

University of North Texas at Dallas

SPRING 2015

SYLLABUS

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

Department of	Special Education	Division of	Education and Administration
Instructor Name:	Dr. Paulette Walter		
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Office Hours:	Monday 5:00 to 5:30, after class or by appointment		
Classroom Location:	DAL1 204		
Class Meeting Days & Times:	Mondays 05:30 pm-08:20 pm		
Course Catalog Description:	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. In field observation activity.		
Prerequisites:	EDSP 3210		
Required Text:	<p>Dettmer, P., Knackendoffel, A., Thurston, L. (2013). <i>Collaboration, Consultation, and Team for students with Special Needs</i>. Pearson. ISBN-1195204730</p> <p>Overton, S. (2005). <i>A case study approach: Collaborating with families</i>. Upper Saddle River, NJ: Merrill Prentice Hall.</p> <p>TK-20: http://www.coe.int.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>		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p>		
Course Goals or Overview:			
TEXES Special Education Standards			
Standard II-- The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.			
The beginning special education teacher knows and understands:			
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.		
The beginning special education teacher is able to:			
2.8s	use copyrighted educational materials in an ethical manner;		
2.9s	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);

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.	<p>Demonstrate professionalism</p> <p>Students show professionalism when they: (a) attend all classes and practicum observations <u>on time</u> and remain in class or practicum assignment for the duration; (b) are prepared for 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.</p> <p>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 <u>late</u>. 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.</p> <p>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.</p> <p>150 Total Points</p>
2.	<p>Article Review (AR)</p> <p>Each student will review a journal article. The students will select an article from an educational journal <u>dealing with students and/or families of individuals with</u></p>

	<p>exceptionalism.. See guidelines posted on Blackboard</p> <p>Due Date: 02/24/15 100 Total Points</p>
3.	<p>Interest in a Career Teaching Students with Disabilities Statement (IS)</p> <p>Each student will write a personal statement of professional interest in working with students with disabilities. See instructions and rubric in Blackboard Key Assignments.</p> <p>DUE Date: 03/02/15 100 Total Points</p>
4.	<p>Midterm DUE Date: 03/09/15 50 Total Points</p>
5.	<p>Reflection</p> <p>1. Students will watch the video For the Love of Julian held during class and 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>Due Date: 03/23/15 50 Total Points</p>
6.	<p>Listening to Families Conversation</p> <p>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 the 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. See instructions and rubric in Blackboard Key Assignments. Turn in at class or by email.</p> <p>Due Date: 04/06/15 100 Total Points</p>
7.	<p>Practicum and Practicum Journal</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.</p> <p>Due Date: 04/27/15 100 Total Points</p>
8.	<p>Paraprofessional Project</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.</p> <p>Due Date: TBA 50 Total Points</p>

9.	<p>Whole Brain Notebook</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>Due Date: 05/04/15 100 Total Points</p>
10.	<p>Final Due Date: 05/11/15 50 Total Points</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
Martin Luther King, Jr. Day (holiday)		01/19/15
Intro to Collaboration & Syllabus		01/26/15
Discussion: Dettmer: Ch. 1		02/02/15
Discussion: Dettmer: Ch. 3		02/09/15
Discussion: Dettmer: Ch. 4		02/16/15
Discussion: Dettmer: Ch. 6	Article Review	02/23/15
Discussion: Overton: Ch. 3 & 8	Interest Statement	03/02/15
Midterm Exam and For Love of Julian		03/09/15
Spring Break		03/16/15
Discussion: Dettmer: Ch. 7	Video Reflection	03/23/15
Discussion: Dettmer: Ch. 8		03/30/15
Discussion: Dettmer: Ch. 9	Listening to Families	04/06/15
Discussion: Overton: Ch: 6 & 9		04/13/15
Discussion: Overton: Ch: 11		04/20/15
Paraprofessional Project	Journal	04/27/15
Last class clean up	Whole Brain Notebook	05/04/15
Final Exam		05/11/15

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. Journal Article Review	Review rubric/outline and guide posted on Blackboard	100
3. Interest Statement	Review directions & rubric.	100
4. Midterm Exam		50
5. Video Reflection	Series of questions and/or directions posted on Blackboard	50
6. Listening to Families	Assignment directions on Blackboard. Review directions and rubric,	100
7. Journal	Review directions & rubric	100
8. Paraprofessional Project	Review Directions	50
9. Whole Brain Notebook		100
10. Final Exam		50
Total:		850

Grade Determination:**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 Accommodation/Student Development Office, Suite 115 or call Laura Smith 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.

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 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.

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.*