

## **SPE 4600 Community Services and Communication with Families of Learners with Exceptional Learning Needs**

### **Families: Community Services**

**(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. Prerequisite: Permission of the department chairperson required for non-majors. SPE 4600 Short Title: FAM: SERV/COMN

- Grading Methods:  Traditional (ABCDF)  
 ABC/NC  
 C/NC  
 AU
- Repeat information:  May be repeated  
How many times \_\_\_\_\_  
For how many maximum total hours? \_\_\_\_\_  
 May not be repeated
- Restriction(s):  Open only to Special Education majors  
 Open to Non-Special Education majors  
 College affiliation (or exclusion)  
 Major affiliation (or exclusion):  
 Undergraduate level  
 Graduate level  
 Class level
- Prerequisite(s)** Permission of the department chairperson required for non-majors
- Co-requisite(s)** None
- Equivalent EIU Course(s): None
- Authority to waive prerequisite: Chairperson

**Required Text:**

Turnbull, A.P., & Turnbull, H.R. (2006). *Families, professionals, and exceptionality: Positive Outcome Through Partnerships and Trust. (5thed.)*. Columbus, OH: Merrill Publishing Co.

**Support of Conceptual Framework:**

See “Relationship of the Course to Unit Theme and Conceptual Framework”

**Methods of Instruction:**

Understanding of the Family Systems Model is reflected in the course content as well as the teaching methods used. Cooperative group interactions and communication role-plays allow the students to understand family systems from their individual perspectives. This self-exploration leads to a better understanding of personal cultural awareness and further development of cultural diversity. Students gain a clear understanding of individual differences in families through the above-mentioned activities and guest speakers raising children with exceptional learning needs. The individual stories related address struggles, successes and suggestions for future teachers. Gathering of community, national and international resources appropriate to individual families are demonstrated by the instructor and the students. Additional information for a group in-service presentation allows the students to use the skills that have been demonstrated throughout the course.

**Learning Outcomes/Objectives: See attached and is on clip**

See Standards . . .

**Grading Policy:**

The grading scale is as follows:

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70%-79% of total points
- D = 60-69% of total points
- F = less than 60% of total points

**Assignments:**

See “Methods of Assessment” and “Major Evaluation Components”...

**Chart of Assessments:**

See Chart . . .

**Undergraduate/Initial: Chart of Assessments**

Assessment Name	Brief Description	Initial Unit Standards Addressed											Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
Parent- Inservice	Research and design a topical inservice for parents and/or professionals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Review of Parent Materials	Students research, read, and review one book or training material family related.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IEP-Eligibility Role-play	Students roleplay an eligibility meeting they have prepared based on best practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Exam midterm and final	Content exams: True false/ Multiple choice/ essay and short answer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource Folder	Information gathered and organized in a notebook with information on resources for families and professionals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**List of Initial Unit Standards:**

- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

**List of Unit Dispositions:**

Disposition 1 – Interaction with Students

Disposition 2 – Professional and Ethical Practice

Disposition 3 – Effective Communication

Disposition 4 – Planning for Teaching and Student Learning

Disposition 5 – Sensitivity to Diversity and Equity

## Catalog description:

**4600 SPE. 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. Prerequisite: Permission of the department chairperson required for non-majors.

Short Title: FAM: SERV/COMN

## Objectives of the Course

### *This course is:*

- Writing – Active
- Writing – Intensive
- Writing – Centered

### *This course is:*

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

## **Relationship of the Course to Unit Theme and Conceptual Framework**

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

This course provides a learning environment that addresses the skills essential to understanding families of children with exceptional learning needs. It also provides learning opportunities for understanding of communities, resource knowledge and how the special education process within the school setting involves families and guardians.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

Students are prepared to perform successfully in diverse societies/communities by interacting effectively with children and their families and guardians from diverse cultures and backgrounds. Through ongoing discussions, role-plays, family guest speakers, as well as readings regarding cultural, ethnic, racial, religious and gender differences, students gain a strong knowledge base outside of their own experiences. The general knowledge base of family systems, family involvement, communication styles and resources needed for families helps students progress from a general base of information to an individual family specific model. The students progress to a knowledge base that recognizes that each student, family/guardian are individuals and have a variety of personal needs and differences. These require diverse approaches for success. The learners in this class effectively use and assist families/guardians with technology to gain and present needed information. The students also take advantage of technology when researching resources for families and in preparation for in-service information for professionals and families.

The Learning Model for this course is:

### **Family Systems Theory Model**

Methods used in teaching this course which reflect this learning model:

Understanding of the Family Systems Model is reflected in the course content as well as the teaching methods used. Cooperative group interactions and communication role-plays allow the students to understand family systems from their individual perspectives. This self-exploration leads to a better understanding of personal cultural awareness and further development of cultural diversity. Students gain a clear understanding of individual differences in families through the above-mentioned activities and guest speakers raising children with exceptional learning needs. The individual stories related address struggles, successes and suggestions for future teachers. Gathering of community, national and international resources appropriate to individual families are demonstrated by the instructor and the students. Additional information for a group in-service presentation allows the students to use the skills that have been demonstrated throughout the course.

**Methods of assessment** of student performance relative to the theme and/or the domains):

1. **Group Family Development Activity:** This activity allows students to apply skills gained through presentations by the instructor as well as readings. Each group is given a family situation to analyze. The apply concepts reflecting family characteristics, family interactions, family functions, and the family life cycle to the assigned family situation for 5 weeks. This assignment is a clinical hand on approach to analyzing individual families through case studies as related to the stated situation. It relates to the theme of Family Systems by application of such. Due to the individualized approach applied to each family it addresses the domains of diverse subjects, diverse students, societies and communities.
2. **Guest Speakers (Raising Children with Exceptional Learning Needs):** The experience of hearing guest speakers brings a true family systems perspective to the students' experience. These speakers present their individual stories; including successes and struggles with their child and family. Each speaker is given a rough outline before their presentation that reflects the family systems model in order to address and reinforce concepts presented in class. This activity usually occurs 5-6 times each semester. The understanding of diverse students and families and adding to their knowledge of family systems (subject) is gained by listening. Application of diverse strategies, technology and communication is applied by the students to each individual family perspective.
3. **Communication Role-plays and Classroom Presentations:** Effective and family centered communication skills are emphasized throughout the course. The students present role-plays to the class based on effective, family centered communication skills. The students have weekly opportunities to practice and apply such skills. These skills advance from general to very advanced communication, problem solving and decision making skills. The development of these individualized skills applies to the area of family systems (specifically communication and understanding) diverse students, diverse subject and strategies for society and community.
4. **Development of Resource notebook:** Information is gathered through networking and technology for appropriate resources for professionals and families of children with exceptional learning needs. This information is organized in a useful format to be used in the future with diverse students, subject and to apply strategies for society and community. Technology is an important domain in this assignment.
5. **In-service Presentation Group Activity:** This activity allows student to design an in-service presentation appropriate for parents and professionals based on an assigned topic. Effective verbal and nonverbal communication techniques are evaluated. Skills in communication and consultation with individuals, parents, teachers and community personnel are very important to success in this assignment. Family/ guardian participation is stressed in this assignment. The domains stressed in this assignment are diverse subjects and strategies. The assignments must use technology as a base both through research and presentation of the material. Also, this information must include resources thus focusing on the domains of society and community.

6. IEP team role-play: Students are assigned the roles of interdisciplinary team members to role play students have know the roles and must be able to take on any role needed. In small groups the students will demonstrate knowledge of the roles as well as the parent/guardian perspective and involvement. Students must demonstrate IDEA requirements; state and local requirement, rules and regulations and policies and the procedural safeguards for parents. Additionally, the influence of diversity on eligibility, programming and placement is demonstrated. Evaluation is based on the above-mentioned skills as well as effective, family-centered communication. This assignment demonstrates knowledge of the Family Systems Theory Model and ties it in with special education.
7. Review of parent materials: Students research and review one book or training material designed to be used by parents or professionals in family involvement programs. Students access appropriate information on various communication, physical, social, cognitive and emotional needs of individuals and their families who have exceptional learning needs. The theme of family systems plays a part in this assignment as well. The critical review of this assignment allows application of family systems to be applied.

## **CEC Content Standards Addressed In This Course**

### ***CEC Common Core Standards, including Knowledge and Skills:***

#### **Standard 1- Foundations**

##### **Knowledge**

- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- Family systems and the role of families in the educational process.
- Historical points of view and contribution of culturally diverse groups.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

#### **Standard 2 -Development and Characteristics of Learners**

##### **Knowledge**

Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development.

#### **Standard 3-Individual Learning Differences**

##### **Knowledge**

- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

## **CEC Content Standards Addressed In This Course (Cont'd)**

### **Standard 4-Instructional Strategies**

#### **Skills**

Use strategies that promote successful transitions for individuals with exceptional learning needs

### **Standard 5- Learning Environments and Social Interactions**

#### **Knowledge**

- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

#### **Skills**

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence

### **Standard 6-Language**

#### **Knowledge**

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding

### **Standard 7- Instructional Planning**

#### **Skills:**

- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

## **CEC Content Standards Addressed In This Course (Cont'd)**

### **Standard 8- Assessment**

#### **Skills:**

- Interpret information from formal and informal assessments.
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Report assessment results to all stakeholders using effective communication skills.

### **Standard 9- Professional and Ethical Practice**

#### **Knowledge:**

Personal cultural biases and differences that affect one's teaching.

#### **Skills:**

- Practice within the CEC Code of Ethics and other standards of the profession.
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
- Act ethically in advocating for appropriate services.

### **Standard 10- Collaboration**

- Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

#### **Skills:**

- Maintain confidential communication about individuals with exceptional learning needs.
- Collaborate with families and others in assessment of individuals with exceptional learning needs.
- Foster respectful and beneficial relationships between families and professionals.
- Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
- Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.

## **CEC Content Standards Addressed In This Course (Cont'd)**

- Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
- Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
- Observe, evaluate and provide feedback to paraeducators.

### ***CEC Individualized General Curriculum Standards, including Knowledge and Skills:***

#### **Standard 1-Foundations**

##### **Knowledge**

Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities\*.

##### **Skill**

Resources, and techniques used to transition individuals with disabilities into and out of school and post-school environments.

#### **Standard 5-Learning Environments and Social Interactions**

##### **Skills**

- Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.
- Use skills in problem solving and conflict resolution.

#### **Standard 8- Assessment**

##### **Knowledge**

- Types and importance of information concerning individuals with disabilities available from families and public

#### **Standard 9 - Professional and Ethical Practice**

##### **Knowledge:**

- Sources of unique services, networks, and organizations for individuals with disabilities\*
- Organizations and publications relevant to individuals with disabilities\*.

##### **Skill:**

- Participate in the activities of professional organizations relevant to individuals with disabilities\*.

## **CEC Content Standards Addressed In This Course (Cont'd)**

- Ethical responsibility to advocate for appropriate services for individuals with disabilities\*.

### **Standard 10 - Collaboration**

#### **Knowledge:**

- Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities\*.
- Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities\*.
- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities\*.

#### **Skill:**

- Teach parents to use appropriate behavior management and counseling techniques.

### ***CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:***

#### **Standard 1- Foundations**

##### **Knowledge**

- Continuum of placement and services available for individuals with disabilities\*.

#### **Standard 4- Instructional Strategies**

##### **Knowledge**

- Resources, and techniques used to transition individuals with disabilities into and out of school and post-school environments.

#### **Standard 5- Learning Environment and Social Interactions**

##### **Knowledge**

- Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities.

##### **Skill**

- Provide instruction in community-based settings.
- Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.

## **CEC Content Standards Addressed In This Course (Cont'd)**

### **Standard 9- Professional and Ethical Practice**

#### **Knowledge**

- Sources of unique services, networks, and organizations for individuals with disabilities.

#### **Skill**

- Ethical responsibility to advocate for appropriate services for individuals with disabilities.

### **Standard 10- Collaboration**

#### **Knowledge**

- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.

#### **Skill**

- Participate in the selection and implementation of augmentative or alternative communicative systems.
- Collaborate with team members to plan transition to adulthood that encourage full community participation.

## **State of Illinois Standards Addressed in this Course**

### ***Illinois Professional Teaching Standards***

#### **STANDARD 3 – Diversity**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#### **Knowledge Indicator:**

##### ***The competent teacher:***

- 3E. Understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
- 3F. Understands personal cultural perspectives and biases and their effects on one's teaching.

#### **Performance Indicators:**

##### ***The competent teacher:***

- 3G. Facilitates a learning community in which individual differences are respected.

## **State of Illinois Standards Addressed in this Course (Cont'd)**

- 3I. Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
- 3N. Demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.

### **STANDARD 7 – Communication**

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- 7A. Understands communication theory, language development, and the role of language in learning.
- 7B. Understands how cultural and gender differences can affect communication in the classroom.
- 7C. Understands the social, intellectual, and political implications of language use and how they influence meaning.
- 7D. Understands the importance of audience and purpose when selecting ways to communicate ideas.

### **Performance Indicators**

#### *The competent teacher:*

- 7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
- 7G. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
- 7H. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 7I. Uses a variety of communication modes to effectively communicate with a diverse student population.
- 7J. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 7K. Communicates using a variety of communication tools to enrich learning opportunities.

### **STANDARD 9 - Collaborative Relationships**

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

## State of Illinois Standards Addressed in this Course (Cont'd)

### Knowledge Indicator

#### *The competent teacher:*

- 9A. Understands schools as organizations within the larger community context.
- 9B. Understands the benefits, barriers and techniques involved in parent/family relationships.
- 9C. Understands school and work-based learning environments and the need for collaboration with business organizations in the community.
- 9D. Understands the collaborative process.
- 9E. Understands collaborative skills which are necessary to carry out the collaborative process.
- 9F. Understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.
- 9G. Understands roles of individuals with disabilities, parents, teachers, and other schools and community personnel in planning individualized education programs for students with disabilities.

### Performance Indicators:

#### *The competent teacher:*

- 9H. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 9I. Works with colleagues to develop an effective learning climate within the school.
- 9J. Participates in collaborative decision making and problem solving with other professionals to achieve student success.
- 9K. Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
- 9L. Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being.
- 9M. Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
- 9N. Acts as an advocate for student needs.
- 9O. Collaborates in the development of comprehensive individualized education programs for students with disabilities.
- 9P. Coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.

## **State of Illinois Standards Addressed in this Course (Cont'd)**

- 9Q. Collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.
- 9R. Communicates with team members about characteristics and needs of individuals with specific disabilities.
- 9S. Implements and monitors individual students' programs, working in collaboration with team members.

### **STANDARD 10 - Reflection and Professional Growth**

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

- 10A. Understands that reflection is an integral part of professional growth and improvement of instruction.
- 10B. Understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

#### **Performance Indicators:**

##### *The competent teacher*

- 10E. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- 10F. Collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
- 10G. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.

### **STANDARD 11 - Professional Conduct and Leadership**

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

#### **Knowledge Indicator:**

##### *The competent teacher*

- 11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
- 11G. Knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.
- 11H. Knows identification and referral procedures for students with disabilities.

## **State of Illinois Standards Addressed in this Course (Cont'd)**

### **Performance Indicators:**

#### ***The competent teacher***

- 11J. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives
- 11O. Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- 11P. Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- 11Q. Promotes and maintains a high level of integrity in the practice of the profession.
- 11T. Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.
- 11R. Complies with local, state, and federal monitoring and evaluation requirements related to students with disabilities.
- 11S. Complies with local, state, and federal regulations and policies related to students with disabilities

### ***Common Core Standards for All Special Education Teachers:***

#### **STANDARD 7 - Collaborative Relationships:**

The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.100(g)]

#### **Knowledge:**

##### ***The competent special education teacher understands***

- CC7A. factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel in a culturally responsive program.
- CC7B. roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized program.
- CC7C. ethical practices for confidential communication to others about individuals with disabilities.
- CC7D. typical concerns of families of individuals with disabilities and appropriate strategies for collaborating with families in addressing these concerns (including families transitioning into and out of the special education system).
- CC7E. the effects of family and community on development, behavior and learning.
- CC7F. family systems theory and dynamics and differences in family structures and beliefs.

## **State of Illinois Standards Addressed in this Course (Cont'd)**

- CC7H. information generally available from family, school officials, legal system, and community service agencies.
- CC7I. early childhood settings and other agencies related to young children and families as organizations within the larger community context.
- CC7J. resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families (including career, vocational, and transition support), including possible funding agencies and financial sources for secondary aged students (local, state, and federal).

### **Performance:**

#### ***The competent special education teacher***

- CC7K. collaborates with a team, including families, to develop and implement individual student programs (Individualized Education Programs [IEPs], Individualized Family Service Plans [IFSPs], transition plans, etc.).
- CC7L. encourages and supports families in their student's programs and in becoming active participants in the educational team.
- CC7M. plans and conducts collaborative conferences with families or primary caregivers.
- CC7N. collaborates with parents and educators in the use of specific academic or behavior management strategies and counseling techniques.
- CC7O. initiates collaboration with others and creates situations where that collaboration will enhance student learning.
- CC7P. collaborates with classroom teachers, parents, paraeducators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments.
- CC7Q. communicates with general educators, administrators, paraeducators, and other school personnel about characteristics and needs of individuals with disabilities.
- CC7R. assists students, in collaboration with parents and other professionals, in planning for transition to adulthood including employment and community and daily life, with maximum opportunities for decision-making and full participation in the community.

### ***Learning Behavior Specialist 1 Standards:***

#### **Standard 7- Collaborative relationships**

The competent learning behavior specialist uses knowledge of effective written, verbal and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students.

## **State of Illinois Standards Addressed in this Course (Cont'd)**

- LBS7A Collaborates with parents, general educators, other professionals (including community) and paraeducators in the integration of individuals with disabilities into the general education curriculum and educational and alternative settings.
- LBS7B Collaborates with parents, general educators, other professionals (including community) and paraeducators in the integration of individuals with disabilities into the general education curriculum, and educational and alternative settings.

### ***Core Language Arts Standards for All Teachers:***

#### **Knowledge indicators:**

##### ***The competent teacher***

#### **Standard 2**

All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

- 2A. Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
- 2B. Understands how to communicate ideas in writing to accomplish a variety of purposes.

#### **Performance Indicators:**

##### ***The competent teacher***

- 2C. Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
- 2D. Reads, understands, and clearly conveys ideas from texts or other supplementary materials.
- 2E. Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- 2F. Expresses ideas orally with explanations, examples, and support in a clear, succinct style.
- 2H. Listens well.

#### **Standard 3**

All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

## **State of Illinois Standards Addressed in this Course (Cont'd)**

### **Knowledge Indicators:**

#### *The competent teacher*

- 3A. Understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators and the community and business in general.
- 3B. Understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work.

## **State of Illinois Standards Addressed in this Course (Cont'd)**

### **Performance Indicators:**

#### *The competent teacher*

- 3C. Analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking and listening.
- 3E. Conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.
- 3F. Uses a variety of media to enhance and supplement instruction.
- 3G. Uses multi-disciplinary instructional approaches.

### ***Technology Standards for All Teachers:***

#### **Standard 2 - Personal and Professional Use of Technology**

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

#### **Knowledge Indicator:**

#### *The competent teacher*

- 2A. Understands how to use technology in communicating, collaborating, conducting research, and solving problems.

#### **Standard 2 - Personal and Professional Use of Technology**

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

## State of Illinois Standards Addressed in this Course (Cont'd)

### Knowledge Indicator:

#### *The competent teacher*

- 2A. Understands how to use technology in communicating, collaborating, conducting research, and solving problems.

### Performance Indicators:

#### *The competent teacher:*

- 2B. Identifies computer and other related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator in engaged, collaborative learning environments.
- 2C. Uses computers and other learning technologies to support problem solving, data collection, information management, communications, presentations, and decision making.
- 2E. Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
- 2F. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
- 2G. Demonstrates knowledge of ethical and legal issues concerning use of computers and technology.
- 2H. Adheres to copyright laws and guidelines in the access and use of information from various technologies.
- 2J. Ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion or socioeconomic status.

### Standard 3 - Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

### Knowledge Indicator:

#### *The competent teacher*

- 3A. Understands how to apply learning technologies that support instruction in their grade level and subject areas.

## **State of Illinois Standards Addressed in this Course (Cont'd)**

### **Performance Indicators:**

#### *The competent special education teacher understands*

- 3D. Designs, implements and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.
- 3E. Practices socially responsible, ethical, and legal use of technology, information, and software resources.
- 3F. Designs student learning activities that foster equitable, ethical, and legal use of technology by students.

### **Standard 6 - Telecommunications and Information Access:**

The competent teacher will use telecommunications and information-access resources to support instruction.

## **State of Illinois Standards Addressed in this Course (Cont'd)**

### **Knowledge Indicator:**

#### *The competent special education teacher understands*

- 6A. Knows how to access telecommunications resources to support instruction.

### **Performance Indicators:**

#### *The competent teacher.*

- 6C. Uses electronic mail and web browser applications for communications and for research to support instruction.
- 6D. Uses automated, on-line search tools and intelligent agents to identify and index desired information resources.

### **Standard 7 - Research, Problem Solving, and Product Development.**

The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

### **Knowledge Indicator:**

#### *The competent teacher.*

- 7F. Collaborates with on-line workgroups to build bodies of knowledge around specific topics.
- 7G. Uses a computer projection device to support and deliver oral presentations..

## **State of Illinois Standards Addressed in this Course (Cont'd)**

- 7I. Develops instructional units that involve compiling, organizing, analyzing, and synthesizing of information, and uses technology to support these processes.
- 7J. Conducts research and evaluates on-line sources of information that support and enhance the curriculum.
- 7K. Makes use of development readings and other resource materials from professional and trade organizations to improve teaching and learning.
- 7L. Participates in courses and other professional development activities to enhance teaching and learning.

### **Standard 8 - Information Literacy Skills:**

- The competent teacher will develop information literacy skills to be able to access, evaluate and use information to improve teaching and learning.

#### **Knowledge Indicator:**

##### *The competent teacher*

- 8A. Understands how to access, evaluate and use information to improve teaching and learning.

#### **Performance Indicators:**

##### *The competent teacher*

- 8B. Models evaluation and use of information to solve problems and make decisions.
- 8C. Expects students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas.
- 8D. Structures instruction and designs learning tasks and assignments to reflect higher- level thinking skills.

## **Early Childhood Special Education Standards**

### **Knowledge:**

#### *The competent ECSE teacher:*

- 7A. The interrelationships among culture, language, thought and expression, and the function of the home language in the development of young children.
- 7D. ethical practices for confidential information and communication, including ethical practices implied by collaborating with families in early development and learning.

### **Performance:**

#### *The competent ECSE teacher*

- 7E. models accurate, effective communication when conveying ideas and information and when asking questions and responding to children and other adults.

## **State of Illinois Standards Addressed in this Course (Cont'd)**

- 7F. employs communication skills that encourage sharing of information and ideas, including reflective listening, reframing, and constructive feedback.
- 7I. establishes and maintains positive, collaborative relationships with families and other professionals, recognizing and using the dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution.
- 7J. establishes effective lines of communication with other professionals in the school and in community agencies concerned with children and families.

## Major Evaluation Components:

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

1. The following standards will be used to assess the Parent 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; IPTS 10C.
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: 7B, 7C, 7D, 7J, 9D, 9F, 9M, 9N, 10 F, 11 J, 11P, 11T, 11 R, 11S.
3. The following standards will be used to assess the Review of Parent Materials assignment.
  - CEC/IIC: 2, 4, 5, 9; CC/CC: 1, 2, 3, 5, 7, 10; CEC/IGC: 1, 2, 4, 5, 9; IPTS: 3C, 3F, 3G, 3I, 3N
4. The following standards will be used to assess the resource folder assignment.
  - LBS I: LBS7B, LBS8A, LBS8D, LBS7B, LBS8C; ECSE: 9A, 9B, 9C, 9D, 9F, 9G, 9H, 9I, 9 J, 9I, 9J, 9K, 9K, 9 P, 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: 3C, 3E, 3I, 4E, 4G, 4H, 4L, 4Q, 4R, 5N, 5Q, 6C, 6K, 6L, 9B, 9F, 9G, 9O, 9Q, 9S, 9T
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

## Outline of the Course

- 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
      1. Cultural Diversity
      2. Diversity Factors
        - Family Factors
        - Language Issues
    4. Sources of formal and informal support
    5. 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) (1 week)
- 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

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