

Special Education 4600
Community Services and Communication with Families of Learners with Exceptional Learning
Needs
Summer 2013

Sections, Instructors,
Location/Time

Section .051 Dr. Melissa Jones-Bromenshenkel
Email: mljones2@eiu.edu
M-Th 8:30-11:25 in Buzzard 1441

Section .052 Dr. Mei-Ling Li
Email: mli@eiu.edu
M-Th 1:30-4:25 in Buzzard 1121

Office/Phone: 1212 Buzzard Hall; 217-581-5315
Appointments: Sign up in the notebook in 1212 Buzzard Hall

Course Description

SPE 4600 - Community Services and Communication with Families of Learners with Exceptional Learning Needs.

(3-1-3) F, S. This course addresses community services and agencies and the skills essential to communicating effectively with the families and/or guardians of individuals with exceptional learning needs. Particular emphasis is given to strategies to enhance home-school communication and family involvement in educational programming for individuals with exceptional learning needs. **Prerequisites & Notes:** Permission of the department chairperson required for non-majors. Credits: 3

Primary Learning Model

The primary learning model for this class is the Family Systems Theory Model as described in Minuchin, S. (1974). *Families and family therapy*. Cambridge: Harvard University Press.

Textbooks:

Turnbull, A.P., & Turnbull, H.R. (2011). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust (6th ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

Course Requirements/Assignments

1. Review of parent/professional materials. Each candidate will review one book or training material designed to be used by parents or professionals in family involvement programs. Candidates will access appropriate information on various communication, physical, social, cognitive and emotional needs of individuals with exceptional learning needs, and will incorporate these in the review of materials. Use of copyrighted materials will be used in an ethical manner. Format will be provided by the instructor.

Points: 25

2. Parent/Professional In-service: Candidates, in small groups or individually, will design an in-service presentation appropriate for parents/professionals based on an assigned topic. This experience requires each candidate to demonstrate:

- a) Appropriate and effective verbal and nonverbal communication techniques.
- b) Skills in communication and consultation with individuals, parents, teachers and community personnel in planning and presenting the in-service.
- c) Appropriate communication skills, which serve to foster respectful and beneficial relationships between families and professionals.

Each group will present its in-service to the class. A typed initial and final in-service plan that outlines the content and activities used in the in-service must be submitted to the instructor. Candidates will not only be evaluated by the instructor, but by their peers as well. Format will be provided. This is a practicum assignment.**

Dates Due: See course calendar

Points: 80

3. IEP Eligibility team role-play: The instructor will assign roles of interdisciplinary team members to each class member. In small groups, the candidates will demonstrate knowledge of the roles of individuals with exceptionalities, parents, teachers, and other school/community personnel in the mock IEP Eligibility team meeting. Candidates will be required to demonstrate knowledge of Reauthorization of IDEA (P.L.108-446 and P.L. 107-110) requirements; state and local requirements, rules and regulations and policies; and rights and responsibilities of parents, students, teachers and other related professionals. Additionally, the influence of diversity on eligibility, programming, and placement will be addressed.

Effective communication and collaborative strategies will be used by each role-play participant. Candidates will be evaluated on their ability to exchange information in a manner that encourages active participation of families, individuals with exceptionalities, teachers, and related professionals.

A group paper component and an individual paper component will be submitted as part of the grade for the role play assignment. This is a practicum assignment.**

Dates due: See course calendar

Points: 80

4. Exams and Class Participation: Each candidate will complete two exams based on assigned readings and class discussions. Exams may be a combination of matching, multiple choice, true/false and/or short answer/essay. In addition, class participation points will be earned throughout the semester. Activities are to be done during the class in which they are assigned. A total of approximately 40-50 activity points will be available across the semester. You must be present to receive activity/attendance points.

Dates due: See course calendar for exam dates

Points: TBD

5. Resource Notebook: Each candidate will compile a digital binder of materials/information/resources to be used in working with parents and other professionals who provide service(s) to students with disabilities. Information contained in the resource notebook should be geared to providing families with information on community/agency resources and general knowledge on the cognitive, physical, social, and emotional needs of students with disabilities. Additional information will be provided by the instructor.

DUE: See course calendar

Points: 30

Readings: Each candidate will be responsible for reading assigned chapters in the textbooks and other assigned readings.

Grading:

Each candidate will be graded as follows:

2 exams	TBD
IEP eligibility team role play	80
Parent/professional in-service	80
Review of training material	25
Resource Notebook	30
Activity Points/Attendance	TBD (up to 50)
Total	TBD

** Final exam is non-cumulative.

**Written assignments are expected to follow *American Psychological Association (APA)* style and format. Non-labeling language is expected in all written materials. Correct grammar, mechanics, usage, spelling, and sentence structure are expected.

**If practica assignments (IEP Eligibility role-play, In-service) are judged to be less than satisfactorily completed, then no more than a “D” may be earned in the class, regardless of the number of points earned.

Grading Scale:

A point scale is used. Grades are determined by number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of the points	=	A
80%	=	B
70%	=	C
60%	=	D
less than 60%	=	F

The final grade and its determination is the purview of the instructor.

Class Attendance

Candidates are expected to attend all classes. If prevented by an acute illness or an emergency the candidate should contact the instructor in as timely a manner as is possible. When the candidate can anticipate the absence the instructor should be contacted before the absence occurs. The instructor after due consideration of the reason for the absence may deem the absence as “unexcused”. When missing a class, for whatever reasons, candidates are held responsible for the material covered during their absence. Class projects/activities missed due to an unexcused absence will not receive points even if made up.

The Department of Special Education endorses the notion that attendance in classes is essential. The candidate is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

Assistance: Each candidate is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.

Policy on Late Assignments: Assignments are due the class period of the day listed or communicated as the DUE DATE for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assessed a penalty of the total point value for the assignment. Penalties are as follows:

- 1) 10% deduction in total points possible for each day an assignment is late including non-attendance days, weekends, and holidays.
- 2) No assignments submitted more than one week late will be accepted by the instructor.
- 3) All assignments must be completed and submitted to the instructor by the date of the final exam.

Any candidate who does not notify the instructor of an absence for a class during which oral presentations are due or exam dates will have his/her course grade lowered one letter grade.

**The instructor reserves the right to change the course outline or requirements as deemed necessary.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of “zero”. At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Candidates are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, candidates are expected to be respectful and professional. In addition, candidates must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the candidate’s responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Student Success Center

Candidates who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Course Outline
SPE 4600

- I. The family as a system. (Nichols & Everett, 1986; Olson, McCubbin, Barnes, Larsen, Muxen, & Wilson, 1983; Olson, Sprenkle, & Russell, 1979; Russell, 1979; Turnbull & Turnbull, 1986). (2 weeks)
 - A. Definition of family
 - B. Components of the family system (ACROSS ALL LEVELS OF SEVERITY)
 1. Family interactions
 2. Family resources
 3. Family functions
 4. Family life cycles
 - C. Variations in family structure

- II. Effects of a child with disabilities on the family system (2 weeks)
(Allen, Afflec, McGrade, & McQueeney, 1984; Bray, Coleman, & Bracken, 1981; Fewell & Vadasy, 1986; Gallagher & Vietze, 1986; Gallagher, Beckman, & Cross, 1983; Turnbull & Turnbull, 1986; Turnbull & Turnbull, 1985; Vincent & Salisbury, 1988).
 - A. Evidence of stress in the family system
 - B. Coping Strategies
 - C. Factors affecting family stress & coping
 1. Characteristics of the child with a disability (ACROSS ALL LEVELS OF SEVERITY)
 2. SES (Socio-economic status)
 3. Cultural factors
 4. Cultural Diversity
 5. Diversity Factors
 - Family Factors
 - Language Issues
 6. Sources of formal and informal support
 7. Lifecycle transitions

- III. The parent-professional partnership (2 weeks)
(Leyser & Cole, 1984; MacMillan & Turnbull, 1983; Turnbull & Turnbull, 1986; Salend & Taylor, 1993; Turnbull & Turnbull, 1985)
 - A. Rationale for maintaining effective communications with parents
 - B. Barriers to effective communication
 - C. Cultural considerations
 - D. The empowerment process

- IV. Legal and ethical considerations (2 weeks)
(Ballard, Ramirez, & Zantal-Wiener, 1987; Brinckerhoff & Vincent, 1986; Budoff, Orenstein, & Abramson, 1981; Gilliam & Coleman, 1981; Goldstein, Strickland, Turnbull & Currey, 1980; Goldstein & Turnbull, 1982; Kammerlohr, Henderson, & Rock, 1983; Lynch & Stein, 1987; Pugach, 1982; Turnbull & Turnbull, 1986; Turnbull & Turnbull, 1985; Ysseldyke, Algozzine, & Allen, 1982)

- A. Due process
 - B. Functions of the interdisciplinary team
 - 1. Educator's role: What it should and should not be.
 - 2. Role of the advocate
 - 3. Roles and responsibilities of other team members
- V. Communication and counseling (1 week)
(Arnett & Nakagawa, 1983; Dunst, Trivette, & Deal, 1987; Kroth, 1985; MacMillan & Turnbull, 1983; Zeitlin & Williamson, 1988)
- A. Between special educator and parents
 - B. Between special and regular educators
 - C. Among interdisciplinary team members
 - D. Multicultural Competence
 - 1. Cultural Diversity
 - 2. Diversity Factors
 - Family Factors
 - Language Issues
 - E. Life planning and transition issues (ACROSS ALL LEVELS OF SEVERITY).
- VI. Exchanging Information with Parents. (Glascoe, 1999; Hammond, 1999; Hirsch, 1981; Kroth, 1985; Turnbull & Turnbull, 1986; Turnbull & Turnbull, 1985). (2 weeks).
- A. Ethical considerations
 - B. Purposes
 - C. Structure and format
 - D. The teacher's role
 - E. The family and the educational program
 - F. Parent conferencing (Perl, 1995)
 - 1. Active listening
 - 2. Empathetic responding
 - G. Student conferencing
 - H. Multicultural competence (Salend & Taylor, 1993)
 - 1. Cultural Diversity
 - 2. Linguistic Diversity (including English Language Learners)
 - I. Life planning and transition issues (ACROSS ALL LEVELS OF SEVERITY)
- VII. Parent Education (2 weeks)
(Baker & McCurry, 1984; Harris, Bessant, & McIntyre, 1969; Haskins, 1983; Kroth & Otteni, 1983; Turnbull & Turnbull, 1986; Turnbull & Turnbull, 1985)
- A. Assumptions about/for parent education
 - B. Strategies for providing parent education
 - 1. Conducting group meetings/Inservice
 - 2. Individual Consultations
- VIII. Local and national service, information, and support agencies/groups (Dunst, Trivette, & Deal, 1987; Turnbull & Turnbull, 1986; Turnbull & Turnbull, 1985; Zeitlin & Williamson, 1988) (2 weeks)

- A. Funding sources
- B. Exceptionalities served (ACROSS ALL LEVELS OF SEVERITY)
- C. Criteria used for selection of those served
- D. Geographic limitations
- E. Special services provided
- F. Interagency and collaborative efforts

Major Evaluation Components:

Primary/assessment process, specific ways candidates' performance is evaluated in this course relative to standards.

1. The following standards will be used to assess the Parent/Professional in-service assignment.
 - ECSE: 7, 11; CEC/IGC: 10; CEC/IIC: 1, 4, 5, 9; T: 1, 2, 7; CEC/CC: 1, 3, 5, 7
2. The following standards will be used to assess the IEP-Eligibility Role-Play.
 - LBS I: 7; ECSE: 7, 9, 11; CEC/IGC: 1, 2, 3, 5, 7, 9, 10; CEC/CC: 1, 2, 3, 9; CEC/IIC: 1, 2, 3, 4, 5, 8, 9, 10; T: 1, 2, 7; IPTS: 1ABCEFGKL, 2ABEG, 3DEGHIKP, 4BDHL, 6CEHJQ, 7ABCDEGHIJKLMNOPQR, 8ABCD FHIJKLMOPQRT, 9EFGHIJKLMOR
3. The following standards will be used to assess the Review of Parent/Professional Material assignment.
 - CEC/IIC: 2, 4, 5, 9; CC/CC: 1, 2, 3, 5, 7, 10; CEC/IGC: 1, 2, 4, 5, 9
4. The following standards will be used to assess the Resource Notebook assignment.
 - LBS I: LBS7B, LBS8A, LBS8D, LBS7B, LBS8C; ECSE: 9A, 9B, 9C, 9D, 9F, 9G, 9H, 9I, 9J, 9I, 9J, 9K, 9K, 9P, 11B, 11C, 11F; CEC/IGC: 1, 2, 3, 4, 10; CEC/CC: 4, 5, 6, 10; CEC/IIC: 2, 4; Technology: 2B, 2F, 3A, 3C, 3E, 6D; IPTS: 1G, 2F, 3EN, 8DELMT, 9LMR
5. The following standards will be used to assess the SPE 4600 midterm and final.
 - LBS I: 7; ECSE: 11; CEC/IGC: 1, 2, 3, 4, 6, 7, 10; CEC/IIC: 1, 4, 5, 10; CEC/CC: 1, 2, 3, 4, 5, 7; ECSE: 7; IPTS: 1ABCDFL, 2ABE, 6CE, 7H, 8ABDEFHI, 9FGH

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SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower and Pat Fewell) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

- Clear the building as rapidly and orderly as possible.
- Move to the designated areas as directed by the Police Departments or Fire Departments.
- Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at <http://www.eiu.edu/~environ/welcome.htm> that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972) or Pat Fewell (3823)). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, <http://www.eiu.edu/~environ/safmanl/accdform.htm>.