

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

Preparing Inquiring Educators for Diverse Setting
Developing Knowledge, Application, Dispositions

Course Syllabus
SPC 5800
Collaboration with School, Home, and Community
Winter 2012/2013
Online

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Office: virtual

Office Hours: virtual by appointment

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 postsecondary 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:

Turnbull, A. P., Turnbull, H. R., Erwin, E. and Soodak, L. (2011). Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust (6th ed.). Upper Saddle River, NJ: Prentice Hall Publishers.
ISBN-10: 0137070489IS BN -13: 9780137070480

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

Course Schedule:

Class Date	Topic	Assignments
12/27-1/2	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 Community Agency List MA: 1-3
1/3-1/5	Chapter 4: Family Life Cycle Chapter 5: Historical and Current Roles of Families and Parents	Chapter 4 & 5 MA: 4 Community Agency Presentations
1/6-1/8	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	Chapters 6-8 MA: 5
1/9-1/11	Chapter 9: Families as Partners in Evaluating a Student	Chapter 9 MA: 6 Family Plan

Class Date	Topic	Assignments
1/12-1/14	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 (1/12-1/13)
1/14	Final	

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

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:

Date Due	Assignment	Points
12/26-1/2	MA: 1	5
	MA: 2	5
	MA: 3	5
	Community Agency List	10
1/3-1/5	MA: 4	5
	Community Agency Presentations	20
1/6-1/8	MA: 5	5
1/9-1/11	MA: 6	5
	Family Interview/Plan	25
1/12-1/14	MA: 7	5
	MA: 8	10
1/15	Final	20
	Total	120

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 Interview/Plan

Identify a family who has a child with an exceptionality. If you are currently teaching or completing a practicum, you can choose a family with whom you are already working. The assignment involves learning 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.

Conduct an informal interview with the parent of a student with disabilities. The interview should cover the family's experiences related to the eligibility, placement, and the IEP processes, as well as their experiences working with school professionals. You will be using two sets of questions: one set provided by the professor, one set designed by you. Questions should be asked in a logical order of your own choosing so that the interview flows as naturally as possible.

The following are the questions you are required to ask:

1. At what age was your child diagnosed?
2. How was your family affected by the diagnosis?
3. What suggestions would you give to teachers/administrators about collaboration between home and school?
4. Do you feel you are actively involved in the IEP process?
5. Are there positive experiences you would like to share about collaborating with school personnel?
6. Are there negative experiences you would like to share about collaborating with school personnel?
7. What do parents expect of us?

Document the parent responses to these questions in a written narrative. Format should be as follows:

- First, without providing personally identifying information, tell which family member you interviewed (e.g., mother, father) and describe the child (e.g., age, gender, type of school placement – public or private school, inclusion or self-contained or resource room).
- Second, present the question you asked and document the parent's response.
- Third, include a personal reflection and the impact of this experience upon your future practice.

Due to the short nature of the course, if you are unable to locate and interview a family, contact the instructor for an alternative assignment.

Final

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

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