

EDUCATION 378/778, SECTION 1: PARENT, HOME AND AGENCY
INVOLVEMENT IN EDUCATION OF CHILDREN AND YOUTH WITH
DISABILITIES
3 credits

University of Wisconsin-Stevens Point
Summer 2016

Instructor: Nikki Logan, Ph.D.
Office: CPS 457
Phone Number: (715) 346-2563
Email Address: nlogan@uwsp.edu
Office Hours: by appointment
Lecture: Online, 7/1/16-7/31/16
Prerequisite: Educ 351/551, Admission to Professional Education

- I. Purpose and Description of Course:** The purpose of this course is for university level students to develop a thorough understanding of familial needs, behaviors, and concerns for all family members; to be able to cite specific resources or interventions that can be utilized with families having a family member with disabilities; to learn effective communication techniques to utilize with all family members and community agencies.
- II. Required Readings:** There is no required textbook. The required readings will be posted on the content page of D2L.
- III. Special Notes**
- 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. This set of expectations is known as the *Rights and Responsibilities* document, and 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>
 - 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. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
 - 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, visit: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAP>

olicyinfo.pdf. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, 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/>.

- Accommodations for religious observances: Students will be allowed to complete requirements that are missed because of a religious observance.
- Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. Use your own judgment and always remember your safety comes first.
- edTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts of the edTPA portfolio. Although edTPA is an assessment, what must be done for it should be viewed as what good teachers do.
- The Common Core State Standards (CCSS) will be identified throughout the course, and introduced as applicable.

IV. Standards Addressed in this Course:

- A. UWSP School of Education Learning Outcomes: At the completion of this course, students who have committed to active engagement will be able to**
- a.** Develop and demonstrate effective communication skills so they can respond effectively to parents' responses in a variety of settings using written and oral formats (Standard 5: Application of Content, Developing).
 - b.** Match specific familial needs to available national, state, and local resources based on familial choice and needs (Standard 8: Instructional Strategies, Developing).
 - c.** Demonstrate cultural sensitivity and competency 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).
 - d.** 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).
 - e.** Interpret the parents' self-reports, perspectives, and statements in order to mutually derive family objectives/targets, based on parent and sibling perspectives: Standard 6: Assessment, Developing; Standard 10: Leadership and Collaboration, Developing).

- f. 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).

B. InTASC (The Interstate Teacher Assessment and Support Consortium) Standards:

Standard #3: LEARNING ENVIRONMENTS

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performances

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Essential Knowledge

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

Critical Dispositions

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

Standard #5: APPLICATION OF CONTENT

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Critical Dispositions

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #7: PLANNING FOR INSTRUCTION

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

Standard #8: INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Essential Knowledge

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

Critical Dispositions

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning an practice.

9(d) the teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

Essential Knowledge

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting institutions related to possible child abuse).

Critical Dispositions

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g. culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: LEADERSHIP AND COLLABORATION

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances

10(c) The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

C. Cross Categorical Certification Course Objectives:

Philosophical, historical, and legal foundations of special education including:

- ✓ The current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services (e. g. due process, continuum of services, assessment, discipline, inclusive education, supplemental services and supports, specialized health care needs, assistive technology) for students with disabilities.
- ✓ 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 schooling.
- ✓ The issues and trends related to all subfields of special education including early childhood special education (e. g., family-centered, community-based settings and services, interagency collaboration) and the provision of adult services.
- ✓ The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

The characteristics of learners including:

- ✓ The effects of various medications on emotional/behavioral, physical, sensory, cognitive, communication, physical, learning, and social functioning of students with disabilities.

Instructional content and practice including:

- ✓ Cultural perspectives related to effective instruction for students with disabilities.
- ✓ The development and implementation of transition planning.

Planning and managing the teacher and learning environment including:

- ✓ Common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities.
- ✓ The principles of physical and health management.
- ✓ Instructional programs that enhance a student's social participation in family, school, and community activities.

Managing student behavior and social skills/interactions including:

- ✓ Problem solving and conflict resolution.
- ✓ Defining target behaviors.

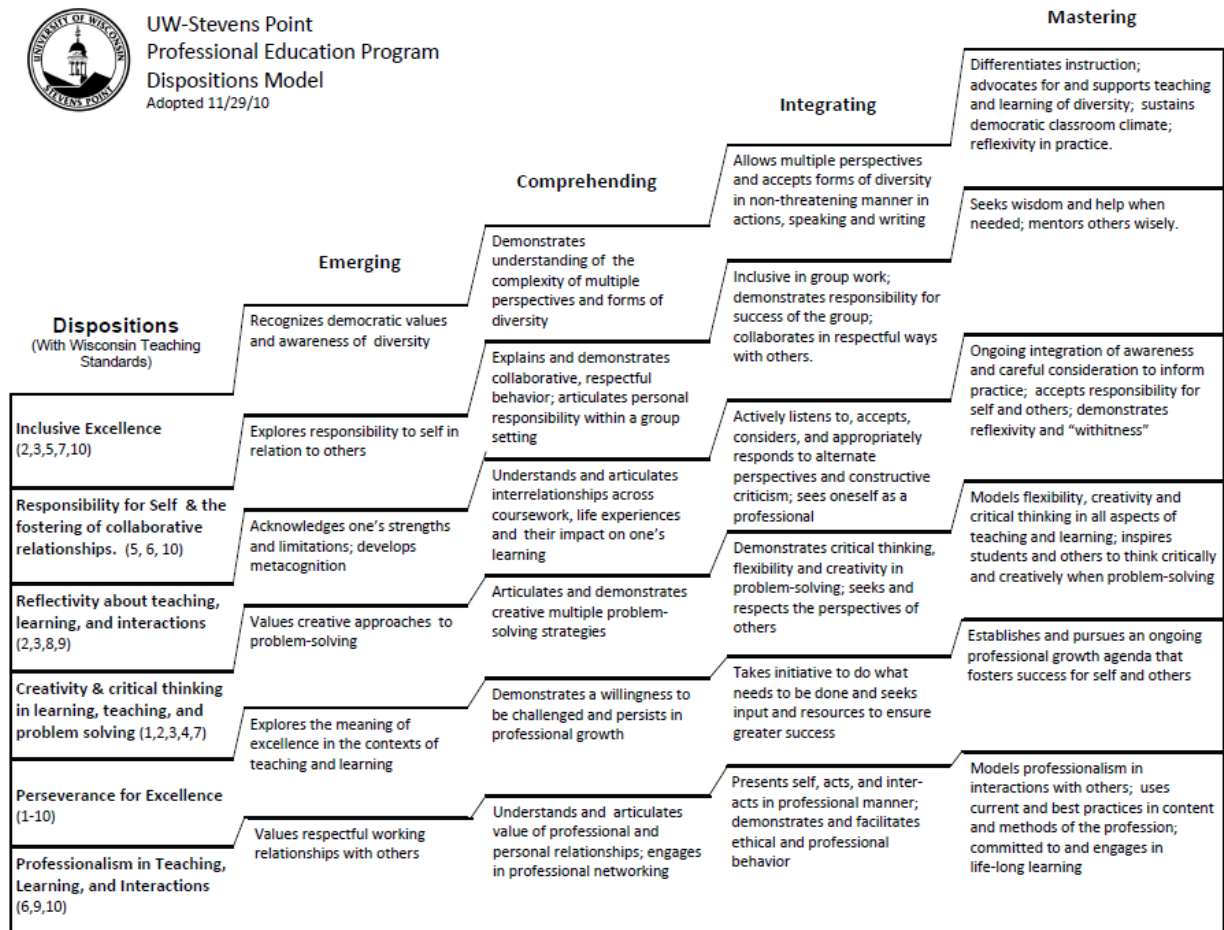
Communication and collaborative partnerships including:

- ✓ Effective communication and collaborative relationships with parents, students, and school and community personnel in a culturally responsive environment.
- ✓ Effective communication (oral and written) and collaboration with general education teachers, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services.
- ✓ Family systems and the role of families in supporting child development and educational progress.
- ✓ The typical concerns of parents of students with disabilities and appropriate strategies to help parents deal with these concerns.
- ✓ The sources of unique services, networks and organization that assist families and students.
- ✓ The types of information generally available from family, school officials, legal system, and community service agencies.
- ✓ The roles and responsibilities of school-based health and other related services personnel, professional groups and community organizations in identifying, assessing and providing services.
- ✓ 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.

Professional and ethical practices including:

- ✓ Personal and cultural biases and differences that affect one's teaching and interactions with others.
- ✓ The Council for Exceptional Children (CEC) and other professional standards and codes of ethics.
- ✓ Consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
- ✓ Positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.

UW-Stevens Point School of Education Dispositions Document:



V. Course Expectations

All students should

- Submit all assignments by the posted due date at midnight to the appropriate location (ie: dropbox, discussion board, etc), as stated in the module description. Late module assessments and major assignments will be dropped one letter grade.
- Complete the assigned readings before participating in class activities.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- Conduct themselves as a professional educator should conduct him/herself.
- Use "people first" language in all interactions.
- Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.

- h. Discuss questions with the instructor by making an appointment or emailing.
- i. Understand and display growth and development of the UWSP “Teacher Dispositions.”

In this course you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential.

IV. Assignments

The course requirements are designed to help you foster proficiencies, demonstrate competence or provide evidence of the InTASC Model Core Teaching Standards.

1. **Module Assessments:** Students will be required to complete activities that correspond to various course learning modules. These activities can be found under the Module Assessment section on the Module Description under the Content tab on D2L. Points vary and are stated on module descriptions.
2. **Major Assignments:** Students will be required to complete 4 major assignments (Family/Parent Interview; Resource List; Collaboration Case Studies; Final project) aligned with course learning topics. Points vary and are stated on the assignment descriptions.
3. **Graduate Student Assignment:** A separate assignment will be assigned to students enrolled in the course for graduate credit (students enrolled in the course for undergraduate credit do not have to do this assignment). The assignment description will be posted on D2L within the first week of class and will be due on July 31.

Personal Grade Tracker

Assignment	Points Possible	Points Earned	Due Date (all assignments are due by the date listed at midnight)
Module 1 Assessments	9		July 1
Module 2 Assessments	36		July 6
Module 3 Assessments	26		July 8
Module 4 Assessments	22		July 14
Module 5 Assessments	47		July 20
Module 6 Assessments	45		July 25
Major Assignment 1	50		July 11
Major Assignment 2	54		July 21
Major Assignment 3	18		July 26
Major Assignment 4	75		July 29
Graduate Student Assignment	100		July 31
Total	For Undergraduate Students: 382		

	For Graduate Students: 482		
--	----------------------------	--	--

Grading Scale

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

Tentative Schedule:

Date	Topic
July 1	Module 1: Introductions
July 6	Module 2: History & Public Policy
July 8	Module 3: Cultures
July 11	Major Assignment 1: Parent/Family Interview
July 14	Module 4: Family Systems
July 20	Module 5: Strategies & Processes
July 21	Major Assignment 2: Resource List
July 25	Module 6: Collaboration & Communication
July 26	Major Assignment 3: Collaboration Case Studies
July 29	Major Assignment 4: Final Project
July 31	Graduate Student Assignment