



EDSP 373/573
Collaboration with Families and Professionals (3 units)
Spring 2019

Class hours: Mondays, 4:40-7:30pm **Room:**

Instructor: Sarah Barnes-Shulman, *Lead Syllabus Design- Dr. Rebekka Jez*

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Student office hours: Individual assistance is always available by appointment. I am also happy to meet you at your school sites

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 Objectives are *linked to specific SOLES and California Teaching Commission Standards:*

CEC Content Standards:

7. Collaboration

CTC Program Standards:

3. Educating Diverse Learners

11. Typical and Atypical Development

CTC Mild/Moderate Authorization Standards:

1. Characteristics of Students with Mild/Moderate Disabilities

3. Planning and Implementing Mild/Moderate Curriculum and Instruction

6. Case Management

CTC Education Specialist Teacher Performance Evaluation (TPEs):

5. Student Engagement

8. Learning About Students

11. Social Environment

12. Professional, Legal, & Ethical Obligations

USD SOLES Department of Learning and Teaching Mission:

1. Access and Equity
2. Urban Education
3. Culture of Caring
4. Research-guided Practice
5. Internationalization

Course Outcomes:

- 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.
- 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 ensure unbiased, 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.
- 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, socioeconomic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.
- Acquire knowledge of diverse family structures, community cultures, and childrearing practices in order to develop respectful and productive relationships with families and communities.
- Prepare students and families for postsecondary transition using the IEP, ITP, SOP, and support materials

Required Text

Kalyanpur, M. & Harry, B., (2012). [*Cultural reciprocity in special education: Building reciprocal family-professional relationships*](#). Baltimore: Brookes. ISBN-13: 978-1598572315
ISBN-10: 1598572318

Trainor, A. A. (2017). [*Transition by design. Improving equity and outcomes for adolescents with disabilities*](#). New York: Teachers College Press. ISBN: 9780807758403 (paperback) ISBN: 9780807775769 (ebook)

Vreenburg Izzo, Margo. Horne, LeDerick (2016) [*Empowering Students with Hidden Disabilities: A Path to Pride and Success*](#). Baltimore: Brookes . ISBN-13: 978-1598577358 (paperback)
ISBN-10: 1598577352 (ebook)

Articles on posted on Blackboard weekly via the linked course overview.

Recommended Texts and Articles

Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Chappuis, J. (2015). *Seven Strategies of Assessment for Learning (2nd Edition)*. Pearson Education, Inc.

Lo, L. & Hiatt-Michael, D. B. (2014). *Promising practices to empower culturally and linguistically diverse families of children with disabilities*. Family School Community Partnerships Issues. Charlotte: Information Age Publishing.

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*, 7th ed. Boston: Pearson.

Journals

Educational Leadership
Exceptional Children
Exceptional Children Quarterly
Exceptional Parent
Focus on Exceptional Children
Journal of Applied Behaviour Analysis
Journal of Learning Disabilities
Journal of Reading
Journal of Special Education
Learning Disabilities Quarterly
Learning Disabilities Research and Practice
Reading Research Quarterly
The Reading Teacher
Remedial and Special Education
Teaching Exceptional Children

Web Sites

<http://dwww.ed.gov>
<http://www.natd.org/assessmentandevalresources.htm>
<http://www.ncrel.org/sdrs/areas/as0cont.htm>
<http://psychology.about.com/od/testing/>
<http://pareonline.net/>
<http://home.gwu.edu/~kkid/testing.html>
<http://nces.ed.gov/nationsreportcard/>
<http://www.psychoeducational.com/>
<http://epaa.asu.edu/epaa/v3n6.html>

Course Expectations- Our goal is to create an academically rich environment, to engage our students in contemporary and innovative research-based practices and to develop teacher leaders who embrace a global perspective guided by our mission of addressing the needs of all learners in a culture of care.

- Regular and constructive class participation in all classes is necessary.
- **All assignments must be turned in to receive a grade in this course.**
- Assignments are due before class begins on the date they are due
- Make-up assignments will not be given unless there is a medical or legal reason, such reasons need to be appropriately documented.

- You may resubmit assignments until you have mastered the content

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations. I am also always available to support you with course content; feel free to reach out at anytime.

USD Student Supports

As a student you may experience a range of issues that can cause barriers to learning, such as a falling behind due to stress, feeling overwhelmed, anxiety, depression, alcohol or drug concerns, difficulty concentrating, and/or lack of motivation. These types of stressful events or mental health concerns can lead to diminished academic performance or reduce a student's ability to participate in daily activities.

For *wellness concerns for you or a friend*, please contact the USD Student Wellness using the website You Are USD at <http://sites.sandiego.edu/youareusd/> or call (619)- 260-4655. For *academic concerns*, please contact the Writing Center <https://www.sandiego.edu/cas/writing/writing-center/> or call (619) 260-4581, the GradLife gradstudentlife@sandiego.edu or call (619) 260-2227.

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the 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.

SOLES Online Course Evaluation

SOLES Course Evaluations are collected via an online system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their *MySanDiego* accounts via the Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be found at:

<https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf>

Statement on Plagiarism

The complete plagiarism policy is available for your review at:

http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php 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.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor 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. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Assignment Matrix

Participation and Attendance	65
Parent Interview	20
Family/School Resource Materials	25
Lived Experience of Parenting a Child with Disabilities	20
Culturally Responsive Postsecondary Transition Projects	300
Critical Reflections	100
Total	600
(extra credit opportunity)	Make-up class

Grading Criteria

A	96-100%	A-	93-95.9%	B+	88-92.9%	B	85-87.9%
B-	83-84.9%	C+	78-82.9%	C	75-77.9%	C-	73-74.9%

Assignment Descriptions

Attendance and Participation (65 points): Your attendance/participation grade is determined based on your in-class attendance and participation. You will receive 5 points for being on time, participating fully in group and individual activities, and contributing to your community. You need to be physically in class to earn the points. **If you are absent more than one class or have excessive tardiness you will need to meet with the instructor to determine next steps and your final grade will be deducted by one full grade for each absence (For example, from an**

“A” to an “A-” for two absences). If you miss more than 3 classes you will need to meet with your instructor and department chair to determine if you are able to pass the course.

Critical Reflection Activities (100 points): Your grade will be determined based on your ability to connect the information from in-class discussions, readings, and activities; out-of-class readings and modules; and your own experience as teachers and students to ensure you digest the information in a meaningful manner and are able to continue to critically reflect on your experience as lifelong learners. Throughout the course a series of videos, learning modules and articles relevant to key concepts will be assigned. Read, view and/or listen to the assigned media. After viewing assigned media reflect about how this resource informs, changes or negates a previous held understanding of education relevant concepts. Responses should have quality information, examples of critical thinking (evidence from information provided and explanation of how this will impact your teaching), reference of materials (APA, 2009), contribution to your community of learners, and academic language.

The Lived Experience of Parenting a Child with Special Needs (20 points): You can choose how you would like to access this information. You could read a book; view a **documentary** movie (no, Rainman won't work); synthesize a minimum of 4 short videos into an overview (example: YouTube interviews with parents); or tap into your personal experiences if you have a relationship with someone who has parented a person with a disability (example: you have a family member or friend with a child with a disability). I can help you come up with additional ideas and resources and am open to your suggestions as well. I urge you to choose something that is **new** to you—please don't choose a book or movie you have already viewed. I also ask that you target a population that you are likely to serve in your classroom. You will write a paper that includes:

- A brief overview of the content of the book, movie, videos, or interview—try to keep this to a paragraph or two at the most.
- A self-reflection of how your understanding of parenting a child with special needs was impacted by this assignment; how what you have learned might inform the work you will do with families; and one or two “take away messages” that you are left with as a result of both this assignment and the information you gathered from listening to families within the class sessions. Write one paragraph on each of these prompts.
- A visually engaging presentation (3-5 min) that showcases your main learnings that can be shared with a small group.

Parent Empathy Interview (20 points): Interview the parent/s of a child or adult (currently receiving special education services) with disabilities to learn their story. You want to know what it means to the family to have a child with disabilities and their expectations related to special education. 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. You will write a paper and present your findings to the class. Guidelines for the interview are provided

below. 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.
- Family beliefs, including any cultural beliefs, about disability and its impact on the family a whole
- The challenges and rewards of parenting a child with a disability
- Special Education experiences and their expectation of special education teachers in terms of communication, support, and advocacy.
- A synthesis and reflection on what you have learned and how it might impact your teaching practice.

You will present an overview of your interview experience and findings to the class. Please include a visual element to your presentation. (Powerpoint, video, pictures, etc)

Beyond Empowerment IEP/Transition Project (500 points): Identify a student with a disability who you have access to (personal or professional). Conduct an empathy interviews with them and their families. Using empathy as the driver co-design an opportunity for the student to lead or participate more fully in their IEP and/or transition to adulthood. Provide customized resources for the family related to transition. *The full explanation of the project can be [found here](#).*

Extra Credit (+5 points): Attend a professional conference or USD event that is related to education (pre-approved by the instructor and not required by another course), write a reflection, take a photo, and submit to Blackboard. Or watch a movie or read a book that details a nonfiction account of a first person experience with a disability. Please get the movie or book approved prior to submission. Write a reflection and submit it to blackboard.

Schedule of Classes (Subject to Change)

Working Agendas- Collaboration with Families and Professionals

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[Final Project](#)- This link is updated weekly

Date	Collaboration Strategies	Classroom Extensions
Session 1 1/28 Agenda	Build an Inclusive Culture by <ul style="list-style-type: none">● Viewing Students and Families as Designers● Building empathy via empathy interviews● Developing <i>Inclusion Consciousness</i>● Understanding your role in Postsecondary Transition	Read: Kalyanpur Chapter 1 and Trainor Chapter One Activities: Purchase texts Lived Experience (due 2/11)

Session 2 2/4 Agenda	Understand Special Education, Inclusion and the Neurodiversity Movement from a Civil Rights Perspective via exploring <ul style="list-style-type: none"> ● Disability History in Schools ● Disability Models and the Cultural Underpinnings of Special Education ● Belonging as a Human Right ● Understanding disability culture ● Understanding diverse cultural views on disability ● Building empathy with families, professionals, and students 	Read: Horne Chapter 1 Kalyanpur Chapter 2 Activities: Critical Reflection: #1 (due 2/11) Parent Interview (due 2/25)
Session 3 2/11 Agenda	Understand issues in transition to prepare for empathy <ul style="list-style-type: none"> ● Video- Who Cares About Kelsey 	Read: Horne Chapter 2 & Trainor Chapter 2
Session 4 2/18 Agenda	Understand Family Perspectives in relationship to your own <ul style="list-style-type: none"> ● 1st person perspectives on disability and accessing disability culture, education, and community ● Interview Practice and Resources ● Lived Experience Share-Out 	Read: Trainor Chapter 4 and Kalyanpur Chapter 3 Activities: Parent Interview
Session 5 2/25 Agenda	Ally with students and families to disrupt practices that use <i>perceived</i> intelligence as a way to deny or justify access via <ul style="list-style-type: none"> ● Intelligent Lives Documentary Screening ● Am I Intelligent?- discussion ● Parent Interview Share out, <ul style="list-style-type: none"> ○ Culturally Responsive Postsecondary Transition Project 	Read: Horne- Chapter 3 and Trainor 3 Activities: Activities: Critical Reflection # 2 (due 3/18) Due: Parent Interview
3/4	SPRING BREAK	

<p>Session 6 3/11* (3/14)</p> <p>Session 6</p>	<p>Understand transition plans so you can communicate this IEP aspect with families and students</p> <p>Thursday 3/14 Extra Credit: Guest Speaker Dr. Alfredo J. Artilles- understanding and addressing educational inequities related to the intersections of disability with other sociocultural differences. Share a reflection on how this relates to cultural reciprocity for your extra credit points.</p>	<p>Read: Kalyanpur Chapter 4 Activities: Critical Reflection #2</p>
<p>Session 7 3/18</p> <p>Session 7</p>	<p>Guest Speaker: & Judith Chambliss, Ed.D. Resource Teacher TRACE / San Diego Unified School District</p> <ul style="list-style-type: none"> • Share out of Critical reflection #2 	<p>Read: Kalyanpur Chapter 6 and Horne Chapter 4 Activities: Activities: Critical Reflection # 3 (due 4/8) Due: Part One: Disability Identity - Critical Reflection #2</p>
<p>Session 8 3/25</p> <p>Agenda</p>	<p>Guest Speakers- Student and Parent Perspective, Yvette Soto and Son-Autism Advocates and teacher/parent collaboration experts</p> <ul style="list-style-type: none"> • Collaboration with Classroom teachers and parents about disability and access • Understanding Autism in the classroom 	<p>Read: Kalyanpur Chapter 6</p>
<p>Session 9 4/1</p> <p>Agenda</p>	<p>Understand Legal Mandates and Requirements so you can best serve families and students.</p> <p>Guest Speakers- Special Education Law: Margaret Dalton Special Education Advocacy and Law: Seth Schwartz</p>	<p>Read: Kalyanpur Chapter 7 Activities: IEP Empowerment Resources</p>
<p>Session 10 4/8</p> <p>Agenda</p>	<p>Guest Speaker- Classroom Teacher and Administrator Perspective Dr. Michelle Pledger on Culturally Responsive Pedagogy and Collaboration</p> <ul style="list-style-type: none"> • Collaborating with colleges to facilitate culturally responsive transition and educational opportunities • Share out critical reflection #3 	<p>Read: Horne Chapter 5 Due: Critical Reflection #3 & cheat Sheets due at the end of class</p>

Session 11 4/15 Agenda	Empower Students and Families <ul style="list-style-type: none"> Supporting disability awareness, pride, and self-advocacy through MAPS/PATH and/or increased student voice in the IEP process Goal Setting with student and families via collaborative and student-led IEP processes 	Read: Kalyanpur Chapter 8 Activities: *Final draft of cheat sheets due
Session 12 4/22	EASTER BREAK	
Session 13 4/29 Agenda	Person-Centered Collaboration with Transition Resource Professionals Guest Speakers: Alejandro Fernandez M.S. Senior Vocational Rehabilitation Counselor/QRP at the Department of Rehabilitation and John Filley, M.S. Employment Services Coordinator, San Diego Regional Center Final Project Check-In	Read: Kalyanpur Chapter 9 Part Four Due- Transition Empowerment Projects
Session 14 5/6	A celebration of Learning- Final Project Presentations and KWL Reflection	Final Projects Due & Part five (resource folders)
Session 15 5/13th	Field Trip to local schools and/or homes to present transition resources to students, teachers, and families	