy of parents with developmental disabilities (*knowledge*).
- Describe the behavioral interventions utilized with parents having developmental disabilities and their children (*knowledge*).

B. Adolescent Parenting:

Objectives: Upon completion of the session, one will:

- State the identifying characteristics of adolescent parents (*knowledge*).
- Describe intervention techniques applied to adolescent parents and their children (*knowledge*).
- Describe the conclusions of the current research conducted on adolescent parents and their children (*knowledge*).
- Describe the influences of environmental and social support on the adolescent's parent's ability to parent (*knowledge*).

Child Abuse and Neglect: (*PI 34.02, numbers 1, 8, 9, and 10*)

Objectives: Upon completion of the session, one will:

- Describe the incidence of child abuse in the United States (*knowledge*).
- State physical and behavioral indicators of physical abuse, physical neglect, sexual abuse, and emotional maltreatment (*knowledge*).
- Describe factors, which place children at risk for living in homes labeled as neglectful or abusive (*knowledge*).
- Describe characteristic behaviors displayed by children, who have been neglected or abused (*knowledge*).
- State the research findings in reference to assessment and intervention programs conducted for families with abuse or neglect (*knowledge*).

Child Characteristics, Grandparents, and Rights and Responsibilities of Parents and Schools with Respect to P.L. 94-142, P. L. 99-457, IDEA, Section 504, WI Laws: (*PI 34.02, numbers 1, 7, 9, and 10*)

A. Child Characteristics:

Objectives: Upon completion of the session, one will:

- State specific child characteristics that influence satisfactory interactions with family members (*knowledge*).
- Describe specific interventions that can be applied in order to ameliorate difficult parent-child and sibling interactions (*knowledge*).

B. Grandparents

Objectives: Upon completion of the session, one will:

- Describe the positive and negative effects of grandparents upon their children's families (*knowledge*).
- State the results of research conducted on grandparents and their families (*knowledge*).
- Delineate the stages of support groups established for grandparents (*knowledge*).

C. Rights and Responsibilities of Parents and Schools with Respect to P.L. 94-142, P.L. 99-457, Section 504 of the Rehabilitation Act, IDEA, and Wisconsin Code

Objectives: Upon completion of the session, one will:

- State the purposes of P.L. 94-142, P.L. 99-457, and Individuals with Disabilities Education Act, Section 504, and Chapter 115 (*skill*).
- Delineate parental and school rights and responsibilities associated with these laws (*skill*).
- Describe the research conducted regarding the decision-making desires of parents with respect to P.L. 94-142 and IDEA (*knowledge*).
- State the other required actions incorporated within P.L. 99-457 and IDEA (*knowledge*).
- Become exposed to examples of family goals that have been devised for families (*disposition*).

Celebrating Cultural Diversity: (PI 34.02, numbers 1, 3, 5, 6, 9, and 10)

Objectives: Upon completion of the class session, one will:

- Describe the demands that diverse family forms (e. g., single parent, blended families, children living with grandparents and/or relatives, and relatives living with family members) experience when living with a child who has a disability (*knowledge*).
- Delineate the influence of culturally diverse groups upon demographic data present within the United States (*disposition*).
- Enumerate the following variables associated with Indochinese Americans: definition of population, size of population, refugee population, health beliefs, and practices, child rearing practices, family relationships, view of a child's disability, and patterns of seeking help (*knowledge and disposition*).
- Describe the following characteristics associated with Japanese, Chinese, and Filipino American descendants: population size, health beliefs and practices, patterns of communication, view of disability, and patterns of seeking help (*knowledge and disposition*).
- State the following specific factors that influence African Americans: demographic information, health beliefs and practices, child rearing, patterns of communication, view of disability, and patterns of seeking help (*knowledge and disposition*).
- List the variables that influence the following characteristics associated with Hispanic Americans: population, sex roles, health beliefs and practices, family patterns, patterns of communication, view of disability, and patterns of seeking help (*knowledge and disposition*).
- Describe the following characteristics associated with Native Americans and Alaska Native populations: family patterns, patterns of communication, view of disability, and patterns of seeking help (*knowledge and disposition*).
- State specific interventions that are culturally sensitive and that demonstrate ethnic competence, e. g., values clarification, ethnographic information, transcultural identification, and family considerations (*skill*).

Development of Team Relationships and Parent-Teacher Relationships: (PI 34.02, numbers 1, 9, and 10)

A. Development of Team Relationships

Objectives: Upon completion of the session, one will:

- Describe the development of any team as it progresses into an effectively functioning unit including

parent-teacher relationships, professional relationships, and relationships with community groups (*knowledge*).

- Delineate the factors and barriers that influence team effectiveness in terms of communication with parents and professionals (*disposition*).
- State strategies for overcoming barriers, for resolving conflicts, and for enhancing effective team functioning (*knowledge*).

B. Parent-Teacher Relationships:

Objectives: Upon completion of the session, one will:

- Cite the positive effects of a productive parent-professional relationship upon the parent, professional, and child (*disposition*).
- Describe barriers to effective parent-teacher interactions (*disposition*).
- Delineate specific behaviors that will encourage an effective discussion of the child's diagnosis and/or assessment data and educational program, and that will facilitate on-going communication (*disposition and performance*).

Case Management and Community Resources: (PI 34.02, numbers 1, 9, and 10)

Objectives: Upon completion of the session, one will:

- Define and list each of the case management functions and the importance of interagency collaborations/coordination (*knowledge*).
- State the inclusion of case management services for students entering/leaving the public school system and transition services inherent within Public Law 99-457, PL 94-142, Carl Perkins, IDEA, etc. (*knowledge*).
- Discuss the commencement of case management services and the obstacles to their effective implementation of transition services (*disposition*).
- Delineate the various rationales for the person chosen as the case manager and how this person will maintain a collaborative approach with community personnel (*disposition*).
- Identify specific community resources that can be applied to the hypothetical case and to students of all ages and their families (*performance*).

Parent Education and Support Programs: (PI 34.02, numbers 1, 9, and 10)

Objectives: Upon completion of the session, one will:

- Describe the various methods utilized to enhance parenting effectiveness and behavior management (*knowledge*).
- Delineate the findings of prior research conducted with parents and children having diverse problems (*knowledge*).
- Describe the importance of an ecological approach applied to parent education and support programs (*disposition*).
- List the reasons why some families do not maintain the targeted skills and drop out of programs, as well as suggested recommendations to remediate these problems (*knowledge and disposition*).

Life Span Skills Required by Families; Planning for Transitions to Future Programs; Future Alternatives for Persons with Disabilities: (PI 34.02, numbers 1, 9, and 10)

Objectives: Upon completion of the session, one will:

- Delineate the skills needed by parents and children in order to exhibit effective functioning in the home, school, and community environments (*knowledge*).
- Describe ingredients of transition programs and the actions assumed by parents, students, and school personnel (*knowledge*).
- State the skills required by parents and professionals in order to implement transition programs (*knowledge*).

- Describe actions performed by teachers in order to promote smooth transitions into early childhood, school-age, and adult programs (*performance*).

Future Alternatives for Persons with Disabilities:

Objectives: Upon completion of the session, one will:

- Describe the role and function of guardianship, conservatorship, estate planning, and advocacy (*knowledge*).
- List the types of services available to families, especially services for those students transitioning to adult services (*knowledge*).
- Delineate prerequisite skills and actions performed in the pursuit of demonstrating guardianship, conservatorship, and advocacy (*knowledge and disposition*).
- List the types of employment and residential arrangements that are available for persons with disabilities (*knowledge*).

Implications for Research Conducted with Families Having Children with Disabilities (PI 34.02, number 1)

Objectives: Upon completion of the session, one will:

- Describe avenues to explore with families regarding the context of family interactions, changing demographics, parenting, and program and policy issues (*knowledge*).
- Discuss the types of family goals proposed by each of the class members (*knowledge*).

