

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

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

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. (2011). *Families, professionals, and exceptionality: Positive outcome through partnerships and trust (6<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

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 . . .

## Course Information Summary

Course #: SPE 4600

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed (IPTS – Revised)									Unit Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
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 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource Notebook	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 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 type="checkbox"/>

<u>List of Unit Dispositions:</u>	
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

<u>IPTS/Unit Standards:</u>	
Standard 1	Teaching Diverse Students
Standard 2	Content Area and Pedagogical Knowledge
Standard 3	Planning for Differentiated Instruction
Standard 4	Learning Environment
Standard 5	Instructional Delivery
Standard 6	Reading Writing, and Oral Communication
Standard 7	Assessment
Standard 8	Collaborative Relationships
Standard 9	Professionalism, Leadership, and Advocacy

## 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.



## 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.

## 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.
- 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\*.
- 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.

#### 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 1 Teaching Diverse Students* – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:

- 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
- 1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
- 1E) understands the impact of linguistic and cultural diversity on learning and communication;
- 1F) understands his or her personal perspectives and biases and their effects on one's teaching; and
- 1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

Performance Indicators – The competent teacher:

- 1K) facilitates a learning community in which individual differences are respected; and
- 1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

*Standard 2 - Content Area and Pedagogical Knowledge* – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

- 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
- 2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;
- 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
- 2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;
- 2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and

*Standard 3 - Planning for Differentiated Instruction* – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

- 3D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;
- 3E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;
- 3G) understands how research and data guide instructional planning, delivery, and adaptation.

Performance Indicators – The competent teacher:

- 3H) establishes high expectations for each student’s learning and behavior;
- 3I) creates short-term and long-term plans to achieve the expectations for student learning;
- 3K) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences;
- 3N) accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement;
- 3P) works with others to adapt and modify instruction to meet individual student needs; and

*Standard 4 - Learning Environment* – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

- 4B) understands how individuals influence groups and how groups function in society;
- 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
- 4H) understands the use of student data (formative and summative) to design and implement behavior management strategies.

Performance Indicators – The competent teacher:

- 4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

*Standard 6 - Reading, Writing, and Oral Communication* – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:

- 6C) understands communication theory, language development, and the role of language in learning;
- 6E) knows and models standard conventions of written and oral communications;
- 6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student

Performance Indicators – The competent teacher:

- 6K) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;
- 6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and

*Standard 7 - Assessment* – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

- 7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;

- 7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;
- 7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;
- 7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;
- 7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;
- 7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
- 7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and
- 7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:

- 7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;
- 7K) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;
- 7L) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;
- 7M) maintains useful and accurate records of student work and performance;
- 7N) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008);
- 7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;
- 7P) collaborates with families and other professionals involved in the assessment of each student;
- 7Q) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and
- 7R) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.



*Standard 8 - Collaborative Relationships* – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

- 8A) understands schools as organizations within the larger community context;
- 8B) understands the collaborative process and the skills necessary to initiate and carry out that process;
- 8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;
- 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
- 8E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;
- 8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;
- 8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and
- 8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities.

Performance Indicators – The competent teacher:

- 8J) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;
- 8K) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;
- 8L) initiates collaboration with others to create opportunities that enhance student learning;
- 8M) uses digital tools and resources to promote collaborative interactions;
- 8O) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;
- 8P) develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;
- 8Q) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;
- 8R) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
- 8T) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

*Standard 9 - Professionalism, Leadership, and Advocacy* – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators – The competent teacher:

- 9E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;
- 9F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;
- 9G) understands local and global societal issues and responsibilities in an evolving digital culture; and
- 9H) understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators – The competent teacher:

- 9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
- 9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
- 9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
- 9L) communicates with families, responds to concerns, and contributes to enhanced family participation in student education;
- 9M) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;
- 9N) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;
- 9P) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
- 9Q) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom

*Illinois 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.
- 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.

*Illinois Learning Behavior Specialist 1 Standards:*

Standard 7- Collaborative relationships

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

- 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.

*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.
- 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
2. The following standards will be used to assess the IEP-Eligibility Role-Play.
  - LBS I: 7; ECSE: 7, 9, 11; CEC/IGC: 1, 2, 3, 5, 7, 9, 10; CEC/CC: 1, 2, 3, 9; CEC/IIC: 1, 2, 3, 4, 5, 8, 9, 10; T: 1, 2, 7; IPTS: 1ABCEFGKL, 2ABEG, 3DEGHIKP, 4BDHL, 6CEHKR, 7ABCDEGHIJKLMNOPQR, 8ABCDFHIJKLMOPQRT, 9EFGHIJKLMNQ
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
4. The following standards will be used to assess the Resource Notebook assignment.
  - LBS I: LBS7B, LBS8A, LBS8D, LBS7B, LBS8C; ECSE: 9A, 9B, 9C, 9D, 9F, 9G, 9H, 9I, 9J, 9I, 9J, 9K, 9K, 9P, 11B, 11C, 11F; CEC/IGC: 1, 2, 3, 4, 10; CEC/CC: 4, 5, 6, 10; CEC/IIC: 2, 4; IPTS: 1G, 2F, 3EN, 8DELMT, 9LMQ
5. The following standards will be used to assess the SPE 4600 midterm and final.
  - LBS I: 7; ECSE: 11; CEC/IGC: 1, 2, 3, 4, 6, 7, 10; CEC/IIC: 1, 4, 5, 10; CEC/CC: 1, 2, 3, 4, 5, 7; ECSE: 7; IPTS: 1ABCDFL, 2ABE, 6CE, 7H, 8ABDEFHI, 9FGH

- I. The family as a system. (Nichols & Everett, 1986; Olson, McCubbin, Barnes, Larsen, Muxen, & Wilson, 1983; Olson, Sprenkle, & Russell, 1979; Russell, 1979; Turnbull & Turnbull, 1986). (2 weeks)
  - A. Definition of family
  - B. Components of the family system (ACROSS ALL LEVELS OF SEVERITY)
    1. Family interactions
    2. Family resources
    3. Family functions
    4. Family life cycles
  - C. Variations in family structure
  
- II. Effects of a child with disabilities on the family system (2 weeks)  
(Allen, Afflec, McGrade, & McQueeney, 1984; Bray, Coleman, & Bracken, 1981; Fewell & Vadasy, 1986; Gallagher & Vietze, 1986; Gallagher, Beckman, & Cross, 1983; Turnbull & Turnbull, 1986; Turnbull & Turnbull, 1985; Vincent & Salisbury, 1988).
  - A. Evidence of stress in the family system
  - B. Coping Strategies
  - C. Factors affecting family stress & coping
    1. Characteristics of the child with a disability (ACROSS ALL LEVELS OF SEVERITY)
    2. SES (Socio-economic status)
    3. Cultural factors
    4. Cultural Diversity
    5. Diversity Factors
      - Family Factors
      - Language Issues
    6. Sources of formal and informal support
    7. Lifecycle transitions
  
- III. The parent-professional partnership (2 weeks)  
(Leyser & Cole, 1984; MacMillan & Turnbull, 1983; Turnbull & Turnbull, 1986; Salend & Taylor, 1993; Turnbull & Turnbull, 1985)
  - A. Rationale for maintaining effective communications with parents
  - B. Barriers to effective communication
  - C. Cultural considerations
  - D. The empowerment process
  
- IV. Legal and ethical considerations (2 weeks)  
(Ballard, Ramirez, & Zantal-Wiener, 1987; Brinckerhoff & Vincent, 1986; Budoff, Orenstein, & Abramson, 1981; Gilliam & Coleman, 1981; Goldstein, Strickland, Turnbull & Currey, 1980; Goldstein & Turnbull, 1982; Kammerlohr, Henderson, & Rock, 1983; Lynch & Stein, 1987; Pugach, 1982; Turnbull & Turnbull, 1986; Turnbull & Turnbull, 1985; Ysseldyke, Algozzine, & Allen, 1982)

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

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



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