

**University of North Texas at Dallas**  
**Fall 2015**  
**SYLLABUS**

**EDSP 3240D.090 Family Communication and Professional Collaboration for Exceptional Learners – 3 Hours**

<b>Department of</b>	<b>Special Education</b>	<b>Division of</b>	<b>Education and Administration</b>
<b>Instructor Name:</b>	<b>Dr. Paulette Walter</b>		
<b>Office Location:</b>	Dal 1 #7300 via Judith Nix, Administrative Asst. to the Dean		
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<b>Office Hours:</b>	<b>Monday after class or by appointment.</b>		
<b>Classroom Location:</b>	<b>DAL1 Room #274</b>		
<b>Class Meeting Days &amp; Times:</b>	<b>Mondays 05:30 pm-08:20 pm</b>		
<b>Course Catalog Description:</b>	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. <b>In field observation/research activity.</b>		
<b>Prerequisites:</b>	<b>EDSP 3210</b>		
<b>Required Purchases</b>			
<b>Text:</b>	Dettmer, P., Knackendoffel, A., Thurston, L. (2013). <i>Collaboration, Consultation, and Team for students with Special Needs</i> . Pearson. ISBN-1195204730. Please be sure you purchase the 7 <sup>th</sup> edition.		
<b>Software:</b>	<b>TK-20:</b> <a href="http://www.coe.int.edu/tk20">http://www.coe.int.edu/tk20</a> - purchase required by November 1 for all EDSP 3240 students without exception. Subscriptions are effective for 7 years <b>from date of purchase.</b>		
<b>Optional Text</b>	Overton, S. (2005). <i>A case study approach: Collaborating with families</i> . Upper Saddle River, NJ: Merrill Prentice Hall.		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>		
<b>Course Goals or Overview:</b>			
TExES Special Education Standards  <b>Standard II--</b> The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.  <b>The beginning special education teacher knows and understands:</b> 2.2k personal cultural biases and differences that may affect one's teaching; 2.3k consumer and professional organizations, publications, and journals relevant to individuals with disabilities 2.5k how to maintain the confidentiality of medical and academic records and respect for the privacy of individuals with disabilities.  <b>The beginning special education teacher is able to:</b>			

correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants, to maintain confidentiality);

**Standard III--** The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

***The beginning special education teacher knows and understands:***

- 3.1k factors that promote effective communication and collaboration with individuals, parents/guardians, and school and community personnel;
- 3.2k typical concerns of parents/guardians of individuals with disabilities and appropriate strategies to help parents/guardians deal with these concerns;
- 3.3k the collaborative roles of individuals with disabilities, parents/guardians, teachers, and other school and community personnel in planning an individualized program/
- 3.4k the types of information generally available from parents/guardians, school officials, the legal system, and community service agencies;
- 3.5k collaborative and/or consultative roles of special education teachers, paraprofessionals, and other educators in the integration of individuals with disabilities into general education settings; and
- 3.6k ethical practices for confidential communication about individuals with disabilities

***The beginning special education teacher is able to:***

- 3.1s demonstrate proficiency in oral and written communication;
- 3.2s foster respectful and beneficial relationships between parents/guardians and professionals in the school and community;
- 3.3s use collaborative strategies in working with individuals with disabilities, parents/guardians, and school and community personnel in various learning environments;
- 3.4s communicate and collaborate effectively with paraprofessionals and other school and community personnel to deliver special education services;
- 3.5s encourage and assist parents/guardians to become active participants children's education;
- 3.6s plan and conduct collaborative conferences with parents/guardians;
- 3.8s serve as a resource person for parents/guardians, general education teachers, administrators, and other school personnel about the characteristics and needs of individuals with disabilities.

**Standard IV--**The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

***The beginning special education teacher is able to:***

- 4.1s access information on various cognitive, communicative, physical, cultural, social, and emotional conditions of individuals with disabilities

**Standard V--**The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

***The beginning special education teacher is able to:***

- 5.1s collaborate with parents/guardians and with other professionals involved in the assessment of individuals with disabilities;
- 5.4s gather background information regarding academic, medical and family history;
- 5.8s use information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications to learning environments;

**Standard VI--**The special education teacher understands and applies knowledge of procedures for planning instruction and

managing the teaching and learning environment.

**The beginning special education teacher is able to:**

6.15s direct the activities of an educational setting paraprofessional, aide, volunteer, or peer tutor; 6.16s coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities;

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**Standard VII--** The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

**The beginning special education teacher is able to:**

7.7s design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities; and

**Standard IX--**The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

**The beginning special education teacher knows and understands:**

9.1k how to plan, facilitate, and implement transition activities as documented in Individualized Family Services Plans (IFSPs);

9.3k the programs and services available at various levels and how to assist students and families in planning for transition;

**The beginning special education teacher is able to:**

9.2s collaborate with professionals to ensure successful transitions for individuals with disabilities;

9.3s communicate with families about issues related to transition and strategies for helping their children make successful transitions; and

**Standard X--**The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

**The beginning special education teacher knows and understands:**

10.5k varied cultural perspectives that affect the relationship among parents/guardians, schools, and communities with regard to effective instruction for individuals with disabilities;

## Course Requirements

- 1. Demonstrate attendance and professionalism**
- Students show professionalism when they: (a) attend all classes and practicum observations on time and remain in class or practicum assignment for the duration; (b) are prepared for quizzes and class discussions; (c) attend to class discussion and timelines for all assignments; (d) are flexible to schedule changes; (e) and respect the opinion and rights of others.
- All assignments should be turned in during the class period or via email **on the day they are due**. 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.
- Each student is expected to attend class, in field, and/or online activities. Repeated absence from class or from observation assignment will result in lowering of class grade or possible failure of class.

**150 Total Points**

2.	<p><b>Chapter Quizzes (Q#)</b></p> <p>There will be 11 quizzes on assigned chapter readings. The 10 highest grades will be counted.</p> <p style="text-align: right;"><b>100 Total Points</b></p>
3.	<p><b>Journal Article Review (JAR)</b></p> <p>Each student will review a journal article. The students will select a <b>peer-reviewed research</b> article from an <u>educational journal</u> <b>dealing with students and/or exceptionalism</b>. A copy of the article must be submitted for approval to professor by 9/14/15. See directions for format and grading rubric posted on Blackboard.</p> <p><b>Due Date: 09/28/15</b> <span style="float: right;"><b>100 Total Points</b></span></p>
4.	<p><b>Midterm Date: 10/05/15</b> <span style="float: right;"><b>100 Total Points</b></span></p>
5.	<p><b>Reflection</b></p> <p>Students will watch a video, <i>For Love of Julian</i>, after the midterm exam then prepare a 2-3 page response to one of 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. Turn in by email.</p> <p><b>Due Date: 10/19/15</b> <span style="float: right;"><b>50 Total Points</b></span></p>
7.	<p><b>Paraprofessional Project</b></p> <p>This activity requires registration with the University of Nebraska Lincoln "Project Para." Paraeducators play significant roles in supporting instruction and services in public schools. Their effectiveness is to a large part influenced by the quality of the training and supervision they receive. These duties are often largely the responsibility of the teachers who work with paraeducators. This training program helps prepare teachers to assign, train, supervise and evaluate paraprofessionals. This training program features five units of web-based independent study with various activities and on-line resources. Activities integrate the content of the self-study lessons with application to actual or simulated situations. The five units include Paraeducators in the Classroom, Training Paraeducators, Supervision of Paraeducators, Evaluation of Paraeducators and Paraeducator Programs, and Professional and Ethical Issues in the Utilization of Paraeducators. Instructions for access will be posted on Blackboard upon completion of registration. Students must achieve a 70% or better on each unit to be awarded full credit.</p> <p><b>Start Date: 11/02/15 Due Date: 11/06/15</b> <span style="float: right;"><b>50 Total Points</b></span></p>
8.	<p><b>Exploring School and Community Project (ESCP Journal)</b></p> <p>Students will be assigned to various activities. You will keep a journal, recording your observations during the activity and a reflection after the activity. See instructions and rubric in Blackboard Key Assignments. The journal must be turned in by the due date for possible editing before submission to Tk-20. It is a key assignment.</p> <p><b>Due Date: 11/16/15</b> <span style="float: right;"><b>100 Total Points</b></span></p>

9.	<p><b>Whole Brain Notebook</b></p> <p>The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example posted on Blackboard.</p> <p><b>Due Date: 12/07/15</b> <span style="float: right;"><b>100 Total Points</b></span></p>
10.	<p><b>Final Date: 12/07/15</b> <span style="float: right;"><b>100 Total Points</b></span></p>

### Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by email.

TOPICS	Due in Class	Date
Introductions, expectations, requirements		08/24/15
Discussion: Dettmer 1 & 2	Quiz 1 & 2	08/31/15
Labor Day Holiday	No class	09/07/15
Discussion: Dettmer: Ch. 3 & 4	Quiz 3 & 4, JAR approval	09/14/15
Discussion: Dettmer: Ch. 5	Quiz 5	09/21/15
Discussion: Dettmer: Ch. 6	Quiz 6, JAR	09/28/15
Discussion: Dettmer: Ch. 7 Video	Midterm (Ch 1-7)	10/05/15
Discussion: Dettmer: Ch. 8	Quiz 8	10/12/15
Discussion: Dettmer: Ch. 9	Quiz 9, Video Reflection	10/19/15
Discussion: Dettmer: Ch. 10	Quiz 10	10/26/15
Discussion: Dettmer: Ch. 11	Quiz 11, ParaProject	11/02/15
Discussion: Dettmer: Ch. 12	Quiz 12	11/09/15
Discussion: Overton: Ch. 13	Quiz 13, ESCP Journal	11/16/15
Discussion: Dettmer: Ch. 14	Quiz 14	11/23/15
Discussion: Overton: Ch. 15	Quiz 15	11/30/15
Final Exam	Final (Ch 8-15), WBN	12/07/15

### Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Assignments** – specific directions/rubrics/guides available to students posted on Blackboard.

**Projects** – collection of assignments that have been previously graded and corrections made

**Professionalism** – daily attendance, practicum assignment, and participation in class discussions

**Grading Matrix:**

Instrument	Value (points or percentages)	Total
1. Professionalism	Attendance/Participation 15 x 10	150
2. Chapter Quizzes (10 out of 11)	10 highest grades out of 11	100
3. Journal Article Review		100
4. Midterm Exam		100
5. Video Reflection	Response to topic choice	50
6. Paraprofessional Project	Weeklong online project. Points for minimum performance of 70%	50
7. Exploring School & Community Journal & Reflection	Review directions & rubric	100
8. Whole Brain Notebook		100
9. Final Exam		100
Total:		850

**Grade Determination:**

<u>GRADE</u>	<u>POINTS</u>
A .....	761-850 (90-100%)
B .....	676-760 (80-89%)
C.....	591-675 (70-79%)
D .....	506-590 (60-69%)
F.....	505 and below

**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.**

**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 Services in the UNT Dallas Student Affairs Office in Founders Hall Room 204 or call Cynthia Suarez at 972-338-1777.*

**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.*

**Assignment Policy:**

*All assignments must be **word processed** and in the format described in instructions. **APA must be followed as indicated in the assignment instructions.***

**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](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](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**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.*

**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.*

**Blackboard Policies:**

- *The Blackboard system enables the student to have access to resources and to other students and to me while on Blackboard. However, if you need to message me while I am not accessing Blackboard, it is best that you use the email given above.*

**Contact Policies:**

- *Please text me if you are unable to be on time to class. This is very important to me as I will initiate a search for you. So if you cannot make it to class or if you are running late, you will text me so I won't have to worry.*
- *Please feel free to use my cell phone or personal email if you are having an emergency or need to contact me about a private matter.*

## **JOURNAL ARTICLE REVIEW (JAR)**

The purpose of this activity is to help you begin to use special education literature to find teaching techniques/strategies to meet the instructional and management needs of your students. You will complete two journal critiques related to a behavioral research study pre-approved by the instructor. The critiques will be submitted at various points throughout the course, so consult the Course Schedule for due dates.

Your response must be typewritten. Attach the article to the critique with a paper clip. Your task is as follows:

1. During this semester, select your journal article(s) (found in special education journals) that describes a **research study** addressing behavioral instruction or behavior management methods/procedures you could use to support students with the exceptionalities.
2. Format of the critiques will be as follows:
  - (a) **Cover page** in APA format

(b) **Summary of the article:**

\* 1 Introductory paragraph on the topic, its importance, and the specific article and author

\* 2 Paragraphs on what the author (s) did (e.g., purpose, **how the study was conducted**)

\* 2 Paragraphs on what the author learned, findings, implications

Do not copy the article's abstract; create your own summary of the article.

(c) **Application:**

\* 2 Paragraphs of how you will apply what you learned to your current or future work, how will this information affect your teaching style

(c) **Conclusion:**

\*1 Paragraph that serves as an overall conclusion

(d) **Reference.**

Author(s) Last name, First initial. (Year). Article title (only first word & word after : capitalized). *Journal Name*, Volume (Number), page number(s).

**Example reference:**

Hosp, J. L., & Reschly, D. J. (2004). Disproportionate representation of minority students in special education: Academic, demographic, and economic predictors. *Exceptional Children*, 70(2), 185-199.



**APA Article Review**  
Grading Rubric (2015)

**Total 100**

<b>Criteria</b>	<b>Unsatisfactory</b>	<b>Acceptable</b>	<b>Advanced</b>	<b>Score</b>
Title Page	Includes: 3 or fewer criteria	Includes: 4 out of 5 criteria	Includes: - Page Header - Running Head - Title - Name - Institutional Affiliation	10
Literature Review	Includes: 1 or fewer criteria	Includes: 2 out of 3 criteria	Includes: - Introductory Paragraph (Introducing the subject matter, concerns, and specific article title & author. -2 Paragraphs on what the author (s) did (e.g., purpose, how the study was conducted) - 2 Paragraphs on findings and implications for applications) what the author(s) learned - Article attached	30
Professional Application	Includes: Does not meet criteria	Includes: 1 out of 2 criteria	Includes: - 2 Paragraphs of how you will apply what you learned to your current or future work - 1 Paragraph that serves as an overall conclusion	20
APA Writing Style for Literature Review and Professional Application	Includes: 5 or fewer criteria	Includes: 6 out of 8 criteria	Includes: - APA (2011) writing conventions (this is not an exhaustive list) - Double Spaced - Punctuation - Paragraph Construction - Spelling - Active Voice - Parenthetical References - Use of “and “ and “ampersand” - Direct Quotes (optional) - Level Three Headings	20
Reference Page	Includes: 6 or fewer criteria	Includes: 8 out of 10 criteria	Includes: - “Reference” centered as a title - APA (2011) writing conventions - Double Spaced - Hanging Indent - Date - Article Title - Electronic Version - Volume Number - Page Numbers - Punctuation	20