

University of North Texas Dallas
Fall 2014
SYLLABUS

EDSP 3240.D090 Family Communication and Professional Collaboration for Exceptional Learners - 3 hours	
Aug. 25, 2014- Dec. 12, 2014	
Department of	Special Education
Division of	Education
Instructor Name:	Ms. Marty Walter
Office Location:	UNT-Dallas
Office Phone:	972-338-1345
Email Address:	marty.walter@untdallas.edu
Office Hours:	By appointment
Classroom Location:	Room 252
Class Meeting Days & Times:	Meets Mon., on Dallas campus 5:30 p.m.- 8:20 p.m.
Course Catalog Description:	<p>Analysis of collaboration and communication models and strategies used in working with families, caregivers, and professionals concerned about students with exceptionalities. Focus on the changing definition of family, community resources, advocacy groups, political forces, legal mandates, and other factors that may impact students and their families are addressed. 10 hours per semester in field-work arranged.</p> <p>Course is 1/2 In class meetings, 1/4 Online activities, and 1/4 Observation requirement</p>
Prerequisites	Admission in to Education Department
Required Text:	<p>Required Reading:</p> <p style="padding-left: 40px;">Dettmer, P., Knackendoffel, A., Thurston, L. (2013). <i>Collaboration, Consultation, and Team for students with Special Needs</i>. Pearson. ISBN-1195204730</p> <p style="padding-left: 40px;">Overton, S. (2005). <i>Collaborating with families: A case study approach</i>. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN0-13-889445-0</p> <p style="padding-left: 40px;">Other readings as assigned.</p> <p>TK-20: http://www.coe.unt.edu/tk20 - required for students in last 15 hours and in the education department. Subscriptions are effective for 7 years from date of purchase.</p>
Course Goals or Overview for Student Learning Objectives:	
<p>The goals of this course are to help:</p> <ol style="list-style-type: none"> 1. The potential teacher candidates apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the teaching profession. 2. Understand personal cultural biases and differences that may affect one's teaching; 	

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3. Is able to safeguard confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants, to maintain confidentiality);
4. Knows how to communicate and collaborate effectively in a variety of professional settings.
5. Is able to foster respectful and beneficial relationships between parents/guardians & professionals in the school.
6. Uses information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications to learning environments.
7. Is able to coordinate activities of related services personnel to maximize direct instruction time for students.
8. Is able to participate and attend class regularly and demonstrate professionalism during discussions.

"All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>

Class materials, resources, and some assessments will be available on Blackboard Learn. This course requires an online component and 1/3 of your participation and attendance will be carried out on Blackboard each week. Please log on immediately and check to confirm that your computer is compatible with Blackboard. It is a REQUIREMENT that you be able to access blackboard online.

Go to: <https://ecampus.unt.edu> You will need your EUID and password. You may need to reset your password from the Fall.

Course Outline:

2.1 Demonstrate professionalism- 20 Total Points-SLO #8

Students show professionalism when they: (a) attend all classes and observations on time and remain in class/observation for the duration; (b) are prepared for class discussions; (c) attend to class discussion (online and in class) and timelines for assignments; (d) are flexible to schedule changes; (e) & respect the opinion & rights of others.

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Due to the structure of this class- 75% in class and 25% online, it is imperative that you do not miss any class time. **Absence from class, online discussions, weekly online requirements, all carry equal weight distribution. Participation IS attendance.**

All assignments should be turned in during the class period **on the day they are due** or via email on Blackboard on the days we do not meet. Assignments turned in after such times are considered *late*. Points will be deducted for each day the assignment is late. Special circumstances need to be discussed with the instructor ahead of time when possible.

2.2 Letter of Interest (LI) SLO#1 & 4

Each student will write a formal "letter of interest" explaining why they have chosen to go into the field of education as a career.

Due Date: 10/25/14 30 Total Points

Research article must be in this format

- I. Introduction (APA format) (6 pts.)
 - II. Problem (stated in question form) (4 pts)
 - III. Procedure (how you plan to answer the question) (5 pts.)
 - IV. Results (7pts)
 - V. Implications (for the field) (8 pts.)
- Follow directions on format (2 pts.)

2.3 Blackboard Discussions (D) SLO # 1,2,3,4,5,6,7,8

Students are responsible for participating in web-based small and large group discussions or contribute/share thoughts regarding particular class notes/activities in Blackboard. Dates and times will be provided on Blackboard and the syllabus calendar below. The student is responsible for attending to those discussions in a timely manner. Failure to do so will result in a point loss.

Due Dates: weekly, see calendar below. Discussion will be due by 9 PM on date listed below. 10 Discussions @ 20 points each= 200 Total Points Ch.- #2,3,4,5,6,7,8,9,10,11

2.4 Listening to Families Conversation (LF) SLO #3,5,6

Identify a family with a member who has exceptionality and arrange an opportunity to listen to their **family story** (using the Conversation Guide provided online). The purpose of listening to families is to gain a comprehensive understanding of (a) their family situation and (b) view of their perspectives of their strengths, preferences, and needs as a basis for providing personalized and relevant family support. Further details about this assignment will be provided in class. Directions will be found in the Directions folder on the homepage in Blackboard. Turn in via Assignment tool unless otherwise noted.

Due Date: 11/17/14 70 Points

2.5 Video Reflection- (VR) SLO # 1,2,3,4,5,6,7

Students will watch the video **For Love of Julian** held during class and answer the questions posted on Blackboard related to this assignment. Directions will be found in the Directions folder on the homepage in Blackboard. Should you miss the class when we view the video you will be responsible for checking it out and watching it IN the UNT Dallas library, but I have to take it over there once you make arrangements with me; the video is not automatically housed there.

Due Date: 10/04/14 45 Points

2.6 Side by Side (SxS) SLO # 1,3,4,5,6,7

Each student will complete a side by side activity during the semester. Hours will be conducted in an area school arranged by UNT and Ms. Walter. This activity will require several hours of observation/participation. You **MUST** successfully complete and document a minimum of 3 hours to successfully complete the course. A time sheet signed and verified by school personnel must be turned in. Once you sign up for a time, you will be held responsible for this visit. We are the guests of the school districts and must adhere to the times they have given us. Must do background check and be approved.

Due Date - Verification sheet to be turned in on 12/1/14

75 Points

2.7 Whole Brain Notebook (WBN) SLO# 1,2,3,4,5,6,7

Each student will complete a Whole Brain Notebook over related terms in the Dettmer textbook. These terms are used frequently in the education world so it is important you familiarize and immerse yourself in these terms. A template is provided but you must put them in a protective plastic cover sheet in a notebook to count for credit.

Due Date: 12/1/14 145 points

2.8 Exams (E) SLO # 1,2,3,4,5,6,7

Each student will complete two exams, 1 midterm and 1 final. Study guides and PPTs in PDF format are available on Blackboard. Exams will draw heavily from Dettmer!!!

Midterm online Oct. 6th-9th-anytime!! Due no later than 10-9-14 midnight.

Final given in class on Dec. 8, 2014

2 exams @ 70 points each = 140 Total Points

2.9 Book Report (BR) SLO # 1,2,3,4,5,6

Each student will choose a book by former educator Torey Hayden. She has written many books about children with disabilities through her wonderful perspective. They are true stories that are riveting, sometimes gut wrenching and make you think!

Due: any time after directions given, no later than 11-17-14 75 Points

3.0 Case Study Activities (CS) SLO #1,2,3,4,5,6,7,8

Each student will be responsible for weekly online activities according to the syllabus dates and related to the reading of a case study (Overton book). These will be turned in via Blackboard.

Please see calendar for specific dates. **Due Date: weekly due on calendar dates by 9 PM**

10@20 points=200 Points Covering these chapters- #3,4,5,6,7,8,9,10,11,12

Grading Criteria and Conversion for Case Study/Discussions respectively

Students will be evaluated using examinations, written papers, projects and class participation. Except for exams, all assignments will be graded on a point system associated with the quality/acceptability of the submitted assignment.

10/5 or below=Unacceptable: does not meet the intent of the assignment.

15/10 =Acceptable/Weak: meets the intent of the assignment but lacks detail, clarity or specifics necessary to demonstrate good understanding and integration of class content.

20/15 =Excellent/Superior: meets the intent of the assignment; shows understanding of class content and goes beyond the expected performance.

GRADING STRUCTURE

S.L.O.

Professionalism	20 points	#8	100-92%= A	920-1000
Letter of Interest	30 points	#1,4	91-83%= B	830-919
Learn Discussion	200 points	#1-8	82-74%= C	740-829
Listening to Families	70 points	#3,5,6	73-65%= D	650-739
Video/reflection	45 points	#1-7	↓ 65%= F	649
Side by Side	75 points	#1,3-7		
Whole Brain Notebook	145 points	#1-7		
Exam2 (2@70 points)	140 points	#1-7		
Book Report	75 points	#1-6		
Case Study Activities	200 points	#1-8		

1000 points

This class will be what you make of it. This is an excellent opportunity to fully realize the importance of families and the direct impact that extended family can have on students. The only road to success for students is for you to be the professional and to establish a strong foundation by showing you care first; the rest will follow naturally.

EXTRA CREDIT:

Points will be awarded for joining the Student Council for Exceptional Children (SCEC) here on campus and actively participating in club activities. You will learn of different activities related to this school throughout the Fall. Other opportunities for extra credit will be announced throughout the semester.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Student Dev. office at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the

feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Final Grade Computation

Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

****An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation *and* at the professor's discretion.**

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

****Use of Person-First Language:** You are expected to use "Person-First" language at all times when referring to individuals with a disability (e.g., "students with autism," or "a student with behavioral problems"). Please do not use labels like "Mentally Retarded student" or "Autistic kid" or "Emotionally Handicapped class" because of the associated negative connotations. This vocabulary use will result in an automatic deduction on your assignment grade.

Written Assignments:

All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

EXAM POLICY

Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

ATTENDANCE AND PARTICIPATION POLICY

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Punctuality. Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

Important: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

For every two (2) class sessions missed, your final grade for the course will be lowered one letter. Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2nd class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

DIVERSITY/TOLERANCE POLICY:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY

In order to monitor students’ achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

JAGUARCONNECT MAIL

All students should activate and regularly check their Jaguar Connect (e-mail) account. Jaguar Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Jaguar Connect Mail. For information about Jaguar Connect Mail, including how to activate an account and how to have Jaguar Connect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)

UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.

Course Calendar Summer Fall term 2014

Date	S.L.O.	Where	Online Assign Due	Please Read in Text	Due in class
8/25/14	1-8	Class Meets	Review syllabus Read Overton Ch.1 & 2 and Dettmer book	Ch. 1 Dettmer Ch. 1 Overton	Purchase textbooks in advance

9/08/14	SLO# 1,3	Class Meets	Discussion Ch. 1 & 2 Dettmer online	Ch. 2 Dettmer	Blackbd discussion 9/13/14 9pm
9/15/14	SLO # 3,4,5	Class Meets @ E.Jonsson	Case Study 3 Mr. Derstrom p. 37 Overton	Ch. 3 Overton	Case Study 3 due Blackbd. Sat. 9/20 9pm
9/22/14	SLO# 2,4,6	Class Meets	Discussion Ch. 3 & 4 Dettmer online	Ch. 3-4 Dettmer	Discussion due by Blackbd. 9/27/14
9/29/14	SLO# 1-7	Class Meets	Discussion Ch. 5 & 6 Dettmer online Case Study 4 Bright Star	Ch. 5-6 Dettmer Ch. 4 Overton	Dis. due Ch.5-6 Dettmer 10/4/14 Case st. due 10/4 Video over Julian (VR) Video reflection due 10/4
10/06/14	SLO# 1-7	Online	Case Study 5 Aunt Rhonda Mid Term Ex. Ch.1-6	Ch. 5 Overton Dettmer 1-6	Case Study 10/11 Test answers-due Thurs. 10/9 12 midn
10/13/14	SLO# 1,4,5	Class Meets	Discussion 7 & 8 Case Study 6 Frank's story	Ch. 7-8 Dettmer Ch. 6 Overton	No Discussion 7 Dis. 8 due 10/18 Case study 10/18
10/20/14	SLO# 1,6	Class Meets	Discussion Ch. 9 & 10 Case study 7 Powerpt Over ADHD-6 slides total	Ch.9,10Dettmer Research online	Discussion 10/25 Case Study 10/25 (LI) Letter of Interest due 10/25
10/27/14	SLO# 1,2,3,4,5	Online	Case Study 8 Maria's story Case study 9 Shelly's story	Ch. 8 Overton Ch. 9 Overton	Ch. 8,9 due 11/1 Work on interview for Listening to families
11/3/14	SLO# 3,5,6	Class Meets	Discuss Ch.11Dettmer Case Study 10 Mrs. Stack	Ch. 11 Dettmer Ch. 10 Overton	Discussion 11/8 Case study 11/8 (LF) Listening To Families due 11/8
11/10/14	SLO# 1-7	Class Meets	Discuss 12,13Dettmer Case 11 Grace & Jan.	Ch. 12-13 Dett. Ch. 11 Overton	Discussion 11/15 Case study 11/15
11/17/14	SLO# 1,2,3,4,6 7,8	Class Meets	Procedural Safeguards, Child Find, Confidentiality	Ch. 12 Overton	Case study 11/22 (BR) Hayden Book Report due 11/22
11/24/14	SLO# 1-8	Online	Discussion 14,15 Dettmer	Ch. 14 & 15 Dettmer	Discussion 11/29
12/1/14	SLO# 1-7	Class Meets	Review Ch. 7-15 Dettmer	Ch. 7-15 Dettm.	Study for exam (WBN)Whole Br. & (SXS) Side X S due
12/8/14	SLO# 1-8	Online	FINAL EXAM	FINAL EXAM 12-4---12-8	FINAL EXAM Due by midnight 12/8/14

Listening to Families
Written Assignment Directions

Assignment

Identify a family with a member who has a exceptionality and arrange an opportunity to listen to their family story. The purpose of listening to families is to gain a comprehensive understanding of (a) their family situation and (b) view of their perspectives of their strengths, preferences, and needs as a basis for providing personalized and relevant family support. In exchange for the family's time, students are expected to offer some service or help. Do not use the same interview or family you used in EDSP 3210. This is a different assignment entirely. The focus of this assignment is to find out more about the family perspective related to the disability.

Before interviewing the family:

- ✓ **Become familiar with the disability by reading the chapter and exploring the accompanying web site.**
- ✓ **Be sensitive.**
- ✓ **Use person first language.**
- ✓ **Proofread before turning in. Grammar, spelling, and sentence structure will be graded as well.**

Format- Be certain to address all aspects listed below. The final product should follow the conversation guide and (double-spaced) summarize the conversation. Use the three sections below.

I. Background Information- Share background information about the person being interviewed (age, gender, ethnicity, cultural background, etc.) as well as information that links them to the person with the

disability. Also include how you came to know the person being interviewed. How long did the conversation last?

II. Interview Summary--You may organize/summarize your paper using topics covered in the guide (Personal Characteristics, Special Challenges, Family Interactions, Family Functions, Family Cycle). This section may comprise three-four pages of your paper.


III. Personal Reaction-Reflect on your personal reaction to the conversation. What did you learn from the conversation? How does what you learned relate to information you learned from the text, in class, or from your personal experience? What impact might the conversation have on you when you begin teaching? This section should constitute at least one to two pages of the paper.

Turn in the actual guide you used either filled in or type the question you used and attach to your paper.

Your paper should have a cover sheet with your name, assignment, class, and date turned in.

Whole Brain Notebook – Example

Chapter 's Name: The American Law
 Professional Language Vocabulary 1 of 14
 Date: Sept. 9, 2014

<p>1. Vocabulary Concept or Term: Social Justice</p> <p>2. Definition: Social Justice is based on the concept of human rights and equality among various social classes in a society.</p>	<p>3. Locate a visual graphic that represents the concept and it's definition (<i>see below</i>)</p> 
<p>4. Evaluation: Describe how the visual graphic represents the vocabulary concept and it's definition:</p> <p>The visual symbolizes the binding of all cultures and ethnicities under a common cause; the folded hands represent harmony and equality and that every human has the right to equal and just treatment.</p>	

EDSP 3240 Book Review

All of Torey Hayden’s books are true to life autobiographical accounts of her personal experience as a teacher. Mike Marlow, who has written extensively on the effect that Torey Hayden has had on teacher preparation students, suggests that Torey Hayden’s books “mirror the synergistic power of relationships between a teacher and her children.” (p.1). Despite numerous issues including mental illness, emotional behavioral disorders, learning disabilities, anger, and poor self esteem evident in her children, Torey Hayden manages time and again to have a profound effect on her students.

Her first book, One Child (1980), chronicles the life of Sheila, a silent troubled girl, abandoned by her mother and abused by her father (Marlow, 1999). Following One Child, she wrote five other books: Somebody Else's Kids (1982), Murphy's Boy (1983), Just Another Kid (1988), Ghost Girl (1992), and Tiger Child (1995), the sequel to One Child.

Marlow also states that “Hayden's books are a heartfelt testament that living with and loving other human beings who return that love is the most strengthening and salubrious (wholesome, respectable, healthy) emotional experience in the world.” (p. 1.)

Borrowing from Brendtro, Brokenleg, and Van Bockern (1990) Marlow presents their ten concepts serving as guidelines for building relationships with children reluctant to build relationships.

YOUR ASSIGNMENT: (Follow all 5 steps, number 5 is on the next pg.)

Provide the following:

- I.** Name of book
- II.** Brief description or summary of the book including main child or children of focus and possible disability, problem, or risk factors.
- III.** Brief reaction to the book
- IV.** Choose 5 of the 10 concepts below and detail how Hayden portrays the concept. Give specific examples for each. General answers without details of events will not gain total points.

Love is an action, not a feeling

Classroom crisis is opportunity

Loving the unlovable

Disengaging from the conflict cycle (Not getting into the argument cycle or falling into traps students have waiting related to behavior and testing limits)

Earning the trust of youth

Time is an ally “Relationship-resistant children may be fearful, suspicious, or antagonistic. Patterns laid down over a lifetime are slow to change. Hayden models persistence and patience in returning day after day to encounter youths who seem oblivious to her overtures. It takes time to establish bonds and ties. (Marlow)

Life space counseling “Sometimes a teacher who is actively involved with a youth can engage in more genuine and helpful communications than can a therapist outside the school. Hayden listens to her students' point of view, presents alternative views.....(Marlow)

Respect begets respect

Teaching joy

The invitation to belong...

V. How did Torey Hayden’s book influence your attitude toward students with disabilities and what is the most important lesson you learned from reading this book?

References

- Brendtro, L.K., Brokenleg, M., and Van Bockern, S. (1990). Reclaiming youth at risk.
Bloomington, IN: National Educational Service.
- Hayden, T.L. (1980). One child. New York: Avon Books.

Hayden, T.L. (1982). Somebody else's kids. New York: Avon Books.

Hayden, T.L. (1983). Murphy's boy. New York: Avon Books.

Hayden, T.L. (1988). Just another kid. New York: Avon Books.

Hayden, T.L. (1992). Ghost girl. New York: Avon Books.

Hayden, T.L. (1995). Tiger child. New York: Avon Books.

Marlowe, M. (1999). Reaching reluctant students: Insights from Torey Hayden. *Reclaiming Children and Youth: Journal of Emotional and Behavioural Problems*, 7, 242-245, 254.

EDSP 3240 Whole Brain Notebook Words

From Dettmer textbook

Ch.1

Collaboration
F.A.P.E.
Network
Professional learning
Community (PLC)
Consultant
Co-teaching
Psychologist
Curriculum-
Specialist
P.L. 94-142
Adequate Yearly Progress (AYP)

Ch. 2

learning theory
sensori-motor
taxonomies
instructional-
objectives
intervention
innovation
assessment
Grade
Equivalencies (G.E.)

Ch. 3

preference
self-study
personality
accommodate
rapport
recognition
interactions
colleague
ethics

Ch. 4

Model
Novice teacher
Parity
Professional
Dev. School (PDS)
Schoolwide -
Enrichment Model (SEM)
Theme interference
Triadic model
Standards
Role delineation

Ch. 5

brainstorming
concept mapping
Janusian Thinking
Multiple Intelligences
PMI
Problem Identification
Problem Solving Proc.
synectics
Talk walk

Ch. 6

attrition
burnout
caseload
consultation log
eustress
interview
Observation
self-efficacy
stress management
time management

Ch. 7

Assertiveness
 Blog
 Body language
 Conflict management
 Empathy
 Miscommunication
 Negativity
 Nonverbal communicat.
 Rapport building
 Resistance
 Semantics

Ch. 8

empowerment
 IFSP
 parent involvement
 parent partnerships
 linguistics
 mandate
 mental health
 Inventory
 resources

Ch. 9

cultural competence
 exceptionality
 diversity
 ELL
 ethnic group
 GLBTQ
 multicultural education
 URM
 colloquialism

Ch. 10

Acceleration
 Digital text
 Enrichment
 Flexible pacing
 Parallel teaching approach
 Pre-assessment
 RTI
 Scaffolding

Ch. 11

para-educator
 supervising teacher
 vocational
 clerical
 harmony
 behavior management
 strategies
 augmentative communic.

Ch.12

evaluation
 impact
 self-assessment
 stakeholder
 summative evaluation
 logic model
 observations
 Baseline

Ch. 13

A.D.A.
 ITP
 Interagency collaboration
 Related services
 Requests for proposals
 (RFP)
 support personnel
 transition services

Ch. 14

Leadership in Ed.
 mentor
 presenter
 professional developmnt
 school administrator
 school board
 collegial

Ch. 15

Advocacy
 competencies
 multiplier effect
 positive ripple effect
 synergy
 levels of service
 global awareness