

William Paterson University  
College of Education Department of Special Education & Counseling

Course Syllabus  
SPC 5800  
Collaboration with School, Home, and Community  
Winter 2011/2012  
Online

Instructor: Christine Besko-Maughan, M.S., ATP  
E-mail: [beskoc@wpunj.edu](mailto:beskoc@wpunj.edu)  
Office: virtual  
Office Hours: virtual by appointment  
email or Bb chat (appointment only)

**Course Description:**

This course examines political, economic and cultural beliefs toward school and schooling for individuals from diverse backgrounds, focusing on students with disabilities. The course extends from preschool through transitions leading to post-secondary adjustment and quality of life. Positive communication models are discussed to promote collaboration between home, school, community and agencies. Life span issues affecting all individuals are reviewed. Proven practices to engage students with special needs in self-advocacy, notably for student-centered transition planning, are presented. Alternative perspectives are provided on ways that home, school, community and agencies interact to facilitate learners' transitions from preschool through school- completion. Candidates learn to access services provided through school, community, state and federal agencies that contribute to all students' meeting the goals of education.

**Required Text:**

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Turnbull, A. P., Turnbull, H. R., Erwin, E. and Soodak, L. (2011). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and o Trust* (6 ed.). Upper Saddle River, NJ: Prentice Hall Publishers.

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## **Course Objectives:**

Teacher Candidates will . . .

1. Gain insight into own attitudes and beliefs, and their roots, as foundations to understand individuals from diverse cultures and ability levels
2. Understand the impact on the individual of his/her cultural norms, beliefs, values, customs and language
3. Develop awareness of career development as a life-long process
4. Demonstrate skill facilitating students' transitions between educational levels and classroom settings, e.g., preschool to kindergarten, self-contained special education classroom to in-class support
5. Understand the lifetime consequences of physical, cognitive, social and psychological disabilities on individuals and families across cultures
6. Develop understanding of long-range planning necessary to provide a lifetime of care for the person with disabilities, including finances, living arrangements, guardianship, and leisure activities
7. Demonstrate professional judgment by evaluating current research on the long term impact of some aspect of "different-ness" on educational, social/ emotional, vocational, residential, and leisure activities engaged in by the 'different individual'
8. Understand the stages that all families experience caring for a child, focusing on families of a child with disabilities
9. Develop skills to work with colleagues, parents, and students with disabilities to identify concerns, set goals, select interventions, and monitor progress
10. Review the legal requirements for post-secondary transition planning, including IDEA 2004 and N.J.A.C. 6A:14
11. Understanding key collaborations associated with transition, and the roles of important players.
12. Develop knowledge of post-secondary transition models, formal, informal and authentic assessment procedures, and best practices
13. Access private and public agencies that support and empower families by providing services and care-giving, e.g., respite, employment, health
14. Use assistive/adaptive technologies to foster independence

## **Learning Outcomes:**

The Teacher Candidate will . . .

1. Demonstrate application of how culture affects attitudes toward disabilities, differences, and schooling
2. Apply knowledge of transition issues by developing a transition plan to assist a student make a transition (a) from one instructional placement to another, (b) from one school level to another, or (c) from school to a post-secondary setting
3. Demonstrate the ability to create a career development plan for a K - 5 students using the NJ CCCS for Career Education and Consumer, Family and Life Skills.

**Course Content:**

Family Characteristics

Family Interaction

Family Functions

Family Life Cycle

Historical and Current Roles of Families and Parents

Policies and Family and Professional Partnerships

Seven Principles of Partnerships and Trust

Families as Partners in Communication and Collaboration

Families as Partners in Evaluating a Student

Families as Partners in Developing Individualized Plans

Meeting Families' Basic Needs

Professionals and Families as Partners for Student Outcomes

\*\*\*Please note the syllabus is subject to change at the discretion of the instructor\*\*\*

Class Date	Topic	Assignments
12/26-12/30	Introduction to Course Prologue  Chapter 1: Family Characteristics  Chapter 2: Family Interaction  Chapter 3: Family Functions	Review syllabus and class readings  Read Prologue and Chapters 1-3  Set-up profile (contacts)  Community Agency List  MA: 1-3
12/31-1/3	Chapter 4: Family Life Cycle  Chapter 5: Historical and Current Roles of Families and Parents	Chapter 4 & 5  MA: 4  Community Agency Presentations
1/4-1/8	Chapter 6: Policies and Family and Professional Partnerships  Chapter 7: Seven Principles of Partnerships and Trust  Chapter 8: Families as Partners in Communication and Collaboration  Midterm	Chapters 6-8  MA: 5   Midterm (Chapters 1-8)
1/9-1/12	Chapter 9: Families as Partners in Evaluating a Student	Chapter 9  MA: 6  Family Plan

Class Date	Topic	Assignments
1/13-1/14	Chapter 10 Families as Partners in Developing Individualized Plans  Chapter 11 Meeting Families' Basic Needs  Chapter 12: Professionals and Families as Partners for Student Outcomes	Chapters 10-12  MA: 7&8
1/15	Final	

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**Availability of Assignments**

All assignments will be available in the Course Materials section of Blackboard. The assignments will be released based on the dates specified on the syllabus.

Due to the expedited nature of the course, it is your responsibility to keep up with assignments and check Blackboard on a daily basis for changes to assignments and announcements.

## Course Assignments

<u>Date Due</u>	<u>Assignment</u>	<u>Points</u>
12/27-12/30	MA: 1 MA: 2	5
	MA: 3	5
	Community Agency List	5
		10
12/31-1/3	MA: 4	5
	Community Agency Presentations	20
1/4-1/8	MA: 5	5
	Midterm	20
1/9-1/12	MA: 6	5
	Family Plan	20
1/13-1/14	MA: 7 MA: 8	5
	Final	10
1/15	Total	20
		135

### **MA: Mini-Activity**

For each chapter, there will be a mini-assignment. These will vary in type and length. The MAs will be posted on Bb, under each topic and will be due by the last day of the topic (see above) unless otherwise noted. Please follow all directions for each MA.

### **Community Agency List**

Develop a list of viable community agencies in New Jersey. The agency must provide a service to individuals with disabilities and their families. The list should include 10 agencies with the contact information (phone, mailing address and email) as well as a 2-3 sentence description about the services provided.

This assignment will be submitted on the Discussion Board.

### **Community Agency Presentation**

Using the class generated community agency list, choose one agency to research. The presentation should include all relevant information about the agency:

Contact information/Location

Purpose

Size

History of agency and services provided

Description of services

Population served

Hours of Operation

Funding source

Other information necessary for a family seeking services

This assignment will be posted on the Discussion Board.

### **Family Plan**

Identify a family who has a child with an exceptionality. If you are currently teaching or completing a practicum, choose a family with whom you are already working. The assignment involves arranging opportunities to learn about the family's characteristics, interactions, functions, and life cycle (consistent with what you will read about in chapters 1-4). The purpose is to gain a comprehensive understanding of the family system elements that shape the family's perspectives on their strengths, preferences, and needs. You can gain this information from a family interview, observation or other non-invasive method.

Identify areas of need for the family, (e.g., how to access government benefits, what types of assistive technologies are available that might be appropriate for their child, how to prepare babysitters in understanding how to deal with their child's problem behavior; transition from school to adult life). You can use information from family-

friendly websites, published resources, and information that you create on your own. Considering the range of options (e.g., research, real stories of other families and professionals, tips sheets, books and manuals, and organizations), you will tailor the information to the family's priorities for content, reading level, and format.

This assignment builds upon the community agency assignments. Use that information as a starting point.

Assignment will include a description of the family and identified needs.

### **Midterm and Final**

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The Midterm and Final will be multiple choice, true/false, short answer and essay questions. Answers will require critical thinking about the course topics. The Midterm and Final will be available for 24 hours during the scheduled time.

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