

**Parent, Home, and Agency Involvement
In Educating Children and Youth with Disabilities
Education 378**

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Course Information:

EDUC 378: Parent, Home, and Agency Involvement in Educating Children and Youth with Disabilities

Credits: 3

Class Sessions: Mondays and Wednesday 3:30-4:45pm

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 a disability.
- Learn effective communication techniques to utilize with all family members and community agencies.

Skill competencies: Listed by each topical section within the syllabus

School of Education Learning Outcomes:

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in the following areas:

1. Student 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 sensitivities 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 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)

- Students will explore and present community resources that support or assist a family system with a child with a disability (Standard 10: Leadership and Collaboration, Developing)

Required and Recommended Readings: Please refer to the tentative class schedule for information on required readings. Additional reading recommendations will be able available on D2L and presented in class.

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).

Learning Disabilities

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

Cognitive Disabilities

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

Cross-Categorical Certification

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.

Early Childhood Special Education

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.

Tentative Schedule of Class Topics / Assignments and Required Readings

Students will be accountable for readings and assignments listed below. The schedule is subject to change. Changes will be discussed in class and outlined in D2L.

| Class Dates | Topic | Assignments and Required Readings |
|--------------------|-------------------------|---|
| September 6 | Syllabus Review | |
| September 11 | Family Systems Approach | Read: Chapters 1-4, Reading Response 1 |

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|--------------|---|--|
| September 13 | Celebrating Cultural Diversity | Minor Assignment 1 Read: Skilled Dialogue pp. 3-32 |
| September 18 | Family Interviews, Family-Focused Intervention Model | Read: Chapter 11 Reading Response 2 |
| September 20 | Parenting Styles / Sibling Relationships | Read: Living with a Brother or Sister with Special Needs pp 3-32 |
| September 25 | Attachment / Temperament - Select Topic for Parent Education Program | Watch: The Wonder Year Reading Response 3 |
| September 27 | Parents with Developmental Disabilities and Adolescent Parenting | Minor Assignment 2 |
| October 2 | Child Abuse / Neglect - conference with MacFarland related to Parent Education Programs | Read: Reading Response 4 Practicum Reflection 1 |
| October 4 | Grandparent Rights / Generational Issues | Read: |
| October 9 | Medication / Addiction | Read: Reading Response 5 |
| October 11 | Planning for transitions, Future Alternatives for Individuals with Disabilities | Watch: |
| October 16 | Trauma Informed Care, ACES Study | Read: Reading Response 6 |
| October 18 | Parent Education and Support Programs | Read: Minor Assignment 3 |
| October 23 | | Parent Education Program Presentations |

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|-------------|--|---|
| October 25 | | Parent Education Program Presentations |
| October 30 | | Parent Education Program Presentations |
| November 6 | Family Stress, Resources, and Support Systems | Read: Reading Response 7 |
| November 8 | Case Management and Community Resources - Select Community and Topic | Read: Minor Assignment 4 |
| November 13 | Communication / Collaboration with Agencies | Read: Reading Response 8 |
| November 15 | Rights and Responsibilities of Parents and School P.L.94-142, P.L. 99-457, Section 504 of the Rehabilitation Act, IDEA, and Wisconsin Code | Read: |
| November 20 | Developing Promoting Team Relationships | Read: Reading Response 9 |
| November 27 | Parent-Teacher Relationships | Read: Minor Assignment 5 |
| November 29 | Strengths-Based Assessment Reporting, Sharing Difficult Information | Read: Reading Response 10 |
| December 4 | Skilled Dialogue and Conflict Prevention- Intervention | Read: |
| December 6 | Student Driven Conferences and Participation on IEP Teams | Community Resource Exploration |

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|-------------|---|--|
| December 11 | Self-Care and Mindfulness for Professionals | Practicum Reflection 2, Practicum Hours Documentation Log, Cooperating Teacher Eval |
| December 13 | Final Exam Review | Minor Assignment 6 |
| December 22 | Final Exam | Complete Final Exam by 12/22 2:30pm |

Course Requirements:

See Attached Tentative Schedule of Class Topics / Assignments and Required Readings. Students will be accountable for readings and assignments listed on the attached documents. The schedule is subject to change. Changes will be discussed in class and outlined on D2L.

1. **Class Attendance and Participation:** Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals cannot meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand you decide not to attend. In general, the best way to avoid losing points is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

Students will earn 2 points per class session of active participation. (56 total points)

2. **Minor Assignments:** Minor assignments will be discussed and assigned during class with corresponding information provided on D2L. Each minor assignment must be completed by the beginning of the next class. Minor assignments should

be a maximum of one typed, double-spaced page in length (unless otherwise specified) and will require students to reflect upon and apply the materials presented in class.

Students will earn up to 10 points per minor assignment. (60 total points)

- 3. Reading Responses:** Reading response questions will be available on D2L and must be completed prior to the class session.

Students will earn up to 5 points per reading response. (50 total points)

- 4. Parent Education Informational Program:** Each small group of students (no more than four students) will develop a parent information program about a topic of importance to parents. Topic examples include; effective responses to bullying, reading aloud and teaching effective reading strategies, reading development and strategies at each developmental age, stages of development, homework helpers, lifelong learning skills, motivation and facilitation of motivation, positive partnerships with parents, facilitating effective peer relationships, encouragement of parental involvement, television/computers/media consumption. Groups can choose a topic that is not listed with instructor permission. The type of presentation will be determined by each group. Examples of acceptable presentations include: sample home visits, parent night presentation, 1:1 parent education session(s), poster presentation with oral presentation, on-going parent outreach in the form of hand-outs, video presentation (infomercial), audio presentation (podcast), etc. Groups will meet with me to confirm topic and presentation type prior to beginning research and development.

A written review of information (one per group) will be turned in and must include:

- Summary of information to be presented. This section should introduce the topic and establish its relevance to the population of interest. Provide an overview of how this information enhances family functioning or family engagement. This section should be 1-2 pages (double-spaced, typed)
- Objectives for parents to acquire.
- Lesson plan outline with exact procedures to use during parent session or presentation. Depending on the type of presentation you chose to provide, this will look different.
- Parent/teacher references that could be utilized as resource materials. A minimum of 10 recent references (within the past five years) written in APA format must be included.

An in-class presentation of 15-30 minutes per group will be scheduled.

Upon completion of the project and presentation, each student will write a reflection of their learning. This reflection should be 1-2 double-spaced, typed pages and should include information about individual learning, how it felt to work in a group, comfort level and growth with oral presentations.

Students will earn up to 40 points for the written review of information, 40 points for the presentation, and 20 points for the reflective paper. (100 total points)

- 5. Community Resource Exploration:** Students will work in pairs, small groups, or individually to gather information about resources in a community/county of their choice. Information to be gathered should be related to a topic or age group that is relevant to your future work. Resources should be specific to a family system that includes a student with a disability.

Examples:

Services for families with children birth to three,

Resources for families experiencing poverty,

Services for children living in foster care

Resources for families who are learning English as a second language,

Services for families with children transitioning from school to adulthood,

Services for a sibling of a child with a disability,

Resources for an immigrant family, etc.

Prior to beginning your exploration, I will approve the situation and community of your choice. Resources and services to be gathered may include:

County Agencies, Clinics/Hospitals, Treatment Centers, Non-profit agencies, School Districts, Child Care Resources, Camps, Recreational Classes, Tutoring/Learning Supports, Disability specific support groups, Parent groups, Advocacy Groups, Homeless Resources, Substance Abuse, Mental Health, State Agencies, National Organizations

Students will display their community resource exploration work in class. Each team member should create their own binders. One binder per group will be turned in and returned. In the binder, briefly (2-4 sentences) explain the relevance of the resource and how families can access the services.

Students will prepare a 1-2 double-spaced, typed reflective paper addressing how they determined the need and community for their exploration. This should include a statement about future aspirations of working with a specific population or within a certain geographic region. Students will reflect on how it might feel for

families to access the available services. Students will also reflect on how they would present this information to a family.

Students will earn up to 50 points for the community exploration binder and up to 20 points for the reflection paper. (70 total points)

- 6. 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. A log of completed hours needs to be signed by the student and cooperating teacher at the conclusion of the practicum. The cooperating teacher will complete an evaluation of the student's' practicum experience. Two reflective papers will be submitted related to your field experience. The first paper should be a reflection on your first 4-6 hours of practicum. Please describe your situation (teacher, students, paraprofessionals, other staff) and the role that you expect to play in your practicum. The second paper should be a reflection on your final 9-11 hours. Please describe what you felt worked well in your practicum and what you would do differently. Reflect on the types of parent education and/or community resources that are provided or could be provided to the student/families with whom you worked.

Students will earn up to 20 points per reflection and 20 points for the cooperating teacher evaluation. (60 total points)

- 7. Final Exam:** Students will engage in a comprehensive examination. Content of the exam will cover material from assigned readings and class discussions. (60 total points)

Grading - Total Possible Points

Attendance and Participation - 56

Minor Assignments - 60

Reading Responses - 50

Parent Education Program - 100

Community Resource Exploration - 70

Field Experience - 60

Final Exam - 60

Total Points = 456

Grading Scale:

A 94-100 A- 91-93

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|----|-------|---|-------|----|----------|
| B+ | 88-90 | B | 85-87 | B- | 82-84 |
| C+ | 78-81 | C | 75-77 | C- | 72-74 |
| D+ | 69-71 | D | 65-68 | F | Below 65 |

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Late Work Policy

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed not more than one week late can receive no more than 60% of the points possible. After one week, I usually refuse to accept a late assignment.

Learner Expectations:

Integrity

You are an adult and will be treated as such in this class. As a professional, it is the expectation that you are prepared for the day's content and willingly participate in classroom discussions. We will all learn from one another. I expect you to treat me, your colleagues, and everyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (attendance, assignments, etc), I expect you to communicate with me and anyone else affected as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments require this. You will be expected to research an educational topic and community resources. Be aware that when you use others' work, it must be accurately quoted, cited, or paraphrased. Make sure you give credit where credit is due. I urge you to make intellectual integrity a central part of your professional identity. Accidentally or deliberately leaving off credit is professionally and morally wrong. If you are unclear on how to give proper credit, please ask me prior to turning in the assignment.

Technology Expectations

Students will need to use D2L to turn in Minor Assignments, Reading Responses, and Practicum Reflections. For the Parent Education Informational Program, written review of information and the reflective paper will be submitted through D2L. For the Community Resource Exploration, the reflective paper will be submitted through D2L.

Technology Use

The use of electronics in class shall be limited to course content. Do not engage in texting, e-mailing, or unrelated internet searches during class. I understand that everyone has obligations outside of school. If you need to have your phone available during class time, please contact me to discuss this need. Electronic use that is outside of the classroom use will negatively impact a student's class attendance and participation grade.


Classroom Procedures

Classroom upkeep is the responsibility of everyone. It is important to clean up your own area and put materials back in their proper place. Chairs should be pushed in and all materials returned at the end of class.

Class Climate & Honoring Difference



The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#) .

Exceptional Needs Policy

I'm dedicated to accommodating the needs of my students. I do not believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I am happy to make an accommodation. Here are some exceptional needs that I will accommodate; learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#)  If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#)  and then contact me. If you're unfamiliar or uneasy with this process, please contact me and we'll work through it together.

SOE Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted a model of the dispositions we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

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*).

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*).
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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*)

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 lifespan (*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*).

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*).

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*).

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*).

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*).

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Lifespan 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*).

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*).
- 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*).

Trauma Informed Care:

Objectives: Upon completion of the session, one will:

- Describe the tenants of Trauma Informed Care
- Distinguish between ongoing trauma and situational trauma
- List adverse childhood experiences and identify how these impact future interactions

Skilled Dialogue / Conflict Prevention - Intervention:

Objectives: Upon completion of the session, one will:

- Define the qualities; respect, reciprocity, and responsiveness, in terms of skilled dialogue
- List and explain the importance of anchoring understanding of diversity and 3rd space
- List the components of the crisis cycles
- Identify attitudes/approaches to assist an individual in the conflict cycle or in a crisis situation

Student Participation in Conferences / IEP meetings:

Objectives: Upon completion of the session, one will:

- Identify benefits of student involvement in conferences and IEP meeting
- Identify obstacles and solutions to increase student participation in IEP meetings

Self-Care and Mindfulness for Professionals:

Objectives: Upon completion of the session, one will:

- Identify strategies to build resilience in oneself
- Discuss ways to increase mindfulness in one's personal life and in the classroom