



Preliminary Education Specialist Credential  
With Mild/Moderate Authorization  
Masters of Education  
Emphasis Special Education Mild/Moderate

### EDSP 373/573

#### Diverse Family Systems & Transitions

**Spring 2015**      **Class hours:** Monday, 4:20 – 7:30 pm      **Room:** MRH 137  
**Instructor:** Maya Kalyanpur, PhD    **E-mail:** mkalyanpur@sandiego.edu    **Phone:** 7655    **Room:** 241 MRH  
**Student hours:** 1:30 – 3:30 pm M & W and by appt. I look forward to seeing you during student hours. Do stop in! Individual assistance is always available by appointment.

#### Course Description

This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability.

#### Course Purpose

##### INITIAL PRELIMINARY EDUCATION SPECIALIST CREDENTIAL MILD TO MODERATE AUTHORIZATION

##### CEC INITIAL CONTENT STANDARDS MEETING:

- 7. Collaboration

##### CTC Education Specialist Preliminary Credential Common Standards Meeting:

- 3. Educating Diverse Learners
- 11. Typical and Atypical Development

##### CTC Mild/Moderate Authorization Standards Meeting:

- 1. Characteristics of Students with Mild/Moderate Disabilities
- 3. Planning and Implementing Mild/Moderate Curriculum and Instruction
- 6. Case Management

##### TPEs Teacher Performance Expectations:

- 5. Student Engagement
- 8. Learning About Students
- 11. Social Environment
- 12. Professional, Legal & Ethical Obligations


##### Graduate Student M.Ed. requirement:

- 3. Foundations Learning & Teaching Inclusive Settings Evidence-Based Theory – Special Education in Academic, Social-Cultural & Behavior Diversity Context

##### Graduate Student M.Ed. requirement:

All M.ED. students are required to complete an additional scholarly research component for graduate degree credit. Specific additional requirements for each graded assignment are included in course syllabus and detailed course assignment handouts.

#### Course Objectives – Aligned with Candidate Unit & Program Outcomes

 **The SOLES Unit:** The three School of Leadership and Education Sciences Unit Candidate Outcomes (ACE) provide the framework under which course objectives, course requirements and the standards linked Centerpiece Artifacts are organized

and evaluated as part of the Unit Assessment System. In their Reflective Professional Portfolio, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evidence aligned with the National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D) demonstrated throughout course and field experience. **The Special Education Program:** The Unit Candidate Outcomes (ACE) provide the frame upon which course objectives are aligned with the Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards (CEC). Course objectives also align with the Interstate New Teacher & Assessment Consortium principles (INTASC) and the California Commission Teacher Credentialing: Education Specialist Standards (CCTC).

Upon completion of this course, education specialist will demonstrate knowledge and skills to:

### **Outcome I: Academic Excellence & Critical Inquiry and Reflection**

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and
- Address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities?
- Develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
- Require ongoing attention to legal matters along with serious professional and ethical considerations.

### **Outcome II: Community & Service**

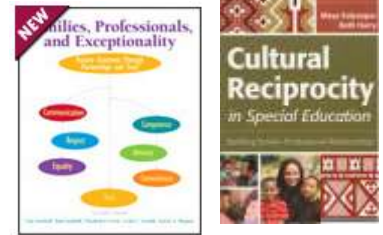
- Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.
- Plan work with families to ensure career and community life skill needs of students, and monitor students' progress.
- Educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.
- Active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.
- Facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.
- Collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.
- Engage in professional activities and participate in teach communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth.
- Routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.
- Embrace their special role as advocate for individuals with exceptional learning needs.
- Use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.
- Collaborate with personnel from other educational and community agencies to plan for successful transitions by students.
- To demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process.

### **Outcome III: Ethics, Values and Diversity**

- Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.
- Understand how issues of human diversity impact families, cultures, and schools, and how complex human issues interact in the delivery of special education services.
- Understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.
- Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
- Be guided by the profession's ethical and professional practice standards.
- Be aware of how they're own and others' attitudes, behaviors, and ways of communicating can influence their practice.
- Be sensitive to culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.
- Acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

## Required Textbooks

- Turnbull, A., Turnbull, H.R., Erwin, E.J., Soodak, L.C. & Shogren, K.A. (2015). *Families, professionals and exceptionalities: Positive outcomes through partnerships and trust*, 7<sup>th</sup> ed. Boston: Pearson.
- Kalyanpur, M. & Harry, B., (2012). *Cultural reciprocity in special education: Building reciprocal family-professional relationships*. Baltimore: Brookes.



## Course Policies

### Guidelines for all Written Assignments

In all my years of teaching, I've returned graded assignments within a week and I expect to be able to do so in this course as well. By the same token, then, I expect you to hand in assignments on the assigned date and time. If you cannot, expect to lose points for a late submission (the later, the more points lost) and make sure you have a very, very good reason (such as a serious illness or a death in the family) for being late. Please bring valid documentation of this situation and remember that I won't be able to get to grading it for a while.

You are aspiring or current teachers and I believe it is very important you know and model proper spelling, grammar, and writing mechanics and style to teach your own students. So run that spellcheck, get a classmate or friend to look over your paper, or run it by the Writing Center, as I will take these into account when grading your assignments. Please type your assignments in 12-font size. Additionally, to be gender-sensitive, please use the salutation of Mr. when referring to men and Ms. when referring to all women. This course will introduce you to using People First Language, which asserts that people with disabilities are people first and that the disability is only one aspect of who we are. A brief reference sheet on this is available at the link below. I will expect you to use this language in your assignments. As you get familiar with using People First language, you will learn to notice when it isn't being used and I hope that you will begin to expect others to use it too. As researchers, you will also need to become familiar with using APA style in your writing, particularly with regard to references, headings and sub-headings. I will take points off your grade if you do not use People First language and APA style.

[http://www.inclusionproject.org/nip\\_userfiles/file/People%20First%20Chart.pdf](http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf)  
<http://owl.english.purdue.edu/owl/resource/560/01/>.

I like to believe you are putting in your best effort for your assignment. Anything less is disrespectful to both of us. Read the rubrics carefully before writing your papers and submit well-written papers with quality responses (e.g., well-made arguments, examples to support observations) to the prompts on the rubrics for each assignment, using headings in APA style for each prompt or section. You are welcome to ask me questions for clarification on an assignment prior to submitting it. I will provide feedback, both general and/or specific positive comments and suggestions for improvement, in the margins of all graded papers. If you get less than 80% on an assignment, you have the option of revising and resubmitting it on Blackboard as a second attempt incorporating all the feedback and comments you received and **highlighting the changes**. Revisions are due within a week of your receiving your grade on the assignment. Resubmission does not guarantee an increase in grade and you will not receive full points (that is, an A) in this second round.

### Requests for Accommodations

Please let me know if you need reasonable accommodations in accordance with the *Americans with Disabilities Act*, such as specific instructional and testing modifications. The University of San Diego Disability Services Office (phone: 619.260.4655; 3<sup>rd</sup> floor, Serra Hall) expects that you will have identified yourself to them before the beginning of the course and will give you the documentation you need to receive these accommodations. Please understand that I will still expect you to maintain performance standards for the course. Do contact me if – and as soon as you realize -- you need help with this and together we can try to work through it.

## Grade of Incomplete

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I can allow a grade of incomplete (“I”) when (1) you have completed the substantial requirements of a course but, for a legitimate reason, you still need to complete a small fraction of the work, and (2) your performance so far in the course justifies the expectation that you will complete the work and obtain the passing grade by the deadline. You will need to petition for a grade of incomplete at the end of the course term. I expect you to explain to me, with valid documentation, why you haven’t been able to complete your work and to request an incomplete grade prior to the posting of final grades. Together we will negotiate the criteria for changing a grade of incomplete to a letter grade **before the final class**, as these criteria will need to be outlined on the signed (by you and me) Incomplete Request Form and turned in by the last session of the class. Without a student signed form, I’m afraid I’m required to give you an “F” grade. If you receive a grade of incomplete, please submit all missing work by the end of the 10th week of the next regular semester. Otherwise again, regulations demand that the “I” grade be converted to a permanent “F” which will be calculated into your overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

## Email and Internet Use

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I will contact you via your sandiego.edu email account through Blackboard to update you on assignments or to clarify questions. If you use other accounts more regularly, please set it up so that you receive these emails. I hope you will respect your classmates’ space and time and keep your cell phone turned off and resist receiving or sending texts or email on your phone, computer or other electronic devices during class. If you need to have your phone on in the case of an emergency, please use the vibrate mode and inform us ahead of time. Please bring your text and a wireless equipped computer/ laptop or other portable electronic device with which you will be able to access the course content materials we will refer to in class.

## Academic Integrity

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All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If I determine that an infraction or serious violation has occurred, I can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

## Course Assignments

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As part of the candidate performance-based outcomes required by NCATE and CEC, each candidate must produce standards-based projects that clearly demonstrate knowledge, skills and disposition development in the professional field of study. Each Multiple Subject, Single Subject and Special Education credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. The Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome. All ESAs must be submitted to a designated DRF folder on Taskstream. Please upload your ESA to Taskstream. The self-enrollment code is: **X3TSD5**

File Name Example: Department Code, Course Number-Section Number-Last Name, First Name

- EDSP389-01-Torero, Diego
- EDSP589-01-Torero, Diego

## 1. Parent Interview

Interview the parent/s of a child with disabilities to learn their story. You want to know what it means to the family to have a child with disabilities, what are some educational and/or medical issues they face/d. The intention is to give the family an opportunity to tell you their story, and to understand how listening to families can inform professional recommendations and decisions. **Guidelines for the interview are attached. Read through them thoroughly before you start your assignment.** The paper must include the following sections:

- Introduction, describing how you were introduced and your first impressions of the family.
- Complete transcript of the interview, including observer comments
- Critique, including an analysis of your communication skills

## 2. Family Resource Folder

Providing the parents of your students with disabilities with relevant and accurate information about available services and their rights is an important aspect of being a teacher as well. Use the Internet to identify these resources, or you may choose to conduct an independent search by contacting specific agencies. Find at least five resources or items of information parents might find useful or relevant and develop a family resource folder, with a step-by-step description of your search (so that a reader might be able to follow along) and an explanation for your choices (recommendations). Submit one copy of your folder and your search description to me. We will have a class “show-and-tell” of all your folders.

## 3. Home-school communication (in-class assignment)

Start collecting examples of written communication between teachers and parents, either from your own experience as a parent or through a field studies class, and bring them to class. In class, you will work in pairs to analyze these samples for their appropriateness as communication tools with families based on a set of criteria for effective written communication, and keeping in mind what the parent you interviewed may have told you what they like to know about their child from teachers.

## 4. Family systems in-class assignment

This open book assignment involves an application of the family systems theory. Use the stories and parent accounts, including your interview, to analyze the implications of family systems theory for professionals.

## 5. Quiz

There will be a quiz on special education law, relating primarily to parents’ rights. Questions will include straightforward recall questions, as well as applied questions based on specific cases.

## Assessment Plan/Grading Criteria

| Grade distribution           |        |      |
|------------------------------|--------|------|
| Assignment                   | Points | %age |
| 1. Parent Interview          | 100    | 20   |
| 2. Family Resource Folder    | 100    | 20   |
| 3. Home-school communication | 100    | 20   |
| 4. Family systems assignment | 100    | 20   |
| 5. Quiz                      | 100    | 20   |
| Total                        | 500    | 100  |

| Grade |                        |       |                        |
|-------|------------------------|-------|------------------------|
| Grade | Percentage equivalence | Grade | Percentage equivalence |
| A     | 96-100                 | C+    | 78-82.9                |
| A-    | 93-95.9                | C     | 75-77.9                |
| B+    | 88-92.9                | C-    | 73-74.9                |
| B     | 85-87.9                | F     | Below 73               |
| B-    | 83-84.9                |       |                        |

*Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.*



## Course Outline\*

*\*Syllabus is subject to change. You will be notified of revisions or changes during class and/or via e-mail. Readings and assignments are due the week of entry, unless otherwise specified*

|            |   |
|------------|---|
| 1/26       | <b>Introduction:</b> Course and project overview and guidelines; <b>Cultural reciprocity:</b> values clarification<br><b>Reading assignment:</b> Start reading Kalyanpur & Harry (2012): CH 1 <i>Cultural underpinnings of special education</i> , (2) Kalyanpur, CH 2 <i>Cultural reciprocity</i>  |
| 2/2        | <b>Communication skills with families:</b> Getting to know you; <b>Interview questions:</b> what and how to ask<br><b>Historical and current roles</b> of parents and families<br><b>Bring in the recording device you will use for your parent interview</b><br><b>Reading assignment:</b> (1) Turnbull, CH 5: <i>Historical and Current Roles of Parents and Families</i> ; (2) Turnbull, CH 7: <i>Six Principles of Partnerships and Trust</i> |
| 2/9        | <b>Part 1: Family systems theory:</b> Family characteristics; <b>family maps</b><br><b>Reading assignments:</b> Turnbull, CH 1: <i>Family characteristics</i> ; Kalyanpur, CH 5 <i>Professionals' perspectives on parenting styles</i><br>You should have identified and contacted the parent you plan to interview by now  |
| 2/16       | <b>Part 2: Family interaction;</b> <i>Lorenzo's Oil (excerpt)</i><br><b>Reading assignment:</b> Turnbull, CH 2: <i>Family interaction</i>   |
| 2/23       | <b>Part 3: Family function</b><br><b>Reading assignment:</b> Turnbull CH 3: <i>Family function</i> ; Kalyanpur, CH 6 <i>Goal setting for students</i>   |
| 3/2        | <b>Part 4: Family Life Cycle</b><br><b>Reading assignment:</b> Turnbull, CH 4: <i>Family Life Cycle</i>   |
| 3/9        | Use this time to conduct or transcribe your interview.  |
| 3/16       | <b>Legal requirements;</b> IEP role play<br><b>Reading assignment:</b> Turnbull, CH 6: <i>Policies and family and professional partnerships</i> ; Kalyanpur, CH 3 <i>Legal and epistemological underpinnings</i>  |
| 3/23       | <b>Developing collaborative skills:</b> The marshmallow challenge<br><b>Reading assignments:</b> Turnbull CH 9: <i>Families as Partners in Evaluating a Student</i> ;   |
| 3/30 – 4/6 | <i>Spring Break</i>   |
| 4/13       | <b>Meeting parents' needs:</b> Developing ISFP and ITP goals<br><b>Reading assignments:</b> Turnbull, CH 10: <i>Families as Partners in Developing Individualized Plans</i> ; Turnbull, CH 11: <i>Meeting Families' Basic Needs</i><br>You should have completed your parent interview by this time and started transcribing it.  |
| 4/20       | <b>Home-school communication in-class assignment:</b> <i>Bring in samples of written communication between teachers and parents, either from your own experience as a parent or through your field studies.</i><br><b>Reading assignment:</b> Kalyanpur, CH 4: <i>Professional expertise and language</i><br><b>Assignment due:</b> Home-school communication assignment due by the end of class  |
| 4/27       | <b>Collaborating with other professionals:</b> Role play and giving feedback<br><b>Reading assignment:</b> Turnbull, CH 12: <i>Professionals and Families as Partners for Student Outcomes</i>  |
| 5/4        | <b>Applying family systems theory:</b> <i>Lorenzo's Oil</i><br><b>Homework assignment:</b> Parent interview due   |
| 5/11       | <b>Family systems in-class assignment:</b> <i>Bring an electronic copy of your parent interview to class.</i><br><b>Assignment due:</b> Family systems applications assignment due by end of class  |
| 5/18       | <b>Quiz; Show-and-tell of family resource folders</b><br><b>Homework assignment:</b> Family resource folder due   |

## Bibliography

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- McNaughton, D., & Vostal, B. R. (2010). Using active listening to improve collaboration with parents: The LAFF Don't CRY strategy. *Intervention in School and Clinic*, 45(4).
- Olivos, E. M. (2009). Collaboration with Latino families: A critical perspective of home-school interactions. *Intervention in School and Clinic*, 45(2), 109-116.
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- Berry, J. O. (2009). *Lifespan perspectives on the family and disability*. Austin, TX: PROED.
- Wehman, P. (2012). *Life beyond the classroom: Transition strategies for young people with disabilities* (5<sup>th</sup> ed.). Baltimore, MD: Brookes Publishing

### **Recommended Websites:**

- The Access Center Improving Outcomes for All Students K-8 [http://www.k8accesscenter.org/training\\_resources/iep.asp](http://www.k8accesscenter.org/training_resources/iep.asp)
- Colorin' Colorado: A bilingual site for families & educators of English Language Learners: <http://www.colorincolorado.org/educators?gclid=CIX289Dn64wCFskjhgodU0Hfzw>
- IRIS Center Peabody University: <http://iris.peabody.vanderbilt.edu/>
- National Association of Parents with Children in Special Education: <http://www.napcse.org>
- The Special Edge Newsletter: California State Technical Assistance and Training: <http://www.calstat.org/specialEdge.html>