

**Parent, Home, and Agency Involvement
In Educating Children and Youth with Disabilities
Education 778 Section 71 and Section 712**

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Class Sessions: Online, January 2 – January 17, 2020

Credits: 3

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.

available from University Store and Text Rental textbook rental: [715-346-3431](tel:715-346-3431)
University.Store@uwsp.edu Dreyfus University Center 1015 Reserve St Stevens
Point, WI 54481

Course Description: Develop understanding of familial needs, behaviors and perspectives for all family members; cite resources/intervention to be applied to families having a child with a disability; learn interaction and communication techniques to use with family and community agencies.

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:

Intended Learning Outcomes:

1. Develop a thorough understanding of familial needs, behaviors and concerns for all family members of family units that include an individual with a disability.
2. Cite specific resources and/or interventions that can be applied to families having a family member with a disability.
3. Demonstrate effective communication techniques to utilize with all family members and community agencies on behalf of individuals with disabilities.
4. Develop skills to establish effective partnerships among families of individuals with disabilities, schools and community agencies.

Education 778 is aligned with the following Council for Exceptional Children Initial Preparation Standards for Special Educators:

Initial Preparation Standard 1:

Learner Development and Individual Learning Differences

1.0

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements

1.1

Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2

Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Initial Preparation Standard 2: Learning Environments

2.0

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

Key Elements

2.1

Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.3

Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Initial Preparation Standard 6: Professional Learning and Ethical Practice

6.0

Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Key Elements

6.1

Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

6.2

Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3

Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4

Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5

Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6

Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Initial Preparation Standard 7: Collaboration

7.0

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Key Elements

7.1

Beginning special education professionals use the theory and elements of effective collaboration.

7.2

Beginning special education professionals serve as a collaborative resource to colleagues.


7.3

Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.


UNIVERSITY POLICIES:

- UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and

instructors. The Rights and Responsibilities document is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

- Exceptional Needs Policy: 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 documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start. If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center in Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.
- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information click here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- Religious Accommodations: Relief from any academic requirement due to religious beliefs will be accommodated according to the UWSP Religious Beliefs Accommodations Policy.

SOE POLICIES:

- The School of Education has adopted [a model of the dispositions](#) we expect from our students. You are not expected to be at the final "Mastering" level in your dispositions. Instead, the model provides a springboard for your own self-evaluation and goal-setting. Be always mindful of those dispositions.
- Students MUST achieve a grade of "C-" or higher for teacher certification. Any grade lower than a "C-" will require a repeat of the course.
- Every SOE course requires an embedded performance task; the performance task for EDUC 778 is the Family Engagement Plan.
- The School of Education strives to honor the uniqueness of all learners. As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#) .

LEARNER EXPECTATIONS:

Attendance: Except for rare cases of serious illness or family emergencies, a teacher shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When a teacher can't meet his responsibilities due to unusual circumstances, he communicates with his colleagues and principal as soon as possible. I expect you to honor your responsibilities. If this were a face-to-face course, I would expect you to attend every class meeting. This course is fully online, but I expect the equivalent level of communication and reliability. However, I understand that you have a life beyond this course. In general, the best way to avoid a problem is to contact me. When you contact me, please explain the problem and suggest a clear, fair plan to address the situation.

Work Submissions: All written assignments are to use 'people first' language. Points will be deducted from any assignment not following these directions.

Type and double-space all written assignments. Handwritten documents (or photos of same) will NOT be read or awarded credit. Use proper spelling, punctuation and grammar. Proofread work before submitting it for a grade.

Late work: I expect you to complete all assignments on time. No late work will be accepted without prior contact. An assignment completed no more than 24 hours late can receive no more than 80% of the points possible. After 1 day, I usually refuse to accept a late assignment due to the compressed time frame of a Winterim course.

Confidentiality: Must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments and discussions.

Learning Online: This course is entirely online. Be accountable for your learning.

Since I won't be lecturing or facilitating other face-to-face activities, it's important that you complete all the readings carefully. By "carefully," I mean taking enough time to process the ideas and check your understanding. For some readings, I provide study questions or other tools to help you check your understanding.

Please read the directions for each assignment carefully. Dependent upon the assignment, post to Canvas under Discussions, take a quiz via Canvas, submit work to the Canvas Dropbox (assignment), add to the Google doc or create a Flipgrid video. It is your responsibility to insure that assignments are submitted to the correct place. You can lose points by not submitting an assignment correctly.

Since we don't meet as a class, it's very important that you communicate with me as needed. Email is an excellent way to reach me. Please don't hesitate to contact me with questions about the course or assignments, questions about the readings or other content, etc. I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow. Please note: All email correspondence for this course should be done via your UWSP email account rather than any personal or school district email accounts.

Technology Expectations: Students will use Canvas to submit assignments. Other outside websites may also be used for posting video responses or to participate in reviews. Please check the course Canvas site and UWSP email for any updates related to the course. Per UWSP expectations, all email correspondence for this course should be done via your UWSP email account rather than any personal or school district email accounts.

Course Requirements:

1. Assignments: There are varied types of tasks to complete in each module from Flipgrid videos, online discussions, online quizzes, reflections and eCourse segments. These assignments provide an opportunity for students to develop a beginning understanding of new information. Assignments should provide thoughtful summaries that answer the questions/prompts provided. All assignments are provided in Canvas. Late submissions will not receive credit unless prior approval was granted by the instructor.

2. Formative Assignment 1 Parent/Family Interview: For this assignment, you are to interview a parent(s)/family of a child with a disability. Submit the answers (in bulleted or paragraph form) to the questions to the Canvas assignment drop box and also to the discussion board titled "Parent/Family Interview." You are welcome to slightly change or replace the interview questions based on what you would like to learn. Please make sure there are 10 substantial questions, as each question is worth 5 points. You are also to read at least five interviews posted by peers and reply to each via the discussion thread. (55 points)

3. Formative Assignment 2 Community Resource List: Students will work individually to gather information about resources in a community/county of their choice. The information will be shared with instructor and peers via a collaborative Google doc. Information gathered should be related to a topic and/or age group that is relevant to your current or future work. Resources should be specific to a family system that includes a student with a disability and must include local/regional, state, and national resources (50 points). Additionally students will write a reflection on the CRL according to instructions (10 points).

4. Signature Embedded Assessment - Family Engagement Plan: Students will work individually to develop a parent information program about a topic of importance to parents. Topic suggestions include, but are not limited to: effective responses to bullying, the importance of reading to children, developing healthy family routines, creating successful study habits, facilitating peer relationships, media consumption, teaching self-care skills, building lifelong learning skills. See Canvas assignment page for complete instructions. (100 points)

5. Graduate Student Project: Students will create a literature review on a topic of interest related to themes from this course. See the Canvas instructions for complete information. (100 points)

Assignment Due Date Matrix

	Assignment	Points Possible	Due Date (all assignments are due by the date listed at 10:00 PM)
Module 1	Flipgrid Introduction for Winterim	2	Sunday, January 5
	Dispositions Self-Assessment	8	Sunday, January 5
	Welcome to Holland	5	Sunday, January 5
	Color blind or Color brave?	2	Sunday, January 5
	Iceberg	5	Sunday, January 5
	Classroom Cultural Audit	4	Sunday, January 5
	Flipgrid Chapter 1 Assignment	4	Sunday, January 5
	School Age Parent	3	Sunday, January 5
	DPI eCourse	20	Sunday, January 5
	Rosie MiniAssignment	6	Sunday, January 5
	Family Functions & Impact of Time	10	Sunday, January 5
	Families in Transition	5	Sunday, January 5
	Grant & Ray Ch. 6 Quiz	4	Sunday, January 5
	Formative Assignment 1 Parent/Family Interview	55	Wednesday, January 8
Module 2	Parents as Educational Decision-Makers	9	Wednesday, January 8
	Turnbull Ch. 6 Quiz	5	Wednesday, January 8
	Flipgrid IDEA Discussion	4	Wednesday, January 8
Module 3	ACE Reflection & Starecheski	6	Sunday, January 12

	Case Studies Flipgrid	2	Sunday, January 12
	Formative Assignment 2 Community Resource List	50	Sunday, January 12
	Community Resource List Reflection	10	Sunday, January 12
Module 4	IRIS Center Module	25	Friday, January 17
	Empathic Listening Activity Flipgrid	2	Friday, January 17
	Empathic Listening Debriefing	7	Friday, January 17
	Communication with Families Flipgrid	3	Friday, January 17
	Family Engagement Attitude Survey MiniAssignment	5	Friday, January 17
	Signature Embedded Assessment - Family Engagement Plan	100	Friday, January 17
	Graduate Student Project	100	Friday, January 17

Grading Scale

100% -94% = A	89%-87% = B+	79%-77% = C+	69%-67% = D+
	86%-84% = B	76%-74% = C	66%-64% = D
93%-90% = A-	83%-80% = B-	73%-70% = C-	63% & below = F

Schedule of Class Topics / Assignments and Required Readings:

Students are accountable for reading and assignments listed below.

<p>Module 1 - Introduction & Family Systems</p>	<p>All assignments due Sunday, January 5 at 10 PM except Parent/Family Interview due Wednesday, January 8 at 10 PM</p>
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Module 1 – Learning Outcomes

Upon completion of this module, students will understand:

- Family systems framework
- Characteristics of family as a whole and as individual members
- Cultural backgrounds and how to reduce bias
- Characteristics of family subsystems
- Functions families perform to meet the needs of all members
- Implications of family functions for family-professional partnerships
- Impact of disabilities on families
- Family changes through the life cycle

Readings and Resources:

Textbook: Turnbull et al. Families, Professionals, and Exceptionality Chapters 1-4

Articles & Other Readings in Canvas: “Classroom Cultural Audit”, Grant & Ray Chapter 5, Excerpts from Grant & Ray Chapter 6 p. 161-176 and 183-192

Videos, Links or Related Resources: Flipgrid app, WI DPI eCourse (link on Canvas), all related Google slides, PowerPoints and Prezi are linked on Canvas

Module 1 - Assignment Checklist

Assignment	Due Date
Google Slides Module 1-1 Welcome Flipgrid Introduction for Winterim Dispositions Self-Assessment Welcome to Holland mini-assignment Family Engagement Attitude Survey	Sunday, January 5 at 10 PM
Read textbook Chapter 1 p. 3-28	Sunday, January 5 at 10 PM
Google Slides Module 1-2 Family Systems Framework and Cultural Backgrounds Color blind or Color brave? mini-assignment Iceberg mini-assignment Read “Classroom Cultural Audit” Classroom Cultural Audit Flipgrid Chapter 1 Assignment	Sunday, January 5 at 10 PM
Google Slides Module 1-3 School Age Parents School Age Parent mini-assignment	Sunday, January 5 at 10 PM

Google Slides Module 1-4 WI DPI eCourse Promoting Excellence for All: Understanding Race Education [done with assigned partner(s)]	Sunday, January 5 at 10 PM
Read textbook Chapter 2 p. 29-51 Carefully read p. 31-35 Skim Parental, Sibling & Extended Family Systems p. 36-46 Carefully read p. 47-50	Sunday, January 5 at 10 PM
Review PowerPoint slides for Chapter 2	Sunday, January 5 at 10 PM
Google Slides Module 1-5 Siblings Rosie mini-assignment	Sunday, January 5 at 10 PM
Read textbook Chapter 3 p. 53-78	Sunday, January 5 at 10 PM
View Prezi that summarizes text Chapter 3	Sunday, January 5 at 10 PM
Family Functions and Impact of Time (Ch. 3)	Sunday, January 5 at 10 PM
Read textbook Chapter 4 Carefully read p. 79-82 top half Skim remainder of chapter if you choose	Sunday, January 5 at 10 PM
Read Grant and Ray Chapter 6 excerpts	Sunday, January 5 at 10 PM
Google Slides Module 1-6 Foster Care Families in Transition Assignment	Sunday, January 5 at 10 PM
Complete online quiz for Grant & Ray Ch. 6	Sunday, January 5 at 10 PM
Google Slides Module 1-7 Life Cycle Challenges for Children with Disabilities (optional)	Sunday, January 5 at 10 PM
Formative Assignment 1 Parent/Family Interview and Discussion Thread	Wednesday, January 8 at 10 PM

Module 2 – History and Family Roles

**All assignments due
Wednesday,
January 8 at 10 PM**

Module 2 – Learning Outcomes

Upon completion of this module, students will understand:

- The roles parents and families play
- Special Education Laws

Readings and Resources:

Textbook: Turnbull et al. Families, Professionals, and Exceptionality Chapters 5, 6

Articles: none

Videos, Links or Related Resources: Flipgrid app

Module 2 - Assignment Checklist

Assignment	Due Date
Read text Chapter 5 p. 111-126 quickly for an overview	Wednesday, January 8 at 10 PM
Review PowerPoint slides for Chapter 5	Wednesday, January 8 at 10 PM
Parents as Educational Decision-Makers mini-assignment	Wednesday, January 8 at 10 PM
Read text Chapter 6 p. 127-147 carefully p. 148-155 skim	Wednesday, January 8 at 10 PM
View Google slides Module 2-1 6 Major Principles of IDEA	Wednesday, January 8 at 10 PM
Complete online quiz for Turnbull Ch. 6	Wednesday, January 8 at 10 PM
Flipgrid IDEA Discussion	Wednesday, January 8 at 10 PM

Course Title: Parent, Home, and Agency Involvement in Educating Children and Youth with Disabilities

Module 3 – Meeting Families’ Basic Needs in the Face of Obstacles and Abusive Situations

Module 3 – Learning Outcomes

**All assignments due
Sunday,
January 12 at 10 PM**

Upon completion of this module, students will understand:

- How obstacles such as homelessness and violence affect families
- Ways to support families in meeting their basic needs

Readings and Resources:

A. Textbook: Turnbull et al. Families, Professionals, and Exceptionality Chapter 11

B. Articles: “Where Are the Parents?”; Grant & Ray Chapter 7 excerpts; “ACE in Wisconsin”; “Take the ACE Quiz” (all on D2L)

C. Videos, Links or Related Resources: Flipgrid app, all others included on Canvas

Module 3 - Assignment Checklist

Assignment	Due Date
Read textbook Chapter 11 p. 275-296	Sunday, January 12 at 10 PM
Read Grant & Ray Chapter 7 excerpts Read for overview and suggestions for working with families	Sunday, January 12 at 10 PM
Read ACE in Wisconsin “Influence of Adverse Childhood Experiences on the Health of Wisconsin Citizens in Adulthood”	Sunday, January 12 at 10 PM
Read Starecheski article Take ACE quiz ACE Reflection and Starecheski Mini-assignment	Sunday, January 12 at 10 PM
Google Slides Module 3-1 Child Abuse and Neglect Case Studies Flipgrid	Sunday, January 12 at 10 PM
Google Slides Module 3-2 Substance Abuse/Addiction and Its Impact on Infants and Children - optional	Sunday, January 12 at 10 PM
Formative Assignment 2 - Community Resource List	Sunday, January 12 at 10 PM
Formative Assignment 2 - Community Resource List Reflection	Sunday, January 12 at 10 PM

Module 4 – Communication and Collaboration

Module 4 – Learning Outcomes **All assignments due Friday, January 17 at 10 PM**

Upon completion of this module, students will understand:

- The seven principles of partnership
- Skills for effective communication

- Communicating and collaborating with parents on IEP Teams
- Working with families to achieve student outcomes

Readings and Resources:

- D. Textbook: Turnbull et al. Families, Professionals, and Exceptionality Chapters 7, 8, 10, 12
- E. Articles: on Canvas
- F. Videos, Links or Related Resources: Flipgrid app; “Engaging with Families” (link on Canvas); IRIS Module (linked in document)

Module 4 - Assignment Checklist

Assignment	Due Date
Read textbook Chapter 7 p. 159-185 View textbook Ch. 7 PowerPoint to review main points	Friday, January 17 at 10 PM
Read textbook Chapter 8 p. 187-216	Friday, January 17 at 10 PM
IRIS Center Module Collaborating with Families IRIS Center Module Response Form	Friday, January 17 at 10 PM
Engaging with Families - watch video	Friday, January 17 at 10 PM
Six Types of Involvement chart -read	Friday, January 17 at 10 PM
Google Slides Module 4-1 Communication with Families for Collaboration Empathic/Empathetic Listening Activity Empathic/Empathetic Listening Debriefing	Friday, January 17 at 10 PM
Communication with Families Flipgrid	Friday, January 17 at 10 PM
Read textbook Chapter 10 p. 247-274 Read quickly as review	Friday, January 17 at 10 PM
form-i-4-family-engagement-guidance Review DPI’s guidance on creating family engagement in the IEP process	Friday, January 17 at 10 PM
Read textbook Chapter 12 p. 297-326	Friday, January 17 at 10 PM

Family Engagement Attitude Survey Mini-assignment	Friday, January 17 at 10 PM
Signature Embedded Assessment - Family Engagement Plan	Friday, January 17 at 10 PM
Graduate Student Project	Friday, January 17 at 10 PM