

**Parent, Home, and Agency Involvement
In Educating Children and Youth with Disabilities
Education 378_778**



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Office Hours: By appointment (in person, telephone, or Zoom)

Office Phone Number: 715-346-4457

Class Sessions: Online, May 29 – June 22

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.



Purpose 1:

- Develop a thorough understanding of familial needs, behaviors and concerns for all family members.



Purpose 2:

- Cite specific resources or interventions that can be applied to families having a family member with a disability



Purpose 3:

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

School of Education Learning Objectives / Alignment to InTasc Standards:

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:



* Students will develop and demonstrate effective communication skills so that they can respond effectively to parents' responses in a variety of setting using written and oral formats.

• Standard 5: Application of content, Developing



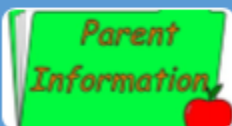
* Students will match specific familial needs to available national, state, and local resources based on familial choice and needs.

• Standard 8: Instructional Strategies, Developing



* 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



* 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

Education 378 is aligned with the following content guidelines for special education teacher certification.

| Content Guidelines - Learning Disabilities |
|---|
| 4. Terminology, definition, classification, identification, etiology, prevalence, characteristics, and cultural and social factors relevant to individuals with learning disabilities. |
| 6. The similarities and differences that exist between and among individuals with and without disabilities across the developmental spectrum and in different learning situations. |
| 11. Methods for arranging, modifying and designing learning environments and instruction that promotes and enhances success for students with learning disabilities in general education curriculum and settings including: Strategies for facilitating the application and generalization of skills across settings. Directing and guiding paraprofessionals, volunteers, and peer tutors. |
| 12. Managing student behavior and social interaction skills that lead to the development of student self-awareness, self determination, self-advocacy, and independence as a learner including: Classroom management techniques and effective teaching practices that assist students with learning disabilities to develop and maintain appropriate social behavior, social interaction, conflict resolution, and self-advocacy skills. Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student. |
| 13. 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. |
| 14. 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. Maintenance of a sense of professional efficacy by developing high expectations for life span potential of individuals with disabilities. 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. Professional conduct that protects the confidentiality of students and their families. |
| Content Guidelines - Intellectual Disabilities |
| 2. Significant historical trends, current issues, and the effects of state and federal laws, regulations and litigation on students with ID. |
| 3. The impact of ID on families and how to assist families in accessing sources of unique services, networks, and organizations for individuals with ID. |

4. The methods to determine instructional priorities and assist students with ID to develop and attain life goals utilizing the school and community resources.

5. Assessment, diagnosis and evaluation of students with ID including: Legal provisions, regulations, and guidelines regarding unbiased assessment and use of instructional assessment measures with students with ID.

7. The principles of learning and effective instructional strategies to meet the needs of students with ID.

10. Curricula and methods including: Social development including human sexuality, self-advocacy, family and personal relationships. Daily living skills including self-care, health, safety, home maintenance, transportation, recreation, and leisure activities. Transition skills including career awareness, work-related skills and attitudes, job exploration, job-training skills, work experience and community based instruction.

12. Managing student behavior including: Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student. Applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies with students with disabilities.

14. 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. Effective training and appropriate utilization of special education paraprofessionals who assist students with ID.

15. Effective training and appropriate utilization of special education paraprofessionals who assist students with ID.

16. Working with healthcare professionals and other support staff to plan, develop, implement, and evaluate a health care plan that may include seizure management, tube feeding, catheterization, use of oxygen and CPR.

18. A commitment to professionalism and ethical practices including: Awareness and sensitivity to culture, religion, gender, and sexual orientation among students, family and colleagues. Maintenance of a sense of professional efficacy by developing high expectations for the quality of lifespan potential of individuals with disabilities. Professional conduct that protects the confidentiality of students and their families.

Content Guidelines - Emotional Behavioral Disability

1. The philosophical, historical, and legal foundations of special education – ED/EBD including: Atypical development with the context of typical child and adolescent development. Differing perceptions of deviance, including mental health, legal-corrections, social welfare and education systems, as they apply to students with ED/EBD. A variety of theoretical approaches as they apply to students with ED/EBD.

2. The characteristics of ED/EBD learners including: The medical, psychological, psychiatric, AODA (alcohol and other drug abuse), developmental and physical characteristics as they apply to students with ED/EBD.

3. The assessment, identification and evaluation of ED/EBD learners including: Interviewing skills, especially related to documentation of behavioral concerns. Evaluation of IEP progress, especially in the areas of behavior and social skills. Evaluation of program effectiveness, especially in non-academic areas.

4. Instructional content and practice for ED/EBD learners including: Working with paraprofessionals and classroom assistants.

5. 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 postsecondary); between child/adolescent and adult systems, including community agencies and services; from school to employment/work settings; developing social competence; and learning self-advocacy.

6. Managing student behavior and teaching social interaction skills – ED/EBD including: Problem solving and conflict resolution. Physical intervention strategies that are both effective and safe for students and staff. Environmental/contextual issues. Power struggles. Affective education and self-control issues. Generalization to other settings. Interpersonal and group dynamics (including active listening).

7. Communication and collaborative partnerships including: Dealing with conflict, confrontation, compromise, and consensus. Facilitation skills. Public relation skills. Understanding family systems, including non-traditional families, and the impact of ED/EBD on the family. Communicating and collaborating with colleagues (regular education teachers, administrators, pupil services personnel, etc.) parents and families, professionals, and agencies external to schools. Advocacy for students and self.

8. Professionalism and ethical practices including: Stress management for self, including organizational and time management skills. Maintaining a professional image (e.g., personal appearance, demeanor/behavior).

Content Guidelines - Cross Categorical Certification

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). 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. 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). The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

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| 2. The characteristics of learners including effects of medications on student learning. |
| 4. Instructional content and practice including: Cultural perspectives regarding effective instruction for students with disabilities, the development and implementation of a transition planning. |
| 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; instructional programs that enhance a student's social participation in family, school and community activities. |
| 6. Managing student behavior and teaching social interaction skills including: Problem-solving and conflict resolution. |
| 7. Communication and collaborative partnerships including: Effective communication and collaborative relationships between parents, students, and school and community personnel in a culturally responsive environment; 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; family systems and the role of families in supporting child development and educational progress; the appropriate strategies to help parents deal with concerns regarding their children with disabilities; the multiple resource services, networks and organizations 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 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. |
| 8. Professional and ethical practices including: Personal and cultural biases and differences that affect one's teaching and interactions with others; participate in the activities of professional organizations and activities that may benefit students with disabilities and their families; positive regard for the culture, religion, gender, and sexual orientation of individual students, their families and colleagues. |

Due Date Matrix

| # | Assignment | Points Possible | Due Date (all assignments are due by the date listed at 11:59 PM) |
|----|-----------------------------------|---|---|
| 1 | Flipgrid Discussion 1 | 10 | May 31 |
| 2 | Formative Assignment 1 | 10 | June 3 |
| 3 | Flipgrid Discussion 2 | 10 | June 3 |
| 4 | Formative Assignment 2 | 10 | June 6 |
| 5 | Flipgrid Discussion 3 | 10 | June 10 |
| 6 | Parent/Family Interview | 50 | June 10 |
| 7 | Formative Assignment 3 | 10 | June 13 |
| 8 | Flipgrid Discussion 4 | 10 | June 17 |
| 9 | Resource list | 70 | June 17 |
| 10 | Flipgrid Discussion 5 | 10 | June 20 |
| 11 | Family Collaboration Case Studies | 18 | June 20 |
| 12 | Family Education Plan | 100 | June 24 |
| 13 | Graduate Student Assignment | 100 | June 24 |
| | Total | For Undergraduate Students: 318 For Graduate Students: 418 | |

Grading Scale

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|---------------|--------------|--------------|-----------------|
| 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 of Class Topics / Assignments and Required Readings:

Students will be accountable for reading and assignments listed below. The schedule is subject to change.

| Module | Topic(s) | Required Readings | Assignments |
|---------------------------|---|--|---|
| Module 1: May 29 – June 3 | <ul style="list-style-type: none"> Syllabus Review Family Systems Framework | <ul style="list-style-type: none"> Turnbull Chapters 1, 2, 3, 4 | <ul style="list-style-type: none"> Flipgrid Discussion 1 Formative Assignment 1 Flipgrid |

| | | | |
|-----------------------------|---|--|--|
| | | | Discussion 2 |
| Module 2: June 4 – June 10 | <ul style="list-style-type: none"> • Historical and Current Roles • Special Education Laws • Celebrating Diversity | <ul style="list-style-type: none"> • Turnbull Chapter 5, 6 • Grant & Ray Chapter 5 | <ul style="list-style-type: none"> • Formative Assignment 2 • Flipgrid Discussion 3 • Parent/Family Interview |
| Module 3: June 11 – June 17 | <ul style="list-style-type: none"> • Adolescent Parenting, Sexuality, Consent, Addiction • Child Abuse / Neglect, Child Protective Services, Children in Foster Care • Trauma Informed Care, ACE Study | <ul style="list-style-type: none"> • Turnbull Chapter 11 • https://dcf.wisconsin.gov/reports/buse • Grant & Ray Chapter 6, 7 | <ul style="list-style-type: none"> • Formative Assignment 3 • Flipgrid Discussion 4 • Resource List |
| Module 4: June 18 – June 24 | <ul style="list-style-type: none"> • Case Management, Communication / Collaboration • Instructional Strategies that Work. • Public Policy | <ul style="list-style-type: none"> • Turnbull Chapter 7, 8, 10, 12 • Greatschools.org/Section 504 | <ul style="list-style-type: none"> • Flipgrid Discussion 5 • Family Collaboration Case Studies • Family Education plan • Graduate Student Assignment |

Course Requirements:

2. **Weekly Assignments:** There are three parts to Weekly Assignments: Formative assignments, and Flipgrid Discussions. These assignment provide an opportunity for students to develop a beginning understanding of new information. Weekly assignments should provide thoughtful summaries that answer the questions/prompts provided. All weekly assignments will be listed in D2L. Late submissions will not receive credit unless prior approval was granted by the instructor. Each weekly assignment is worth a total of 10 points. (80 total points)

3. **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 following questions to the D2L 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. (50 points)

3. **Parent Education Information Program:** Students will work in pairs, or 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, 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

Presentation format suggestions include, but are not limited to; sample home visit activities, parent night presentations, parent night video presentation (infomercial), 1:1 or small group parent education session(s), poster presentation, ongoing parent outreach (series of flyers/brochures/handouts), audio presentation / podcast

Additional information will be provided in class. Students will earn a maximum of 100 points.

4. **Community Resource Exploration:** Students will work in pairs, or individually to gather information about resources in a community/county of their choice. Groups/pairs must be different than your parent educational information groups!! Information to be gathered should be related to a topic and/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 and must include; local/regional, state, and national resources.

Additional information will be provided in class. Students will earn a maximum of 70 points.

5. Family Collaboration Case Study: After reading a Case Study assigned to you, you will submit answers to the questions provided in the D2L Dropbox. (18 points total)

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). See D2L for a description.

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 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).

Late work: 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 no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

I. Learning Online:

This course is entirely online. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

Since I won't be lecturing or facilitating other face-to-face activities, it's very 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.

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. I'm also happy to make an appointment to meet by phone or in person. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc. Don't worry about looking foolish or wasting my time. I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. Depending the assignment, you will email me, post to D2L under Discussions, or submit to the D2L Dropbox. If you are emailing me, please send one assignment per email, and use the correct subject. You can lose points by not submitting an assignment correctly.

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 submit all written assignment and to participate in two class discussions. Please check the course D2L site and UWSP email for any updates related to the course.


Technology Use

The use of electronics in class shall be limited to course content. Do not engage in texting, emailing, 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.

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.