# University of Southern California

## Rossier School of Education

### Course Syllabus

# EDUC 574: *Collaboration, Families and Case Management*

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**INTRODUCTION AND PURPOSE**

This course provides students with an overview of three interrelated and essential components that comprise educational services for students receiving special education services: collaboration among service providers; working with families; and, coordination of services. At the heart of service delivery for students who present complex learning and behavior challenges is collaboration among those who are charged with the delivery of those services. While the teacher is in the forefront of implementing educational plans, support services personnel, e.g. physical/occupational therapists, speech/language pathologists, school psychologists, social workers, behavior specialists and others, are often contributors to the students’ intervention plan. As such, effective collaboration among all parties is necessary for effective program implementation. Second, families are a necessary and vital support for effective, proactive educational programs. Parents face many challenges during their child’s early years and beyond. These many challenges affect the psychological and social-emotional stages that families experience as they learn to cope with caring for a child with special needs. As such, teachers require an understanding of the family system and the family’s role in a student’s education. To successfully implement an educational program for students’ with disabilities, a teacher must involve the family in the student’s educational life. In the diverse urban school, teachers need to understand families from various cultures and the affect a child with disabilities has on the family unit. Potential interventions for family support are also reviewed. Finally, the changing role of the special educator from a teacher with his/her own classroom to responsibilities that involve coordination of services requires additional skills to prepare them to work as a case manager. This course will introduce the student to this new role, while helping them to understand necessary components of collaboration and working effectively with families.

Specifically, the course focuses on collaboration between a teacher and the families (s)he serves and collaboration among the various professionals who are collectively responsible for the educational, social and behavioral well-being of the student. Providing educational services to children with disabilities is often challenging and it involves other interested parties. To successfully plan, implement and evaluate an educational plan a teacher must be an effective collaborator with support services providers, families, plus that same teacher must be a case manager. To this end, the course explores strategies that enable teachers to more sensitively communicate with families in ways that fosters collaboration and empowerment. Potential interventions for family support are also reviewed.

**Problems of Practice**

The following problems of practice are related to working with students with diagnosed with mild / moderate disabilities and their families. Many general education classroom teachers:

* are unprepared to work with students who have disabilities and are placed in an inclusive setting;
* have little background in working with families whose children have disabilities;
* have not been prepared to work as a case manager, curriculum or behavioral consultant, or co-teacher in classrooms serving students with disabilities;
* have not been prepared to work in a collaborative interdisciplinary educational setting;
* do not understand the collaborative relationship they must establish and maintain to serve the educational needs of students with disabilities.

**COURSE OBJECTIVES**

Course objectives are noted below, with brief descriptors of how each objective will be demonstrated and assessed. The following California Commission on Teacher Credentialing (CTC) Standards and Teacher Performance Expectations (TPEs) are addressed in this course and noted after each objective.

**Students, upon completion of the course, will demonstrate knowledge and skills in the following and:**

**Unit 1: Collaboration: Its role in an inclusion classroom**

1. Implement the process of professional collaboration within a systems framework that delineates interdisciplinary teamwork and service coordination for families with children with disabilities; *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations; EDUCATION SPECIALIST PROGRAM STANDARD 4, 7, 8; MILD/MODERATE SPECIALTY STANDARD 3, 6.*
2. Know the pertinent laws that speak specifically to family – professional collaboration, family involvement, and family rights; *TPE’s 12 – Professional, Legal, and Ethical Obligations; EDUCATION SPECIALIST PROGRAM STANDARD 2.*

**Unit 2: Working with Families: An essential component for effective inclusion classrooms**

1. Know the role of the family system within the context of ethnicity, culture, life experiences, and other variables of diversity in facilitating optimal growth for both typically and atypically developing children; *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations; EDUCATION SPECIALIST PROGRAM STANDARD 2, 11; MILD/MODERATE SPECIALTY STANDARD 1.*
2. Implement family-centered methods of assessment, communication, intervention and program planning that are culturally-sensitive, promote collaboration, and help to empower families with children with disabilities; *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations; EDUCATION SPECIALIST PROGRAM STANDARD 3, 4, 5, 7, 8; MILD/MODERATE SPECIALTY STANDARD 1, 3, 6.*
3. Develop an IEP/IFSP in a manner that focuses on family strengths and priorities, and they will understand program options and transition services that are individually appropriate for each family and child with disabilities; *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations; EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 7, 8; MILD/MODERATE SPECIALTY STANDARD 1, 6.*

**Unit 3: Collaboration in the School: An expanded role for the special educators**

1. Adjust their perceptions, expectations and practices to account for factors other than disability, such as prematurity, emotional trauma, illness and other environmental conditions that may place children at risk; *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations; EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 7, 8, 11; MILD/MODERATE SPECIALTY STANDARD 1, 6.*
2. Serve as an effective team member and/or case manager for the IEP/transition planning process, from pre-referral and assessment through developing appropriate IEP/transition planning goals based on standards; *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations; EDUCATION SPECIALIST PROGRAM STANDARD 4, 7, 8 ; MILD/MODERATE SPECIALTY STANDARD 3, 6.*
3. Know how to collaborate with co-teachers and other team members in planning, implementing, and monitoring specially designed instruction to maximize access to the core curriculum; *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations; EDUCATION SPECIALIST PROGRAM STANDARD 4, 8, 11; MILD/MODERATE SPECIALTY STANDARD 3, 6.*

**CTC STANDARDS: EDUCATION SPECIALIST**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Special Education Standard** | **Unit** | **I or R** | **Description** | **Assessment** |
| *EDUCATION SPECIALIST PROGRAM STANDARD 4, 7, 8; MILD/MODERATE SPECIALTY STANDARD 3, 6* | 1 | Introduced/  Reinforced | Implement the process of professional collaboration within a systems framework that delineates interdisciplinary teamwork and service coordination for families with children with disabilities | **Project #1: Practicing Communication Skills (video + analysis)**  Working in pairs, candidates will present a problem while their partner listens, responds, and asks questions to elicit as clear and thorough a description of the situation as possible. |
| *EDUCATION SPECIALIST PROGRAM STANDARD 2* | 1 | Reinforced | Know the pertinent laws that speak specifically to family – professional collaboration, family involvement, and family rights | **Project #1: Practicing Communication Skills (video + analysis)**  Working in pairs, candidates will present a problem while their partner listens, responds, and asks questions to elicit as clear and thorough a description of the situation as possible. |
| *EDUCATION SPECIALIST PROGRAM STANDARD 2, 11; MILD/MODERATE SPECIALTY STANDARD 1* | 2 | Introduced/  Reinforced | Know the role of the family system within the context of ethnicity, culture, life experiences, and other variables of diversity in facilitating optimal growth for both typically and atypically developing children | **Project #5: Family Assessment**  Candidates will use an interview protocol to identify a family’s needs, interests, strengths and challenges from the family’s perspective. |
| *EDUCATION SPECIALIST PROGRAM STANDARD 3, 4, 5, 7, 8; MILD/MODERATE SPECIALTY STANDARD 1, 3, 6* | 2 | Introduced/  Reinforced | Implement family-centered methods of assessment, communication, intervention and program planning that are culturally-sensitive, promote collaboration, and help to empower families with children with disabilities | **Project #3: Problem Solving Project (video + analysis)**  Candidates willpractice skills presented in class and in readings to reflect on their level of proficiency in listening, communication and problem solving skills |
| *EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 7, 8; MILD/MODERATE SPECIALTY STANDARD 1, 6* | 2 | Introduced/  Reinforced | Develop an IEP/IFSP in a manner that focuses on family strengths and priorities, and they will understand program options and transition services that are individually appropriate for each family and child with disabilities | **Project #5: Family Assessment**  Candidates will use an interview protocol to identify a family’s needs, interests, strengths and challenges from the family’s perspective. |
| *EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 7, 8, 11; MILD/MODERATE SPECIALTY STANDARD 1, 6* | 3 | Introduced/  Reinforced | Adjust their perceptions, expectations and practices to account for factors other than disability, such as prematurity, emotional trauma, illness and other environmental conditions that may place children at risk | **Project #7: Family Assessment Presentation** Candidates will present their findings based on the interview protocol they used to identify a family’s needs, interests, strengths and challenges from the family’s perspective. |
| *EDUCATION SPECIALIST PROGRAM STANDARD 4, 7, 8 ; MILD/MODERATE SPECIALTY STANDARD 3, 6* | 3 | Introduced/  Reinforced | Serve as an effective team member and/or case manager for the IEP/transition planning process, from pre-referral and assessment through developing appropriate IEP/transition planning goals based on standards | **Project #1: Practicing Communication Skills**  **and  Project #3: Problem Solving Project** (as described above) |
| *EDUCATION SPECIALIST PROGRAM STANDARD 4, 8, 11; MILD/MODERATE SPECIALTY STANDARD 3, 6* | 3 | Introduced/  Reinforced | Know how to collaborate with co-teachers and other team members in planning, implementing, and monitoring specially designed instruction to maximize access to the core curriculum | **Project #1: Practicing Communication Skills**  **and  Project #3: Problem Solving Project** (as described above) |

**TEACHER PERFORMANCE EXPECTATIONS (TPEs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TPE** | **Unit** | **I or R** | **Description** | **Assessment** |
| *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations* | 1 | Introduced/  Reinforced | Implement the process of professional collaboration within a systems framework that delineates interdisciplinary teamwork and service coordination for families with children with disabilities | **Project #1: Practicing Communication Skills (video + analysis)**  Working in pairs, candidates will present a problem while their partner listens, responds, and asks questions to elicit as clear and thorough a description of the situation as possible. |
| *TPE’s 12 – Professional, Legal, and Ethical Obligations* | 1 | Reinforced | Know the pertinent laws that speak specifically to family – professional collaboration, family involvement, and family rights | **Project #1: Practicing Communication Skills (video + analysis)**  Working in pairs, candidates will present a problem while their partner listens, responds, and asks questions to elicit as clear and thorough a description of the situation as possible. |
| *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations* | 2 | Introduced/  Reinforced | Know the role of the family system within the context of ethnicity, culture, life experiences, and other variables of diversity in facilitating optimal growth for both typically and atypically developing children | **Project #5: Family Assessment:** Candidates will use an interview protocol to identify a family’s needs, interests, strengths and challenges from the family’s perspective. |
| *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations* | 2 | Introduced/  Reinforced | Implement family-centered methods of assessment, communication, intervention and program planning that are culturally-sensitive, promote collaboration, and help to empower families with children with disabilities | **Project #3: Problem Solving Project (video + analysis)**  Candidates willpractice skills presented in class and in readings to reflect on their level of proficiency in listening, communication and problem solving skills. |
| *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Legal, and Ethical Obligations* | 2 | Introduced/  Reinforced | Develop an IEP/IFSP in a manner that focuses on family strengths and priorities, and they will understand program options and transition services that are individually appropriate for each family and child with disabilities | **Project #5: Family Assessment**  Candidates will use an interview protocol to identify a family’s needs, interests, strengths and challenges from the family’s perspective. |
| *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations* | 3 | Introduced/  Reinforced | Adjust their perceptions, expectations and practices to account for factors other than disability, such as prematurity, emotional trauma, illness and other environmental conditions that may place children at risk | **Project # 7: Family Assessment Presentations**  Candidates will present their findings based on the interview protocol they used to identify a family’s needs, interests, strengths and challenges from the family’s perspective. |
| *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations* | 3 | Introduced/  Reinforced | Serve as an effective team member and/or case manager for the IEP/transition planning process, from pre-referral and assessment through developing appropriate IEP/transition planning goals based on standards | **Project #1: Practicing Communication Skills**  **and  Project #3: Problem Solving Project** (as described above) |
| *TPE’s 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations* | 3 | Introduced/  Reinforced | Know how to collaborate with co-teachers and other team members in planning, implementing, and monitoring specially designed instruction to maximize access to the core curriculum | **Project #1: Practicing Communication Skills**  **and  Project #3: Problem Solving Project** (as described above) |

By addressing these Teacher Performance Expectations, this course assists you in preparing for the Teacher Performance Assessment (TPA) at the conclusion of this program. Completion of the TPA is required in order to be recommended for a credential from the University of Southern California.

**COURSE REQUIREMENTS**

**Required Texts:**

Friend, M. & Cook, L. (2013). *Interactions: Collaboration Skills for School Professionals (7th Ed.)* Boston: Pearson.

Seligman, M. & Darling, R.B. (2007). *Ordinary Families, Special Children: A Systems Approach to Childhood Disability (*3rd Edition). New York: Guilford.

**IRIS Modules:** You will notice in this syllabus under the section “Schedule of Assignments and Topics” that some assignments have you working on an “**IRIS Module**.” IRIS is a free online interactive resource that translates educational research on students with disabilities into practices. To locate an IRIS Module, first go to the following website: <http://iris.peabody.vanderbilt.edu>. Next, click “Resources” and you will find a list of “Topics.” Locate the topic for the assignment on which you are working and, after you click that topic, you will find the IRIS Module that you are to complete. For example, let’s say that you are studying about collaboration and the assignment says “IRIS Module: Collaborating with Families.” Go to the IRIS website and then click “Resources.” Under “Resources,” click “Collaboration.” There you will find the module “Collaborating with Families.”

**GRADE DISTRIBUTION TABLE**

Final grades will be calculated on your total points using the following percentages:

A = 100 – 94% B- = 83 – 80% D+ = 69 – 68%

A- = 93 – 90% C+ = 79 – 78% D = 67 – 64%

B+ = 89 – 88% C = 77 – 74% D- = 63 – 60%

B = 87 – 84% C- = 73 – 70% F = below 60%

**DISTANCE LEARNING** *(if applicable)*

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student’s homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

**In the Event of Technical Breakdowns**

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

**Standards of Appropriate Online Behavior:**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/>

**ACADEMIC ACCOMMODATIONS**

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university’s educational programs and activities. Although USC is not required by law to change the “fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates,” the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university’s compliance with this policy.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

**ACADEMIC INTEGRITY**

The University’s Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates’ entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student’s responsibility to be familiar with and abide by these guidelines, which are found at: <http://web-app.usc.edu/scampus/>

A summary of behaviors violating University standards can be also found at:

http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/

**INCOMPLETES**

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the 8th week of the term; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

**COURSE AND ASSIGNMENT OVERVIEW**

**Attendance and Participation (10% of grade):** Education is a social endeavor and we learn from one another. If you are not present we cannot benefit from your ideas, experiences, or observations.

In addition, great collaborators are reliable, accountable, and prepared. In this class, we not only read about collaboration: *we practice collaboration*.

* Attendance will be taken at each class meeting.
* Each missed class will result in 2 attendance points not credited to you.
* You will be able to re-gain 1 point for a missed class if you view the recording of the missed class, complete the Observation Protocol (What do I see? Think? Feel?) and email to the instructor.
* If you are unable to attend a class, arrive late, or leave class early you must notify the instructor.
* Under the above stated circumstances you are responsible for missed work, obtaining announcements, and lecture notes.

**DUE DATES: Each class session**

**Shared Dialogue Groups (15% of grade):**

**See SDG Unit Topics and Observation Schedule in Toolbox**

1. Participation in one 45-60 minute **Shared** **Dialogue Group** is required for each unit. Candidate groups will engage in a shared discussion related to the readings and videos, upcoming Class Time topics, and/or key questions presented as part of each unit. Each group will consist of 4-6 candidates. During each meeting the role of the facilitator will be held by a different member of the group. The discussion group session will be taped and posted on the Course Wall for peers and the instructor to review. Dialogue groups will be pre-determined by the instructor. The candidate must remain in the same group for the duration of the course.
2. Throughout the course the instructor will assign different groups to bring discussion questions or activity to Class Time to facilitate a short discussion with their peers related to the readings. Each group will be assigned this responsibility once during the 10-week session.
3. Each group will select a “facilitator” who will be responsible for convening and leading the group, recording the session and posting the link to the session the course wall. See the Shared Dialogue Group Discussion rubric in the toolbox for success with this assignment.

**DUE DATES: Last class time of each unit**

**Project #1 –Practicing Communication Skills (10% of grade)**

**See Project #1 Guidelines in Toolbox.**

The purpose of this project is to practice important communication and relationship-building skills: a) presenting information, b) listening/responding and c) asking questions.

Working in pairs, each of you will present a problem/challenging situation while your partner will provide assistance by listening, responding, and asking questions to elicit as clear and thorough description of the situation as possible. Plan on spending 10 minutes for each of the two situations (20 minutes total). And don’t forget to videotape your time together!

After you complete the taping, each of you will follow the Project #1 Guidelines (in Toolbox) and complete the Interpersonal Communication Critique. Finally, upload the link to your recording to the Course Wall. Point the instructor to the time you want him/her to begin listening to the recording. Submit your completed Interpersonal Communication Critique to the instructor.

**DUE DATE: End of Week 3, Oct. 2nd, 5PM**

**Project #2: Research Summary (5% of grade):**

Submit ONE summary of a research study taken from current journals published in the Special Education/psychology/related services literature (**current assumes a study published within the past 10 years**). The summary should focus on a particular high incidence disability and methods used to meet their educational needs. *Emphasis should be on the integration of families in the education of students with mild / moderate disabilities, collaboration, and/or case management*.

**\*\* NOTE**: Be sure you have chosen an article that reports research that was conducted with subjects with high incidence disabilities, e.g. Learning Disabilities; Autism spectrum, Sensory impairment, Mental retardation, Behavior disorders. A summary, compilation or analysis or research reports will not do. If you are uncertain, show the article to your instructor prior to beginning your research.

The report will be typed and limited to **1.5 to 2 PAGE/DOUBLE SPACE/12 PT** of text. The following is a summary of the information to be included:

* 1. **Bibliographic entry using APA style**, e.g.: Trivette, C.M., Dust, C.J., Boyd, K. & Hamby, D.W. (1995). Family-oriented program models, help giving practices, and parental control appraisals. *Exceptional Children, 62,* 237-248.
  2. **Subject data**: Number of subjects, ages, sex, race, situation in which study was conducted;
  3. **Purpose**: Describe why the study was conducted, include the statement of the problem;
  4. **Experimental procedures**: Identify and describe research variable(s). Tell how the study was conducted. Include a **BRIEF** description of procedures, test instruments, research apparatus, and research design;
  5. **Results**: Describe the outcome of the study including the findings, results, and conclusions. Give the stated implication and significance;
  6. **General Comments/Evaluation:** Critique the study, including procedural errors, and the logic of the inferences made. *Include relevance to your interests and/or career goals*.

**DUE DATE: End of Week 4, Oct.9th at 5PM**

**Project #3: Problem Solving Project (10% of grade)**

**See Project #3 Guidelines in Toolbox.**

The purpose of this video assignment is to practice skills presented in class and your readings and to reflect on your level of proficiency in your listening, communication and problem solving skills. You will be given the opportunity to practice the interpersonal problem solving process with a colleague in your teaching site and then to critically examine your strengths and weaknesses during the interaction. You will complete your written analysis (5 – 7 pages) using the guidelines found in the Project #3 Guidelines in the Toolbox.

**DUE DATE: End of Week 5, Oct. 16th, 5PM**

**Project #4: Community Map of Services Relevant to Families (10% of grade):**

**See Project #4 Guidelines in Toolbox.**

This individual project will be to develop a working list of the services that are available to families in the area within a 5-mile radius of your school or intervention site. You will gather information related to services that are available to families and their child in your service area, e.g. telephone numbers, brochures, contact names, websites, and descriptions of the services the agencies provide families. Use the 8 domains of family functions (Seligman & Darling, p. 28) to guide your search and organize your findings.

**DUE DATE: End of Week 6, Oct. 23, 5PM**

**Project #5: Family Assessment (15% of grade)**

**See Project #5 Guidelines in Toolbox.**

The purpose of this assignment is for students to experience learning about families using an interview protocol. This will also help each of you to understand the family, their culture, their understanding of their child, and to see how the family views the services they are receiving. It is important that you work to see the world the way the family sees it, not through your personal frame of reference/mental models.

Locate a family and obtain approval to conduct an interview in a mutually agreed to place, e.g. their home, the school or intervention site, at a community site. It is important that you interview a family with a child(ren) who has a diagnosed disability. You will use the structured interview protocol contained in the Project #5 Guidelines. However, during the interview you may ask the parents to elaborate on questions or you may have additional questions that you would like to ask the families. If you ask additional questions, be sure that you keep a record of these additions.

Take detailed notes or record the interview. Using your notes or recording, transcribe the interview into a word file. Use the transcript for your analysis. You will be asked to turn in your completed transcription.

**DUE DATE: End of Week 8, Nov. 13th, 5PM**

**Project #6: Action Research Paper (20% of grade):**

**See Project #6 Guidelines in Toolbox**

Throughout this course you have had multiple opportunities to read about, observe, reflect, and discuss collaboration with your peers, families, and the professionals in your observation site. This 8-10 page paper will be a synthesis of all those activities, organized unit by unit as outlined in the Project #6 Guidelines.

**DUE DATE: Nov. 23th, 5PM**

**Project #7: Family Assessment Presentation (5% of grade):**

**See Project #7 Guidelines in Toolbox**

Each of you will present a short 5-minute power point presentation that outlines your findings of your family interview. You will describe the family, the child’s disability, the family’s views of the services they are receiving, their view of the child’s education, the level of supports the family is receiving, and the impact that the interview had on you. This assignment will be presented during class in Week 10.

**\*\*Don’t forget that class will start on this day (11/19) an hour later (9:30AM-11:30AM-PST) because I will just be getting in from the airport.\*\***

**DUE DATE: Class 10, Nov. 19th.**

**Evaluation and Grading**: All projects must be completed in order to receive credit for the class. Combined, all assignments are worth a total of 100%.

|  |  |  |
| --- | --- | --- |
| ***Assignment*** | ***% of grade*** | ***Due*** |
| Attendance / Participation | 10 | Weekly |
| Field notes/observations (collected twice during the term) (one point each) | 10 | 10/15, 11/19 |
| Shared Dialogue Groups (Work with your group and share what you’ve learned to the rest of the class) | 5 | Meet once per unit  Present once SDG1 Class 3 and SDG2 Class 8 |
| Project #1: Practicing Communication Skills (video + analysis) | 10 | Class 3 – 10/2, 5 pm |
| Project #2: Research Summary | 5 | Class 4 – 10/9, 5 pm |
| Project #3: Problem Solving Project (video + analysis) | 10 | Class 5 – 10/16, 5 pm |
| Project #4: Community Map of Services | 10 | Class 6 – 10/23, 5 pm |
| Project # 5: Family Assessment | 15 | Class 8 – 11/13, 5 pm |
| Project #6: Action Research Paper | 20 | Class 10 – 11/23 5 pm |
| Project #7: Family Assessment Presentation | 5 | During Class 10 – 11/19 |
| TOTAL | 100 |  |

**UNIT TOPICS/ASSIGNMENTS**

**Unit 1: Collaboration – Its Role in an Inclusion Classroom**

**Overview of Weeks 1-3**

Collaboration is a foundational component to providing effective educational services for all students including those with mild moderate disabilities. The reality of inclusion has changed the landscape of the typical teachers’ classroom. Today’s teacher now is expected to meet the academic, social, and behavioral needs and expectations of a diverse range of students, some of whom have diagnosed disabilities. However, dealing with such diversity in a classroom also changes the role of today’s teacher. No longer is she expected to be the sole proprietor of the academic and social lives of her students. Although she is the teacher of record, she is also assumes other roles. Among her professional challenges is to work collaboratively with others who support her in creating and maintaining an effective learning environment that meets the needs for all her students. In order to create opportunities for all students and providing them access to the curriculum, today’s teacher assumes the role of case manager for students who require additional support services from other professionals, e.g. speech/language therapists, physical or occupational therapists, counselors, psychologists, social workers, and she will collaborate with other individuals that include parents/caregivers, and could include personnel in community agencies. In short, today’s teacher has to be equipped to work collaboratively with colleagues, support services personnel, parents/caregivers and individuals who provide services for students and families in the school’s surrounding community. This unit will provide teacher candidates information about collaboration and an understanding of the necessary skills to be a successful collaborator.

**Unit 1: 9/16/15 Week 1**

**Objectives**

* Candidates will be able to identify when assignments are due using the course syllabus.
* Candidates will be able to summarize course assignments and expectations by referencing the course syllabus.
* Candidates will be able to describe professional collaboration using a systems perspective emphasizing the role for communication.

**Assignments**

* Review syllabus
* Field Assignment 1
* Shared Dialogue Group (Meet once during this unit before class, Week 4)
* Class Time

**Required Reading**

* Friend & Cook: Chapter 1

**Unit 1: 9/23/15 Week 2**

**Objectives**

* Candidates will summarize how interpersonal communications influence collaboration.
* Candidates will describe specific listening, questioning, responding and feedback strategies.
* Candidates will identify aspects of their own communication style and how that style impacts collaboration.
* Candidates will describe the role and requirements of Project #1: Practicing Communication Skills (video + analysis).

**Assignments**

* Field Assignment 2

**Required Reading**

* Friend & Cook: Chapters 2-4

**Unit 1: 9/30/15 Week 3**

**Objectives**

* Candidates will describe the necessary components of a structured problem-solving approach.
* Candidates will describe different models of teaming (multi/inter/transdisciplinary), qualities and characteristics of effective teams, and stages of team development.
* Candidates will apply and analyze collaborative communication skills and techniques (Project #1: Practicing Communication Skills).

**Assignments**

* Field Assignment 3
* Class Time – Shared Dialogue Group 1 Presentation on Unit 1
* Project #1: Practicing Communication Skills is due Fri. 10/2/15 5pm

**Required Reading**

* Friend & Cook: Chapters 5-6

**Unit 2: Working with Families - An Essential Component for Effective Inclusion Classrooms**

**Overview of Weeks 4-8**

A family is “two or more people who regard themselves as a family and who perform some of the functions that families typically perform. These people may or may not be related by blood or marriage and may or may not usually live together” (Turnbull et al, 2011, cited in Friend & Cook, 2013, p. 270). A system that intersects with the family system is the school; another dynamic, evolving system in which members’ affect one another. Further, because both systems share the student and have overlapping academic, social and behavioral expectations for the student, the two systems affect one another. Schools and families must be viewed as transactional systems; each influencing the other. Schools play an import and direct role in the lives of students. However, integral to their success in school is the role their family plays in their education. Given that schools and families are linked, it is important for teachers to understand the family system; its structure, the dynamic changes and transitions it experiences, and the mutual influence both systems have on the student. This Unit will provide a foundation for understanding the family from a systems orientation. Teacher candidates will examine how schools can advance family participation in their child’s educational, and how the school and the family can share decisions that affect the child.

**Unit 2: 10/7/15 Week 4**

**Objectives**

* Candidates will define the components of family systems theory.
* Candidates will identify typical family functions and how having a child with a disability may impact those functions.
* Candidates will define the key principles of family-centered practices and the evidence base to support those practices.
* Candidates will describe a high incidence disability and the methods used to meet the student’s educational needs (Project #2: Research Summary).

**Assignments**

* Field Assignment 4
* Project #2: Research Summary is due Fri., 10/9/15 5pm
* Shared Dialogue Group Meetings (Meet once during this unit before class, Week 8)
* Class Time

**Required Reading**

* Seligman & Darling: Chapters 1 – 3
* IRIS Module: Collaborating with Families
* Espe-Sherwindt, M. (2008). Family-centered practice: Collaboration, competency and evidence. *Support for Learning, 23*(3), 136-143.

**Unit 2: 10/14/15 Week 5**

**Objectives**

* Candidates will describe the variables of disability and age of the student and how those affect collaboration between families and schools.
* Candidates will be able to analyze how the family life cycle influences adaptation.
* Candidates will be able to apply the skills of problem solving to a peer-generated scenario (Project #3: Problem Solving Project).

**Assignments**

* Field Assignment 5
* Project #3: Problem Solving Project is due Fri.,10/16/15 5pm
* Class Time

**Required Reading**

* Seligman & Darling: Chapters 4 – 6
* Haddon – First Half
* Whitbread, K.M., Bruder, M., B., Fleming, G.P., & Park, H.J. (2007). Collaboration in special education. *Teaching Exceptional Children, 39,* 6 – 14.

**Unit 2: 10/21/15 Week 6**

**Objectives**

* Candidates will describe how the “diagnosis” can impact family equilibrium.
* Candidates will identify strategies that can help families regain their equilibrium.
* Candidates will be able to create a map of information that describes services and agencies that can support families in their geographic area (Project #4: Community Map of Services Relevant to Families).

**Assignments**

* Field Assignment 6
* Project #4: Community Map of Services Relevant to Families is due Fri., 10/23/15 5pm
* Class Time

**Required Reading**

* Seligman & Darling: Chapters 7 – 10
* Haddon – Second half
* Case study(ies) provided by instructor

**Unit 2: 10/28/15 Week 7**

**Objectives**

* Candidates will describe the variables of race, culture, and class, to describe how those affect collaboration between families and schools.
* Candidates will define four sets of beliefs that lead to parent-professional misunderstandings and impact collaboration.
* Candidates will describe strategies that educators can use to overcome barriers to collaboration with families.

**Assignments**

* Field Assignment 7
* Class Time – Shared Dialogue Group 2 Presentation on Unit 2
* Class Time

**Required Reading**

* Seligman & Darling: Chapters 11 – 13
* Harry, B. (1997). Leaning forward or bending over backwards: Cultural reciprocity in working with families. *Journal of Early Intervention, 21*, 62-72.

**Unit 2: 11/4/15 Week 8**

**Objectives**

* Candidates will define the difference between involving families and collaborating with families.
* Candidates will describe the roles of families and the roles of professionals in a collaborative relationship.
* Students will be able to apply formal and informal instruments to measure a family’s needs, interests, strengths, and challenges (Project #5: Family Assessment).

**Assignments**

* Field Assignment 8
* Project #5: Family Assessment is due Fri., 11/13/15 5pm

**Required Reading**

* Friend & Cook: Chapters 11 - 12

**Unit 3: Collaboration in the Schools – A Role for the Special Educator**

**Overview of Weeks 9-10**

The role of the special educator is changing. These changes are most evident in how the schools are serving students with mild / moderate disabilities. The self-contained classroom of the past has given way to the inclusion classroom where students with disabilities are educated in the same learning environment as their peers who are typically developing. There are several models for how this inclusive model can be successfully accomplished, but the basis for effective inclusion classrooms is collaboration among the participants; general educators, support services personnel, special educators, paraprofessional staff, and parents. This Unit will examine the roles of the professional staff, various organizational patterns for effective inclusion classrooms, and the role for families in these models. Teacher candidates will present findings from their family interviews. They will describe the child’s disability; how the family views the services they are receiving; their view of the child’s education; and the level of supports the family is receiving.

**Unit 3: 11/11/15 Week 9**

**Objectives**

* Candidates will describe factors that contribute to conflict between families and the educational system, and between professionals within the educational system.
* Candidates will define five different conflict resolution styles and the advantages/disadvantages of each.
* Candidates will describe models of collaboration with support services personnel and families.
* Candidates will create an academic paper that synthesizes their observations, their assignments, their readings, and their collaborative experiences (class and SDG), and how those factors have transformed their values, attitudes, knowledge and skills (Project #6: Action Research Paper).

**Assignments**

* Field Assignment 9
* Shared Dialogue Groups (Meet once during this unit before class, Week 10 be sure to post meeting recording)

**Required Reading**

* Friend & Cook: Chapters 7-10
* Lake, JF. & Billingsley, B.S. (2000). An analysis of factors that contribute to parent – school conflict in special education. *Remedial and Special Education, 21,* 240 – 251.
* Case study provided by instructor

**Unit 3: 11/18/15 Week 10**

**Objectives**

* Candidates will describe common ethical issues in collaboration in the educational setting.
* Candidates will define skills required to maintain a collaborative stance in a non-collaborative environment.
* Candidates will describe in a presentation to the class a family, the child’s disability, the families views of the services they are receiving, their view of the child’s education, and the level of supports the family is receiving (Project #7: Family Assessment Presentation-during class time).

**Assignments**

* Project #7: Family Assessment Presentations 11/18/15 during class time
* Project #6: Action Research Paper is due Fri., 11/20/15 5pm

**Required Reading**

* Friend & Cook: Chapter 13
* Friend, M. (2000). Myths and misunderstandings about professional collaboration. *Remedial and Special Education, 21,* 130 – 160.