

SYLLABUS

SPED 425: Collaboration in Special Education

Course policies and requirements:

1. **Weekly class attendance** (maximum of one excused absence), **participation** in class discussions and activities **and** in the Desire2Learn component of the class is required.
2. **Assigned readings** are expected to have been thoroughly read and students should be able to discuss and apply the readings during class meetings and for assignments.
3. **Assignments must be submitted on the date and in the manner specified.** There will be an automatic 10 point deduction for late assignments. Any variation in submission must be negotiated with the instructor at least one week prior to the due date of the assignment. *There will be no make-ups for missed assignments.*
4. **Students are expected to display professional behavior during class and when interacting with community members during course assignments (e.g., be on time, turn off cell phones).**

Course overview:

The course covers techniques and collaborative strategies with parents, guardians and school professionals within the context of legal requirements addressing collaboration including referral and procedural safeguards for parents and youth with disabilities, and practical legal issues for educators in public school classrooms. Emphasis will be placed on consultation and communication strategies to facilitate collaboration on behalf of students with disabilities. Course content focuses on guiding frameworks, effective communication methods, advocacy and contemporary issues affecting home-school collaboration and partnerships. Identification of school and community-based resources to address parent concerns will be integrated throughout course topics and activities.

I have reviewed and understand the requirements for SPED 425.

_____ **Print name**

_____ **Signature**

_____ **Date**

Professional Standards and Course Objectives:

IPTS Standard 1: Teaching Diverse Students (Indicators: 1A, 1C, 1E, 1L)

The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning

IPTS Standard 8: Collaborative Relationships (Indicators: 8B, 8D, 8E, 8F, 8H, 8I, 8J-8M, 8P, 8Q, 8T)

The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

IPTS Standard 9 - Professionalism, Leadership, and Advocacy (Indicators: 9E, 9F, 9L, 9M, 9N, 9Q)

The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

CEC Standard 9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

CEC Standard 10: Collaboration

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

Course Objectives:

1. Develop understanding of legal foundations of collaboration and parent-professional partnerships.
2. Gain knowledge regarding issues of confidentiality, privacy and related ethical issues.
3. Identify and develop practical techniques and strategies to promote communication with parents and professionals.
4. Identify and address potential barriers and challenges to collaboration and parent-professional partnerships.
5. Develop a greater understanding of diverse families (e.g., cultural, family composition, sexual orientation, income level) and its potential interactions and effects on collaboration and family-professional partnerships.
6. Understand parent concerns and corresponding school and community-based resources.
9. Develop an understanding of available community resources, services and programs that provide services for individuals with disabilities including learning, social health and behavioral needs.
10. Gain awareness of contemporary issues surrounding the various relationships between parents, family members, students and school and community professionals.

REQUIRED TEXTS:

- Dyches, T. T., Carter, N. J. & Prater, M. A. (2012). *A teacher's guide to communicating with parents: Practical strategies for developing successful relationships*. Boston, MA: Pearson. ISBN-13: 978-0-13-705406-0; ISBN-10: 0-13-705406-8
- Friend, M., & Cook, L. (2012). *Interactions: Collaboration skills for school professionals*. (7th ed). Boston, MA: Pearson. ISBN-10: 0132774925; ISBN-13: 978-0132774925
- Sileo, N. M. & Prater, M. A. (2012). *Working with families of children with special needs: Family and professional partnerships and roles*. Boston, MA: Pearson. ISBN-13: 978-0-13-714740-3; ISBN-10: 0-13-714740-6

Additional course materials are available on Desire2Learn.

EXAMS: 100 points

Midterm (50 points): in-class exam with multiple choice, true/false and short answer items
Final essay (50 points): take home essay

COURSE ASSIGNMENTS– Instructions and materials available on Desire2Learn:

- **Blue-Banning article review (25 points)**

Review Blue-Banning article and implications for working with parents and professionals

- **Friend and Cook chapter review (25 points)**

Select Chapter 5, 8 or 12 and prepare a reaction paper including implications for collaboration

- **Teaching Exceptional Children article review (25 points)**

Summarize an article focusing on collaboration/or parent-professional partnerships.

- **Diversity reflection (15 points)**

Reflect on facets of diversity and interactions with families with children with disabilities

- **Movie review (55 points)**

Analyze a movie related to home-school coordination and parent-professional partnerships

- **Home-school collaboration system (75 points)**

Develop a home-school communication system related to weekly, monthly and school-year contacts

- **Parent interview (100 points + 10 points early submission)**

Develop a consent form, conduct and write report and relate information to class topics

- **Resource Guide (80 points)**

In groups, develop a Resource Guide including Resource Guide Matrix (10 points) and also describe local, state and national resources, consultant information and self-reflection (70 points)

- **In-class participation (50 points = In-class activities & Quick Writes)**

Graduate students also complete:

- **Online support assignment (50 points)**

Follow online support groups and reflect on posted messages and course topics and objectives

Total points for Exams and Assignments = 550 points /Graduate = 600 points

PROFESSIONAL PRESENTATION:

	0 Unacceptable	1 Acceptable	2 Target
1. Content, thinking, mastery of ideas			
2. Organization, structure			
3. Sentences, wording, voice			
4. Mechanics including spelling and grammar			
5. Overall presentation			
Total (10 maximum unless otherwise noted)			

Adapted from Svinicki, M. & McKeachie, W. J. (2011). *McKeachie’s teaching tips* (Thirteenth Edition). Belmont, CA: Wadsworth, Cengage Learning.

GRADING	Undergraduate students		Graduate students	
	Letter grade	Points	Percentage	Points
A	495 – 550	90 – 100%	558 – 600	93 – 100%
B	440 – 494	80 – 89%	504 – 557	84 – 92%
C	385 – 439	70 – 79%	450 – 503	75 – 83%
D	330 – 384	60 – 69%	384 – 449	64 – 74%
F	329 and below	59% and below	384 and below	63% and below

LIVE TEXT requirement for Gateway Portfolio:

All students must submit the “Home-school collaboration system” assignment as it fulfills several content area and professional standards as well as provides a synthesis of course objectives. Be sure to upload all assignment documents (.doc, .PDF, scans).

ADDITIONAL NOTES:

- 1. The instructor reserves the right to revise the Course Calendar as necessary.** Discussion of a particular topic may extend beyond a scheduled class meeting and/or scheduled topics may not require the entire class period. Guest speakers will be added to the **Course Calendar** as the semester progresses. Students will be informed of all changes to the **Course Calendar** in a timely manner.
- 2. The instructor reserves the right to require additional readings and in-class activities and assignments. In-class work will be completed in groups as assigned.**
- 3. Students are expected to do their own work on assignments, exams and other course-related activities.** Cheating, plagiarizing, and other forms of improperly sharing work will be dealt with at the discretion of the instructor. Academic dishonesty will not be tolerated and will be handled per the SIUC Student Conduct Code (www.siu.edu/~docedit/policies/conduct.html).
- 4. This course is accepted by Provider Connections toward the Early Intervention Credential in Illinois.** Completion of the course counts as two semester hours toward completion of the “Families” core area.

Course Calendar (see ADDITIONAL NOTES #1)

Week/Date	Topics	Readings (Chapters)	In-class activity/ Assignment due	CEC / IPTS
Week 1	Course overview	Dyches et al 1,3 Friend & Cook 1,7,11 Sileo & Prater 2,4,7 Turnbull et al 1	Theoretical frameworks	9,10 / 1L,8E, 8Q
Week 2	<i>Martin Luther King birthday</i>			
Week 3	Foundations of collaboration and advocacy	Friend & Cook 1,2,8,11	Family photo activity Quick Write #1	9,10 / 1L,8B,8P, 9E, 9F
Week 5	Related service and community professionals Family assessment	Dyches et al 2,3 Friend & Cook 3,4 Sileo & Prater 1,2,3,4	Ethics activity Interviewing skills Family assessment instrument review	9,10 / 1C,1L, 8F,8I,8K, 9E, 9F
Week 4	Parental rights Referral process	Sileo & Prater 7, 8,9,10 Dyches et al 1,4 Turnbull et al 6	<i>Referral case study</i> ISBE “White Book” Blue Banning article review	10 / 1A,8D,8H,8I,8P,8Q 9L, 9M, 9N, 9Q
Week 6	Families representing diverse groups	Dyches et al 1,2 Sileo & Prater 5,6	<i>Cultural differences case study</i> Friend & Cook chapter review	10 / 1A,1C,1E,1L,8B, 8D,8J,8Q, 9E, 9F, 9L, 9M, 9N, 9Q
Week 7	Resources to address family needs	Dyches et al 2 Friend & Cook 11,12 Sileo & Prater 5	Quick Write #2 Diversity Reflection Movie Review	9 / 1A,1C,1L,8H, 8K,8Q
Week 8	<i>MIDTERM EXAM / One Day at a Time & Movie review discussion</i>			
Week 9	<i>Spring Break</i>			
Week 10	Demanding parents	Dyches et al 3,4,5 Friend & Cook 9 Sileo & Prater 7,9,10	<i>Demanding parents case study</i>	9,10 / 1A,1C, 1E,1L,8B,8D, 8E,8F,8H,8I, 8J,8M,8P,8Q, 8T, 9L, 9M, 9N, 9Q
Week 11	Placement	Dyches et al 3,4 Friend & Cook 9 Sileo & Prater 7,9,10	<i>Placement case study</i> TEC Article Review	9,10 / 1A,1C, 1E,1L,8B,8D, 8E,8F,8H,8I, 8J,8M,8P,8Q, 8T, 9L, 9M, 9N, 9Q

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Week/Date	Topics	Readings (Chapters)	In-class activity/ Assignment due	CEC / IPTS
Week 12	Behavior Plan	Dyches et al 3,4,5 Friend & Cook 9 Sileo & Prater 7,9,10	Behavior Plan case study Quick Write #3	9,10 / 1A,1C, 1E,1L,8B,8D, 8E,8F,8H,8I, 8J,8M,8P,8Q, 8T, 9L, 9M, 9N, 9Q
Week 13	Transition	Dyches et al 3,4 Friend & Cook 9 Sileo & Prater 7,9,10	Transition case study Parent Interview	9,10 / 1A,1C, 1E,1L,8B,8D, 8E,8F,8H,8I, 8J,8M,8P,8Q, 8T, 9L, 9M, 9N, 9Q
Week 14	Sexuality	Dyches et al 3,4,5 Friend & Cook 9 Sileo & Prater 7,9,10	Sexuality case study Home-school collaboration system Online support (Grad)	9,10 / 1A,1C, 1E,1L,8B,8D, 8E,8F,8H,8I, 8J,8M,8P,8Q, 8T, 9L, 9M, 9N, 9Q
Week 15	Abuse	Dyches et al 3,4,5 Friend & Cook 9 Sileo & Prater 5,7,9,10	Abuse case study Quick Write #4 Distribute Final Essay	9,10 / 1A,1C, 1E,1L,8B,8D, 8E,8F,8H,8I, 8J,8M,8P,8Q, 8T, 9L, 9M, 9N, 9Q
Week 16	Collaboration in sum and future directions	Friend & Cook 1, 13	Collaboration panel Parent Interview activity Final essay due	9,10 / 1A,1C, 1E,1L,8B,8D, 8E,8F,8H,8I, 8J,8M,8P,8Q, 8T, 9L, 9M, 9N, 9Q
Week 17	<i>Upload Home-school collaboration system to Live Text</i>			

University Policies Relevant to this Course

Students with Disabilities

Students with disabilities are encouraged to meet with the Instructor to arrange special accommodations for course exams, assignments, etc. Documentation from Disabled Student Services (DSS) is required.

For information about DSS services including note takers and tutorials, contact DSS staff at DSSsiu@siu.edu or (618) 453-5738. TTY is also available at (618) 453-2293. The DSS website is <http://www.siu.edu/~dss/>

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. *It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.* The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.