



SPED 156

EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS

Semester:**Credit: 3.0 units****Day and Time:****Location:****Department Office: ED 350****Instructor:****Office:****Email:****Phone:****Office Hours:****Requirements:**

1. Admission to the Mild/Moderate or Moderate/Severe Disabilities Credential Programs and satisfactory completion of all required courses.
2. Concurrent enrollment in SPED 137 and 175 (MM), OR SPED 147 and 176 (MS)

Course Description:

In this course we will examine the educational, psychological, and political issues that arise when developing collaborative relationships with families, interdisciplinary team members, general educators, agency professionals, and students themselves. The focus is on the development of materials, strategies, and skills to work the range of individuals on the educational teams of students with disabilities effectively and positively.

Course instruction will include varied techniques (i.e., lecture, small/large group application activities and discussion, issue investigation, etc.). There will be an emphasis on diversity and multicultural influences. An additional emphasis will be on developing critical reflection skills.

Required Texts:

Snell, M.E. & Janney, R. (2005). *Collaborative Teaming (2nd Ed.)*. Baltimore: Paul H. Brookes.

Collins, K.M. (2003). *Ability Profiling and School Failure*. New York: Routledge.
OR

Smith, T.J. (2007). *Teaching the Children We Fear*. Cresskill, NJ: Hampton Press Inc.

(the instructor will communicate prior to students enrolled in the course to let them know whether the Collins or Smith text will be used)

**** Additional, required readings are listed the course week-by-week description below, as well as on the course Blackboard site. All readings are either available through the library's electronic journal list or on the course Blackboard site.**

This course requires the use of the internet. The university provides free email accounts to all students. Students may sign up for email online at <https://zimmer.csufresno.esu/csuf/index.html>. Internet accounts are available for a modest fee at [HYPERLINK](#) "<http://www.fresno.com/cvonline/cvip.html>" <http://www.fresno.com/cvonline/cvip.html>

Primary Learning Outcomes:

This is a seminar in developing as a reflective practitioner through structured activities to encourage examination of classroom practices and behaviors, goals and outcomes, beliefs and values. The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Program standards: 2, 3, 4, 7, 8, 14

TPE: 11, 12

The candidate will:

- 1) Provide documentation of competence in collaborative activities, including knowledge of available resources, networking and negotiation skills with families, educational and other professionals, students with disabilities, and paraprofessionals.
- 2) Collect information from families to guide the collaborative process and enhance the academic, social, and emotional progress of students.
- 3) Read, discuss, and apply research and policy pertinent to working with families and others in the collaborative process.
- 4) Clearly communicate assessment information and its implications for general education teachers, parents, and other school professionals in a positive and capacity-building way.
- 5) Develop and demonstrate strategies for forming family partnerships and effective communication skills, including conflict management.
- 6) Utilize effective communication skills in course activities and assignments, as well as use individual and systemic approaches to collaboration and consultation on behalf of students with moderate to severe disabilities.
- 7) Demonstrate the ability to work knowledgeably, effectively, and sensitively with families whose culture and/or language differ from her or his own.
- 8) Promote student choice-making, self-determination, and self-advocacy skills in school and community settings and in transition to adult life.

University Policies

University Policies are available for review on the following website:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Course Policies

Classroom Environment

1. Keep audible communication devices (cell phones, pagers, IPODs, and other portable media players) turned off during class.
2. Use of laptops, computers, and/or PDAs is permitted only for SPED 179 note-taking or student presentations.
3. Obtain advanced permission from the instructor for visitors.

Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Every unexcused/unauthorized absence, early departure, and/or tardy may result in a lower grade.

1. Excused/authorized absences/tardies/early departures will be allowed only per University policies: (1) when the student has a serious and compelling medical condition that she/he can support with documentation, or (2) when a death or serious illness in the family prohibits student from attending class, or (3) when student is participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus.
 - a. If requesting an excused absence/tardy/early departure, it is the student's responsibility to provide acceptable documentation to the instructor within 2 weeks of the absence/tardy/early departure.
 - b. If the student does not provide acceptable documentation, then the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted.
2. **Deductions for attendance occur as follows:**
 - a. **Two unexcused absences or tardies are allowed for the semester**
 - b. **Any unexcused absence or tardy above two will result in a one letter grade drop per occurrence.**
 - c. **School meetings, and IEP meetings must be scheduled on days other than day of class.**

***Do not email the instructor about your 2 allowed absences or reasons for tardiness. They will be recorded on the attendance log. Quizzes or other in-class work cannot be made up.**
3. If you are absent, tardy, or leave early, excused or unexcused, it is your responsibility to do all of the following:
 - a. Obtain handouts, notes, and other materials from peers. The instructor does not keep copies beyond the class session in which these were given.
 - b. Contact the instructor as soon as possible after the missed class period to provide documentation, in the case of an excused absence
 - c. Submit all assignments by the beginning of the following session.

Assignments

1. Each student is responsible for completing assignments and readings prior to each class session to actively participate in discussions, activities, and presentations.
2. Assignments for this class must be each student's own work.
3. All assignments must be completed independent/individually, except where otherwise indicated.
4. All assignments must follow the formats/instructions provided in the syllabus.
 - a. It is the student's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed.
5. All assignments will be submitted in paper copy and follow the guidelines listed below:
 - a. Write in narrative and word-process, using 1" margins, 12 point font, and 1.5 spaces between lines, using APA for citations and references.
 - b. Use transitions sentences, phrases, and words between ideas and paragraphs.

- c. Use headings within each assignment to identify each section of the paper. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. Proofread and spell-check your assignments prior to submission.
6. Assignment Timelines/Due Dates:
- a. All assignments are due in paper copy before the end of the class session on the date the assignment is due to be eligible to receive full credit/points. It is the student's responsibility to submit all assignments on time.
 - b. Exceptions will be made only for: (1) authorized/excused absences as defined above, if the instructor is notified within 24 hours of the absence and provided with acceptable documentation; and (2) in the event of an unforeseen, unauthorized/unexcused absence, emergency, or other issue.
 - c. Any assignment submitted late (after the class session in which it is due) will receive, at a maximum, the number of points to equal a grade no higher than a "B". Exceptions will be made only for excused/authorized absences. **Do NOT email assignments unless requested by the instructor.**

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child, the recommended language is, "For the purpose of this paper, I will refer to the observed student as _____ (fictitious first name)."

Grading

1. The total points received on each assignment are recorded in the grade roster.
2. Grades are calculated by percentage (the total points received divided by the total points possible).
3. Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

Course assignments:

(see the breakdown and details of each assignment after the week-by-week below)

| Assignment | Points |
|--|-----------------|
| <i>Ability Profiling and School Failure:</i> BB discussion prompts | 5 each/35 total |
| Final book response | 15 points |
| Case-study of collaborative practices | 25 points |
| IA training/mgt plan and presentation | 50 points |
| Final student project: | 50 points total |
| Student description/narrative | 10 points |
| Capacity-building report | 10 points |
| Practices that reflect person-centeredness | 10 points |
| Practices that support self-determination | 10 points |
| Reflection | 10 points |

SPED 156 week-by-week:

| Date | Topic | Reading | Assignment due |
|--------|----------------------------------|---|----------------|
| Week 1 | Course introduction and overview | | |
| Week 2 | Considering professional power | Hart, S., Dixon, A., Drummond, M.J., McIntyre, D. (2004). <i>Learning Without Limits</i> . Berkshire, England: Open University Press. Chps. 1 and 2 | |

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| | | (available on BB) Center on Human Policy, Syracuse University (2006). A call to end the label of mental retardation. <i>TASH Connections</i> , November/December, 20-22. (available on BB) | |
| Week 3 | Critical reflection | Danforth, S. & Smith, T.J. (2005). <i>Engaging Troubling Students: A Constructivist Approach</i> , Chp. 6: Reflective Teaching Hartmann, H.J. (2010). <i>A Guide to Reflective Practice</i> . Boston: McGraw Hill. Chp. 1 Reflecting on Practice Teaching the Children We Fear; Intro, Preface, chps. 1 & 2 | Due: Discussion prompt |
| Week 4 | Effective, collaborative partnerships; Overview of the collaborative teaming reflection | Snell & Janney text; chps. 1 & 2 Teaching the Children We Fear; chps. 3 & 4 | Due: Discussion prompt |
| Week 5 | Collaboration with families: parents and students as experts Guest speaker: TBD | Erwin, E.J. & Soodak, L.L. (1995). I never knew I could stand up to the system. <i>Journal of the association for persons with severe handicaps</i> , 20(2), 28-38. (available on BB site) Nusbaum, E. (2009). <i>Fighting professional opinion: Stories of segregation from three California families</i> . In P.Smith (Ed.), Whatever happened to inclusion? The place of students with intellectual disabilities in education. NY: Peter Lang. (available on BB site) | |
| Week 6 | Collaboration with instructional aides and support staff | Causton-Theoharis, J.N. (2009). The golden rule of providing support in inclusive classrooms: Support others as you wish to be supported. <i>Teaching Exceptional Children</i> , Nov/Dec, 36-43. (available on Blackboard) Causton-Theoharis, J.N. & Malmgren, K. (2005). Building bridges: Strategies to help paraprofessionals promote peer interaction. <i>Teaching Exceptional Children</i> , 37(6), 18-24. (available on Blackboard) | Due: Collaborative teaming reflection |

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| Week 7 | Collaboration with IAs (con't); Overview of IA training and management plan project | <i>Teaching the Children We Fear; chp. 5-7</i> | Due: Discussion prompt |
| Week 8 | Collaboration with general educators and additional school personnel | Snell & Janney text; chps. 3-5 | |
| Week 9 | Collaboration with multidisciplinary teams (con't) | Nevin, A., Smith, R., & McNeil, M. (2008). Shifting attitudes of related service providers: A disability studies and critical pedagogy approach. <i>International Journal of Whole Schooling, 4(1), 1-12.</i> (available on Blackboard) <i>Teaching the Children We Fear; chp. 8-10</i> | Due: Discussion prompt |
| Week 10 | Capacity-building (versus deficit-finding) Introduction to Self-determination Guest speaker: TBD | Biklen, D. & Burke, J. (2006). Presuming competence. <i>Equity and Excellence in Education, 39, 166-175.</i> (available through the library's electronic journal list) | Due: Case-study of collaborative team |
| Week 11 | Infusing self-determination into classroom and program practices | Wehmeyer, M.L. & Field, S. (2007). Self-determination: Instructional and assessment strategies. Thousand Oaks, CA: Corwin Press. Chp 1: What is it and why is it important? <i>Teaching the Children We Fear; chp 11-13</i> | Due: Discussion prompt |
| Week 12 | Student-led IEPs as a vehicle to foster self-determination and collaborate with students | Hawbaker, B.W (2007). Student-led IEP meetings: Planning and implementation strategies. <i>TEACHING Exceptional Children Plus.</i> (available on BB) Mason, C.Y., et al. (2004). How to help students lead their IEP meeting. <i>TEACHING Exceptional Children, 36(3), 18-25.</i> (available on BB) | Due: IA training and management plans |
| Week 13 | Person-centered planning as a vehicle for collaboration with students and families Guest speaker: Reva | “When People Matter More Than Programs”(available on Blackboard) <i>Teaching the Children We Fear; chp 14-15</i> | Due: Discussion prompt |

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| Week 14 | Race and disability: Historical contexts, over-representation and beyond | Blanchett, W.T. (2006). Disproportionate representation of African American students in special education: Acknowledging the role of white privilege and racism. <i>Educational Researcher</i> , 35(6), 24-28. <i>Teaching the Children We Fear; chp 16-17</i> | Due: Discussion prompt |
| Week 15 | Group presentations of IA training/mgt plans | ATTENDANCE REQUIRED for peer evaluation/feedback of project presentations | Due: Presentation of IA training and mgt. plan |
| Exam week | | | Due: Final student project |

SPED 156 Course Assignment details:

1) Ability Profiling and School Failure OR Teaching the Children We Fear: prompts on Blackboard discussion board and book review

Please see the detailed week-by-week for assigned reading from *Teaching the Children we Fear* by Terry Jo Smith. For reading assigned throughout the semester there will be a writing prompt on Blackboard. After we finish the whole book you will write a final review. The specific guidelines for this will be shared in class later in the semester and are also posted on Blackboard **Each prompt on Blackboard is worth 5 points; 35 points total (there are 7 prompts); Final review of is worth 15 points.**

PS: 2,3,4; TPE 12

2)Case-study of collaborative practices at your school/work site

This assignment will help you learn more about how different constituents (e.g. you, general educators, IEP team members, support staff, and other school professionals) view collaborative educational arrangements. Talk to different individuals who have different roles on the IEP team of the focus student on whom you are focusing the family resource book. Try to understand, from multiple perspectives, some of the following elements:

- Where did the individual get their knowledge/ideas about collaborative practices?
- What do they consider to be collaborative educational practices?
- What kind of collaboration do they currently “do?”
- How do they feel about their collaborative work?

Please talk with at least 3 individuals, in addition to including your own ideas. After gathering information from a number of different perspectives, please synthesize what the participant have shared with you in order to do the following in 5 double-spaced pages:

- A descriptive portrayal of the student’s IEP/collaborative team
- What do you feel are positive characteristics?
- Areas for concern?
- Identify some areas for improvement, as well as your suggestions to further strengthen the collaborative practices in order to best support the focus student.

The case-study is worth 25 points

PS: 2,4,8, 14; TPE: 12

4) Final student project

The final student project is made up of the following parts:

Student interview (10 points)

1. Prior to interviewing one of the students in your program, think carefully about what you want to learn from the student. One of the outcomes should be to empower them to share their perspective on being in your classroom, at your school, and about their life.

Capacity-building assessment/report (10 points)

2. You will take a report written about your student from their most recent IEP or in their file and rewrite/summarize the results from a capacity-building perspective. We will look at some examples in class.

Reflection on use of a Person-Centered philosophy and using PCP methods (10 points)

3. Consider the ways in which your program and your practices adhere to person-centered characteristics. Identify areas in which you are strong, as well as those spaces for change/improvement. Articulate changes you can/will make in order to utilize more person-centered practices. Summarize any PCP methods that you currently use or that you will use for your focus student. Talk about either the benefits that you've seen, or what benefits you anticipate.

Reflection on supporting self-determination (10 points)

4. Consider the ways in which your classroom structures and planning support your focus student in becoming more self-determined and offer authentic opportunities to practice skills associated with SD.

Personal reflection (10 points)

5. Use the questions at in the Nevin et al (2008) piece to give depth to your reflection about the opportunities that currently exist, as well as how you could more fully develop opportunities for your focus student and other in your program

The final student project is worth 50 points total

PS:2,3,4,7,8,14; TPE: 11,12

5) Instructional assistant training/management plan

Find a small group to work with (either partners or groups of four, maximum). Your partners should be in the *same* credential program as you are. With your partner you will develop a plan for training instructional assistants in a particular area/context relevant to the students that you teach. Each group will email the plans to me electronically and present them on the last day of class. The template for the training plan is posted on Blackboard and we will go over in class.

The IA training/mgt. plan is worth 50 points, including an in-class presentation

PS: 2,4; TPE: 11

Part 1 (individually completed; 2-3 pages; 15 points):

Each group member should submit this with the final presentation

1. Develop a list of written expectations (roles and responsibilities that are very explicitly and clearly articulated) for support staff
2. Describe your process for reviewing these expectations with staff. How and when do you do this? How do you ensure their understanding of their role?
3. Describe how you monitor and evaluate staff performance in settings and with students, especially when you are not always within your immediate view.

* Be sure to either include the attached worksheet as evidence of your thinking-through these issues in addressing IA management and expectations or embed your responses in answering the above questions

Part 2 (completed in pairs or groups of three; 30 points):

Please make sure to include the following information in your description of a training session with support staff:

1. Describe a schedule of training sessions (e.g. regular days/times, number of sessions, how you document/record training sessions and keep track of their effectiveness). List and briefly describe 3-5 potential topic areas to target based on your students, program, or school site needs
2. Chose 1 area that you believe is the most important for your students. Your training session could be something based on the support needs of an individual student, such as implementing a lo-tech conversation book with peers, or it could be something broader like positive behavior support strategies.
3. Describe the purpose of and detail the methods that you will follow in your training session. Give a sample agenda or the structure of the training session.
4. Describe the methods that you will use to evaluate the effectiveness of the training session (e.g. subsequent observation of staff, written evaluation of the training by staff). Make certain that your evaluation method matches the purpose of the training session.
5. Describe any follow-up/future training or information sharing that you will need to consider.

Please be prepared to do an in-depth presentation (5 points) of one of your training session (perhaps in the format of actually implementing the training with us or via Powerpoint). You will also upload them to Blackboard so that all of us might have access to a wide-range of training plans that could be modified in order to meet different individual teachers' needs.

I will build time into class sessions to do some work on this project. I will let you know in advance which days these will be and you will be expected to remain working together on this project.