

CALIFORNIA STATE UNIVERSITY FULLERTON College of Education
Department of Special Education
SPED 421: Working with Families of Individuals with Disabilities

Class Location: Online

Day and Time: Online

Instructor: E-mail:

Phone:

Office hours:


Technical support:

StudentITHelpDesk@fullerton.edu

<http://www.fullerton.edu/it/students/helpdesk/index.php>

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Table 1: Education Unit Conceptual Framework

| EDUCATION UNIT CONCEPTUAL FRAMEWORK | |
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|  | <p>Mission</p> <p>The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</p> |
| <p><u>Conceptual Framework Outcomes</u></p> <p>The theme “Reach. Teach. Impact.” also serves as the foundation for the COE’s conceptual framework outcomes which serve as the foundation for program specific and learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes, provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:</p> <p>REACH the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.</p> <p>TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes</p> <p>IMPACT schools and communities through a commitment to dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.</p> | |

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Early Childhood Special Education

The program is designed to train educational generalists in an inclusive non-categorical approach for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each established a conceptual base of understanding of persons with disabilities.

COVID-19

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years

(<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources:

<http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

COURSE DESCRIPTION

Catalog Description of Course: Examines characteristics of family systems, functional assessment of family needs, concerns, and priorities. Focuses on effective communication, collaborative skills, and identification of community resources.

| California Teaching Performance Expectations (TPE) | Learning Activities | Assessment Activity |
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| ECSE TPEs | | |
| 1.2 Demonstrate applied knowledge of young children's' cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs within instructional planning, instructional and intervention activities | Family Interview Project Article Reflection (I) Poverty Module | Family Interview Project (PA) Poverty Module Assignment (I,P) |
| 1.5 Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes. | Family Interview Textbook Chapters (I) IRIS Collaboration with Family Module Articles (I) | Family Interview Project (P,A) Article Reflections (I) |
| 4.5 Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments. | Family Interview Textbook Chapters (I) IRIS Modules | Family Interview Project (P,A) IRIS Module (P,A) |
| 4.6 Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners. | Family Interview Text Chapters (I) Articles (I) | Family Interview Project (P) |
| 4.11 Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences. | Textbook Chapters (I) IRIS Modules (I) Articles (I) | Textbook Questions (I) Iris Modules (I,P) Article Reflections (I) |
| 6.1 Demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields, and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies. | Textbook Chapter 4 (McGinley Text) | |
| 6.8 Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary). | Textbook Readings Article Readings | |
| 6.9 Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders. | TedTalks Movie Reviews Articles | Movie Reflections Article Discussion |
| 6.16 Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession). | Family Interview Textbook Readings (I) Article Readings/reflections (I) IRIS Modules (I) | Family Interview Project (P,A) |
| ESN | | |
| U1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress | Family Interview IRIS Modules | Family Interview Project (I,P,A) |
| EX1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional | Chapter Readings (I) Articles (I) | Article Reflections Chapter Questions |

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| kindergarten to post-secondary. | | |
| EX1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs. | IRIS Modules (I) Chapter Readings (I) Articles (I) | Article Reflections Chapter Questions IRIS Modules |
| EX1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum | Article Review Family Interview IRIS Modules | IRIS modules (P) Family Interview Project (P, A) |
| EX1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6) | Overton Chapter 8 (I) | |
| EX2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs. | Family Interview (I,P,A) IRIS Modules (I,P) Textbook Chapters (I) Articles (I) | Article/text reflections (A) IRIS Module (I) Family Interview Project (P.). |
| EX3.5 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning. | Overton Chapter 8 (I) | |
| U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. | Textbook Chapters (I) Articles (I) | Chapter Questions Article Reflections |
| 5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs. | Family Interview (P) | Family Interview Project (P,A) |
| EX5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6) | Article Readings (I) | Article Reflections |
| EX5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences | Article Readings (I) | |
| U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues | Family Interview IRIS Modules Textbook Chapters Articles | Article/text reflections (I) IRIS Module (I) Family Interview Project (P.). |
| U6.4 Demonstrate how and when to involve other adults and to | Family Interview (P,A) | Article/text reflections (A) |

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| communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. | IRIS Modules (I) Chapter Readings (P) | IRIS Module (I) Family Interview Project (P,A). |
| <i>U6.5</i> Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. | IRIS Modules (I) | IRIS Module Assignment (I) |
| <i>EX6.1</i> Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs. | IRIS Modules (P) Course Text Chapters (I) Article (I) Family Interview | Article/text reflections (I) IRIS Module (I) Family Interview Project (P.). |
| <i>EX6.6</i> Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. | IRIS Modules (I) Course Text Chapters (I) Article (I) Family Interview Movie Review (I) | Article/text reflections (A) IRIS Module (I) Family Interview Project (P,A). Movie Review |
| MNM TPE | | |
| <i>U1.2</i> Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. | Family Interview IRIS Modules | Family Interview Project (I,P,A) |
| <i>1.1</i> Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum. <i>1.5</i> Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. <i>U.1.3</i> | Family Interview IRIS Modules Textbook Chapters Articles Article Review Family Interview IRIS Modules | Article/text reflections (A) IRIS Module (I) Family Interview Project (P.). IRIS modules (P) Family Interview Project (P, A) |
| <i>1.6</i> Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3) | Article Reviews (I) Chapter Readings (I) | Article Reflections Chapter Questions |
| <i>U2.4</i> Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. | Poverty Modules (I) Chapter Readings (I) Article Readings (I) | Poverty Modules Chapter Questions Article Reflections |
| <i>U2.6</i> Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. | Course Readings (I) IRIS Module (I) Family Interview | Article/text reflections (A) IRIS Module (I) Family Interview Project (P,A). |
| <i>MM2.4</i> Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school | Course Readings (I) IRIS Module (I) Family Interview | Article/text reflections (A) IRIS Module (I) Family Interview Project (P,A). |

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| programs. | | |
| <i>MM2.11</i> Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function | Textbook Chapters IRIS Module | Article/text reflections (A) IRIS Module (I) |
| <i>MM3.2</i> Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. (U3.2) | Textbook Chapters | |
| <i>MM3.3</i> Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning. | Articles Chapter Readings | Article/text reflections |
| <i>MM4.5</i> Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech). | Overton Chapters. | |
| <i>MM4.6</i> Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. (U4.6) | Chapter Readings IRIS Modules Family Interview | Article/text reflections (A) IRIS Module (I) Family Interview Project (P,A). |
| <i>4.7</i> Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum... | Course Readings (I) IRIS Module (I) Family Interview | Article/text reflections (A) IRIS Module (I) Family Interview Project (P,A). |
| <i>U5.5</i> Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. | Chapters/Unit Family Systems Theory | |
| <i>MM5.3</i> Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law. | Articles (I) Chapter Readings (I) | Article Reflections Chapter Questions |
| <i>MM5.4</i> Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6) | Articles (I) | Article Reflections |
| <i>MM5.5</i> Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences | Overton Chapter 8 | |
| <i>U6.2</i> Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. | Family Interview (P,A) IRIS Modules (I) Chapter Readings (P) | Article/text reflections (A) IRIS Module (I) Family Interview Project (P,A). |
| <i>U6.4</i> Demonstrate how and when to involve other adults and to | Family Interview (P,A) | Article/text reflections (A) |

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| communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. | IRIS Modules (I) Chapter Readings (P) | IRIS Module (I) Family Interview Project (P,A). |
| <i>U6.5</i> Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. | IRIS Modules (I) | |
| <i>MM6.4</i> Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. | Articles Chapters. | |
| <i>MSNS 6.5</i> Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. <i>MM6.6</i> Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. | Family Interview, (P) | Family Interview Project (P,A0) |

COURSE PREREQUISITES/COREQUISITES

Prerequisites: SPED 371 or consent of the instructor

STUDENT LEARNING GOALS AND RELATED OBJECTIVES SPECIAL NOTES

Cultural, socio-economic status and gender issues as they relate to each specific course content and program intervention will be infused throughout the course.

Goal 1.0 To present an overview of the impact of an individual with exceptionalities may have on their families.

Objectives: The student will be able to:

- 1.1 Describe family characteristics, in terms of size, cultural background, socioeconomic status, and geographical location.
- 1.2 Describe family functions.
- 1.3 Describe various theories of family interactions.
- 1.4 Develop and conduct family interview to identify needs, concerns, and priorities for I IFSP and IEP planning.

Goal 2.0: To present detailed information regarding P.L. 94-142 and IDEA and parental rights.

Objectives: The student will be able to:

- 2.1 Demonstrate knowledge of the law and legislation related to families.
- 2.2 Identify the family's involvement in the special education process.

Goal 3.0: To present information on ways to establish a productive parent-professional partnership.

Objectives: The student will be able to:

- 3.1 Explain the benefits of parent-professional partnership.
- 3.2 Identify effective listening techniques.
- 3.3 Explain ethical practices to others about individual pupils.
- 3.4 Accommodate for special considerations including minority considerations, the single-parent family, blended families, and life cycle changes in the family.

Goal 4.0: To present information on planning and conducting parent meetings.

Objectives: The student will be able to:

- 4.1 Demonstrate techniques to establish collaborative meetings.
- 4.2 Identify resources in the community.

Goal 5.0: To gain knowledge of typical and atypical human development from prenatal to adulthood (*CTCC Standard 11; ECSE 2*)

Objectives: The candidate will be able to:

- 5.1 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions
- 5.2 Demonstrate skill required to provide information to family members regarding the impact of the disability on developmental progress

Goal 6.0: Understand the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting students learning and how to communicate effectively with parents and families

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards*. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/> (Note: We are NCATE Unit Accredited, not SPA Accredited).

REQUIRED TEXTS

Required Textbooks (Please purchase both of these asap):

McGinley, V.A. & Alexander M. (2018). Parents and Families of Students with Special Needs Collaborating Across the Age Span. Sage Publishing, Thousand Oaks, CA (offered as an e-book option)

This text teaches students the skills they need to effectively collaborate with parents and families to ensure a child's success in the classroom. Authors Vicki A. McGinley and Melina Alexander's

text takes a lifespan approach with a special emphasis on the critical transition points in a child's life. Information is provided on what can be seen at each stage of an individual with disabilities' development, and addresses concerns and needs that families may have during these unique phases of growth. Chapters written by professors and professionals who are also parents of students with special needs bring a diverse range of voices into the narrative. The authors provide an in-depth discussion of how parents and families are affected by particular disabilities, family system theory, the laws that affect individuals with disabilities, and assessments for individuals with disabilities

Overton, *Collaborating with Families*, Columbus, OH: Merrill (2005 or 2016)

This text presents real stories of 10 families with children who have special needs. Each is written by a family member, in his or her own words, with minimal author involvement. The stories reflect people from across the country, from different income levels, diverse racial and ethnic groups, and families with children of various ages with various disabilities. The case study approach helps readers tie research and theory to real life in a meaningful way; first person accounts promote acceptance and respect for children and their families; and the array of pedagogical features elicits involvement in foundational theories and concepts and promotes skill development. This text covers case studies involving the following disabilities: genetic conditions, hearing impairment, learning disabilities, abuse/trauma, ADHD, behavioral problems, Autism, Tourette syndrome, physical disabilities, microcephaly and anencephaly.

OTHER REQUIRED MATERIALS

All of these assigned article readings will be posted in Canvas.

Cheatham, G., Hart, J., Malian, I., & McDonald, J. (2012). Six things to never say or hear during an IEP meeting: Educators as advocates for families. *Teaching Exceptional Children*, 44(3), 50-57.

Edwards, C., & Da Fonte, A. (2012). The five-point plan: Fostering successful partnerships with families of students with disabilities. *Teaching Exceptional Children*, 44(3) 6-13.

Montgomery, D.J. (2005). Communicating without harm: Strategies to enhance parent-teacher communication. *Teaching Exceptional Children*, 37(5), 50-55.

Francis, G.L., Haines, S.J., & Nagro, S.A. (2017). Developing relationships with immigrant families: Learning by asking the right questions. *Teaching Exceptional Children*, 50(2), 95-105.

Hernandez, D. (2011). Double Jeopardy: How third grade reading skills and poverty influence high school graduation. Report of the Annie Casey Foundation.

Hsaio, Y., Higgins, K., & Diamond, L. (2018). Parent empowerment: Respecting their voices. *Teaching Exceptional Children*, 51(1), 43-53.

Rossetti, Z., Sauer, J.S., Bui, O., & Ou, S. (2017). Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process. *Teaching Exceptional Children*, 49, 328-338.

Salend, S.J. (2006). Explaining your inclusion program to families. *Teaching Exceptional Children*, 38(4), 6-11.

Swedeen, B., Carter, E., & Molfenter, N. (2011). Getting everyone involved: Identifying transition opportunities for youth with severe disabilities. *Teaching Exceptional Children*, 43(2) 38-49.

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

SPIRITUAL, RELIGIOUS, and/or CULTURAL HOLIDAYS

The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious or cultural holidays.

VETERAN and MILITARY SERVICES STATEMENT

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU Fullerton may refer to the VRC website at <http://www.fullerton.edu/veterans>; call 657-278-8660/2373; e-mail veterans@fullerton.edu; or stop by Gordon Hall, Room 244.

RESPONSE TIME

Instructor will be online Monday-Friday and will respond to emails within 24-48 hours during this time-period. Instructor will not be online on weekends. Please plan accordingly.

COURSE COMMUNICATION

All course announcements and individual email are sent through Titanium or Canvas, which only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course. The best way to communicate with the instructor are through messages in Canvas OR through email.

****Please note that the instructor does not automatically get access to your assignment submission comments. If you need a response from the instructor, please use one of the preferred methods of communication.**

ATTENDANCE

Please note that the Canvas software automatically tracks online participation. Of special note, because of the intensive nature of online learning, students should expect to allocate **at least 6** hours per module (including readings) for this course.

If you do not participate in an online session, you will lose points in participation credit for each discussion assignment you missed.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

GRADING NOTE: The + / - grading system will not be used in this course

| | |
|--------------------------|---|
| Family Interview | 30 pts. (Part 1, 10 pts. & Part 2, 20 pts.) |
| IRIS modules (5) | 25 (5 pts. each) |
| Film Review | 10 pts. |
| Discussions (7) | 35 pts. (5 pts. each) |
| Article Reflections (6) | 30 pts. (5 pts. each) |
| Ch Questions/Quizzes (4) | 20 pts (5 pts. Each) |
| Poverty Activity | 15 pts. (Part 1, 5 pts. & Part 2, 10 pts.) |
| Final Exam | 25pts. |

Total 190 points

GRADING SCALE

| | |
|---------|----|
| 190-171 | A |
| 170-152 | B |
| 151-133 | C |
| 132-114 | D |
| 113 | >F |

EXTRA CREDIT OPTIONS

There are no extra credit options for this course.

LATE ASSIGNMENTS

Late discussion posts & late assignments will not receive credit.

ASSIGNMENT DESCRIPTIONS/COURSE REQUIREMENTS

Participation and Class Activities

All students are expected to engage in active, regular, and ongoing discussion and critical analysis of all the course topics, related chapter assignments, and assigned readings.

Active and high-level critical analysis and participation is a key component of this course. It is expected that you will be a member of the discussions every class. You will be asked to contribute original, well written, and critically thought-out responses to the weekly discussions, and respond to those made by others in the class.

Please note that the Canvas software automatically tracks online participation. Of special note, because of the intensive nature of online learning, students should expect to allocate at least 6 hours per module (including readings) for this course.

If you do not participate in an online session, you will lose points in participation credit for each discussion assignment you missed.

Special Note: The Discussion Board will be closed after the due date which means you will not be able to respond. Your grade will be based on what you submitted on the due date. Please submit your online discussion assignments on time to avoid losing your participation points. ***Pay close attention to due dates as your initial post is due on one due day and your responses are required on another.***

1. Discussion Board (7 Discussions at 5 points -- total 35 pts):

Since participation in all online activities counts for a substantial portion of your overall grade, our online threaded discussions will count for a significant part of that overall piece of your grade. I will read all the posts throughout the term. Discussions will have deadlines, and late posts will not receive credit. All your posts will be read and evaluated with special attention to several areas:

- Frequency of posting
- Appropriate length (your response: at least 3 paragraphs and responses to your classmates: 1-2 paragraphs)
- Relevance to topic
- Evidence of thought/reflection (i.e. reactions have their time and place in online discussion, but so do extended thought and rumination)
- Evidence of critical thinking (i.e. these discussion topics ought to elicit some analysis on your part: ask questions, and more questions; posit some explanations, hypotheses, original ideas. What do you think?)

- Temporal placement (i.e. do your posts all come in the last 20 minutes before the deadline for ending a particular discussion, or is there evidence of sustained engagement over time?)
- Collegiality - adherence to the norms of courtesy appropriate in academic (but informal) discussion.

The following rubric may help you gauge your performance. You may earn a maximum of 4 points for each discussion question.

ONLINE DISCUSSION RUBRIC

| ONLINE DISCUSSION RUBRIC | | | |
|--|--------|--|---|
| Quantity & Timeliness | | Quality | |
| The student contributed regularly, and allowed time between initial post and responses to others (when assigned). | And/or | The student responded to all parts of the activity, backed up opinions with examples and/or references when applicable, and integrated comments/implications from others. Postings suggest careful thinking about the topic of the discussion, materials and concepts, and they help further the dialogue. | 5 |
| The student's level of contribution was acceptable/of average value, but not considered outstanding. The student allowed ample time between their initial posting and responses (when assigned). | And/or | The student responded to most parts of the activity, contributed more than just facts, and attempted to integrate comments/implications from others. | 4 |
| The student rarely contributed or posts all came in final few minutes before discussion deadline. When needed, initial post and responses were within 30 minutes. | And/or | The student's contribution to dialogue was minimal, and demonstrated only a cursory understanding/grappling with course material and the ideas of their peers. Parts of the activity may have been left out. | 3 |
| Posts are very short and lack attention to the assignment. When needed, initial posts and responses were all within 30 minutes. | And/or | Posts were very short, and merely echoed other's postings, e.g. "Me too!" or "I agree." | 2 |
| Posts are only a couple of sentences and lack content to assess. | And/or | The student was underprepared and contributions (or lack of them) suggest incompleteness of the readings. | 1 |

| | | | |
|--|--|--|---|
| The student did not contribute at all. | | | 0 |
|--|--|--|---|

2. IRIS MODULES (5 modules: 5 points each at 25 points total).

Students will complete the assigned online IRIS module assignment. Log into the below website and follow the due dates in the course schedule.

<http://iris.peabody.vanderbilt.edu/online/modules.html>

You will post your answers as instructed. Point-specific assignment details for each module can be found on Canvas.

3. Article Reflection Activities (6 article reviews: 5 points each at 30 points total):

Students are required to read the 6 assigned practical articles (see required article reading list) before you complete the activity. The articles will be posted in Canvas. You will post your article response in Canvas.

4. Chapter Questions and Quizzes (4 assignments: 5 points each at 20 points total):

Students will answer questions and complete short quizzes related to chapters in the textbook for the course.

5. Family Interview Assignment (Part 1, 10 pts. and Part 2, 20 pts.)

Each student is required to develop in writing a family interview for a family with one child who is labeled as having a disability. For those students interested in early childhood special education, please interview a family (or member of a family) with a young child with a disability or a child that is at-risk. Students may utilize any format they chose, as long as it is of a comprehensive nature. Assignment details and rubric can be found in Canvas.

Part 1: Develop interview questions based on what you want to learn from the family (e.g Diagnosis. Assessment, IEP/IFSP, access to service, service support, family support). Submit questions to the instructor for approval.

Part 2: Submit audio/video file of the interview, transcripts, summary of what you learned and self-reflection.

You should submit this assignment (Part I and Part 2) in Canvas by the dates indicated on the syllabus. Please confirm you have identified a family right away. It is your responsibility to secure a family to interview. Please do not wait until the last minute.

5. Film Review Assignment (10 total pts.)

Each student will choose one movie from the required movie list and watch it independently. The review write-up details can be found in the assignment section of Canvas, where specific questions exist for the chosen film.

Required Movies: The four movies you can choose from are posted in Canvas and will be available within the first few weeks of the course.

- My Left Foot
- I Am Sam
- Lorenzo's Oil
- Temple Grandin

7. Poverty/Homeless Activity (15 Total pts)

This module has two parts:

Part 1 (5 pts): Requires you to access the following websites <http://center.serve.org/nche/> and <http://www.familyhomelessness.org/facts.php?p=tm>. Explore the websites. Relate the information on families and homelessness to the readings in the course. In addition, address how you as an educator could support the family in obtaining community resources. Reflect on how homelessness may impact a family of a child with a disability. You will post your reflection on the module discussion forum.

Part 2 (10 pts): Complete the poverty quiz.

<http://www.povertyusa.org/poverty-resources/quiz/>. Complete the readings listed in the module, then log on to the website <http://playspent.org/>. Complete the activity. Write a 1-page reflection on what your experience with all of part 2 activities and how this information relates to working with families.

ALTERNATE PROCEDURE FOR SUBMITTING WORK

In the case of campus Portal interruption, please submit work via private email to rolarios@fullerton.edu

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Special Education. In the case email doesn't work, students should call the department coordinator at 657-278-3350 for further direction.

TECHNICAL REQUIREMENTS

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;

- c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
- 2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
- 3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
- 4. Maintain and access three times weekly their CSUF student email account
- 5. Use Internet search and retrieval skills to complete assignment
- 6. Apply his/her educational technology skills to complete expected competencies
- 7. Utilize other software applications as course requirements dictate
- 8. Utilize Canvas to access course materials and complete assignments

Software for Students

Did you know you can get FREE and low-cost software for being an active CSUF student?

Software downloads and request forms can be found on the [CSUF Student Software website](#).

SYNCHRONOUS/ASYNCHRONOUS INSTRUCTION

This class will be asynchronous. That means we will not be meeting at a scheduled time and this course is fully online. That said, there will be a preset scheduled orientation meeting and advisement meetings throughout the course on Zoom that are optional. Please see Canvas for the times and links.

NETIQUETTE REQUIREMENTS

Expected Behavior in an Online Environment

- 1. Do not post any messages that would not be allowed to be spoken in a classroom.
- 2. Be courteous and respectful of your classmates and the instructor.
- 3. ALWAYS change the subject line to reflect your posting!
- 4. Feel free to ask questions or suggest alternative explanations for another student's interpretation of the material.
- 5. Give examples from your experience.
- 6. Answers of "I agree" count for zero credit unless you add significant experiential perspective to your posting
- 7. Check your spelling before making any postings.
- 8. Remember -ALL CAPS is reserved for strong emphasis.
- 9. Post page numbers and references when answering questions.
- 10. Make sure your grammar is correct.
- 11. Make sure your postings are timely.
- 12. You may compare and contrast various student points of view as a quality posting.
- 13. Maintain consistency with the thread discussion. Follow the thread posting or begin a new thread.

14. Candidates are expected to be proactive about contacting the instructor with any problems or questions. The instructor will work with candidates to resolve any problems or answer any questions, but candidates must be proactive whenever possible.
15. Candidates are expected to take responsibility for reviewing the syllabus, being aware of due dates for readings and assignments, and monitoring their progress in the course via Canvas.
16. Please be very careful to maintain confidentiality. All references to students must be made without identifying information; full confidentiality must be maintained at all times. Pseudonyms are to be used when referring to specific students.
17. Candidates are expected to familiarize themselves with and adhere to the CSUF "University Regulations" found in the catalogue. These include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a warning, F on assignment or in the class, suspension from University, and so on.
18. Candidates are encouraged to take an active role in their own learning, and to ask the instructor about any questions or concerns they may have. Even a question which might seem basic, or which the candidates might hesitate to ask, is likely to have value not only to that candidate, but possibly to others as well.
19. Candidates are expected to proof-read all submissions. Points are deducted on submissions that include multiple/significant spelling or grammatical errors. Candidates are expected to have proficient & professional English writing skills. Candidates are encouraged to utilize the Writing/Learning Center for help. The instructor reserves the right to require candidates (on a case-by-case basis) to turn in their papers to the Writing/Learning Center in advance.
20. Candidates are expected to use "person-first language" in both oral and written communication. For example, "student with autism," not "autistic student."

COURSEWORK STANDARDS

All assignments must be typed in the Times New Roman 12-point font.

Papers and reports must be submitted in APA style (6th edition) unless specifically noted otherwise in the syllabus or assignment description. All written assignments and discussion board postings must be free of grammar, punctuation, and spelling errors. Significant/multiple errors will result in a reduction of points.

Assignments will be returned to students for correction at the discretion of the instructor.

Late assignments will not be accepted.

The professor will maintain a copy of all Canvas assignments to track online activities. All assignments must be submitted via Canvas-it is the student's responsibility to make sure they have access to a computer to complete assignments either on campus or home.

UNIVERSITY INFORMATION Canvas

As a registered student, you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657)

278-5619. If you still need more help, contact (657) 278-8888 or email StudentITHelpDesk@fullerton.edu. Check Canvas weekly, the night before class, for any pertinent or last minute, updated information.

STUDENTS WITH SPECIAL NEEDS

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

ACADEMIC DISHONEST POLICY

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two-week plan for distant instruction should on-campus instruction be interrupted:

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Canvas groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

EMERGENCY CONTACT

In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

LIBRARY SUPPORT

Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

POLICY ON RETENTION OF STUDENT WORK

Student papers will be kept one semester beyond the final day of class.

AUTHENTICATION OF STUDENT WORK

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turn-it-in, and the multiple assignments you are required to complete.

WITHDRAWALS

Withdrawals are only granted for serious and compelling reasons per university policy. We sometimes have students request a withdrawal because they took on too much and are feeling overwhelmed several weeks into the semester. If this is the case, I am happy to work with you to help you successfully complete the course and balance out the remainder of the semester, but I cannot grant a withdrawal for that type of circumstance. **It is the student's responsibility to make a course withdrawal request. Withdrawals must be reviewed by the SPED Department Chair for approval.**

REQUESTING AN INCOMPLETE

Similar to withdrawals, a grade of Incomplete is granted for serious and compelling reasons only. In addition to this, you must have a passing grade in the class at the time of your requesting. An Incomplete does not affect your GPA, but you must complete the rest of the work from the course and get a passing grade within one year or the Incomplete grade will automatically be changed to an "F" by the university. However, if you do successfully complete the rest of the course requirements within a year, your grade will be changed to a passing grade. Keep this in mind: statistically, the majority of people who take an Incomplete never end up completing the work. **It is the student's responsibility to make a course Incomplete request. Incompletes must be reviewed by the SPED Department Chair for approval.**

COURSE OUTLINE

All assignments must be submitted on or before 11:55 p.m. of the due date.
Instructor reserves the right to change/add/adjust readings and activities as needed.

Week 1:

Topic - Family-Centered Practices
Assignments Due -

1. Respond to Class Discussions – 1a & 1b of Class Discussions
2. Do answer questions for McGinley et al, Chapter 1
3. Reading Assignments-
 - McGinley Chapter 1: Defining the Family (Chapter posted in Canvas)
This chapter covers the role of a family in the child's education, childhood living arrangements, identifying and defining children and family, types of families, unique family circumstances such as homelessness, teenage parents, migrant families, military families and families with disabilities.
 - Overton Chapter 1: Stories as Tools for Learning (Chapter posted in Canvas)

Welcome to Holland
Read through the Family Interview Assignment (Part 1 & 2)

Week 2:

Topic – Family Systems Theory
Assignments Due –

1. Reading Assignments

McGinley Chapter 2: Family Systems Theory

This chapter covers family identity, subsystems, boundaries, communication, cohesion, adaptability/flexibility, climate, factors impacting family systems, external systems, coordination of care, culture, race, and ethnicity, and foster care.

Overton Chapter 2: Partnerships with Today's Families

This chapter covers the nature and defining of families, importance of families, how families are involved in education & developing a collaborative relationship with families (communication, welcoming families into home and school activities, supporting home activities and the lifelong learning of staff and parents).

2. Respond to Discussion Forum #2

In chapter 2 Overton, discuss the value of family involvement in education. Answer the following 2 questions and reply to 2 peers.

- a. What are the components of family involvement?
- b. Describe what is meant by "empowerment" and how that might lead to a more collaborative relationship.

3. Complete Quiz for Family Systems Theories

Week 3:

Topic - Collaborating with Families
Assignments Due –

1. IRIS #1 Collaborating with Families - Due 9/13

This module addresses the importance of engaging the families of students with disabilities in their child's education. It highlights some of the key factors that affect these families and outlines some practical ways to build relationships and create opportunities for involvement.

Week 4:

Topic - Collaborating with Families/Exceptional Child Activity
Assignments Due –

1. Reading Assignments

- McGinley et al Chapter 3 (Families of Children at Risk for a Disability)
This chapter covers screening processes, RTI, categories of risk, substance abuse, children living in poverty, EL, marginalization, gifted children.
- Edwards & Da Fonte. (2012). The five-point plan: Fostering successful partnerships with families of students with disabilities.
This article covers how to be positive, proactive, and solution oriented when working with families, respecting roles and cultural background of families, communicating, addressing concerns, and working together, natural supports for students to address needs, and empowering families.

2. Respond to Discussion Forum #3

3. Article Reflection #1

Edwards & Da Fonte. (2012). The five-point plan: Fostering successful partnerships with families of students with disabilities.

This article covers how to be positive, proactive, and solution oriented when working with families, respecting roles and cultural background of families, communicating, addressing concerns, and working together, natural supports for students to address needs, and empowering families.

Week 5:

Topic - Family Functions

Assignment Due –

1. Reading Assignments

Montgomery, D.J. (2005) Communicating Without Harm: Strategies to Enhance Parent-Teacher Communication

2. Article Reflection #2

Montgomery, D.J. (2005) Communicating Without Harm: Strategies to Enhance Parent-Teacher Communication

Week 6:

Topic - Collaborating with Families

Assignments Due - (Family Interview Assignment Part 1 has a different due date – see below)

1. Reading Assignments

Dunst (2002) Family Centered Practices: Birth Through High School

This article covers family centeredness for children with disabilities birth through high school. Quantitative and qualitative research evidence is

- reviewed and synthesized with regard to the family-centeredness of early intervention, preschool, and elementary and secondary school practices.
2. IRIS #2 Collaborating with Families
Students can choose different scenarios to work through in this module. One scenario is related to TBI.
 3. Family Interview Assignment Part 1 (Questions) (Due - 10/2)
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Week 7:

Topic - Historical & Current Roles of Families
Assignments Due –

1. Reading Assignments
Hsaio, Y., Higgens, K., & Diamond, L. (2018). Parent empowerment: Respecting their voices. *Teaching Exceptional Children*, 51(1), 43-53.
This article presents the theoretical components of parent empowerment: (1) Parents as ecocultural entities; (2) Parents as critical reflectors; (3) Parents as participatory change agents; and (4) Parents as advocates over time. It goes on to describe how educators and administrators can facilitate empowerment for parents within the school setting.
McGinley Chapter 7: Siblings of Children with Disabilities
Overton Chapter 4: I Made Myself High Profile
 2. Article Reflection #3
Hsaio, Y., Higgens, K., & Diamond, L. (2018). Parent empowerment: Respecting their voices. *Teaching Exceptional Children*, 51(1), 43-53.
This article presents the theoretical components of parent empowerment: (1) Parents as ecocultural entities; (2) Parents as critical reflectors; (3) Parents as participatory change agents; and (4) Parents as advocates over time. It goes on to describe how educators and administrators can facilitate empowerment for parents within the school setting.
 3. Discussion Forum #4 (Chapter 7 Siblings)
-

Week 8:

Topic - Partnerships as Archways
Assignments Due –

1. Reading Assignments
Overton Chapter 8: El Puede Aprender (He Can Learn): Maria's Story
A mother of a 12 year old boy with severe disabilities discusses how her son continually surpasses the expectations of his teachers and physicians.
Impact of Poverty Turnbull (2002)
Fact Sheet on Homelessness

2. IRIS #3
3. Poverty/Homelessness Activity Part 1

Week: 9

Topic - Communicating and Collaborating Among Partners and Working with Culturally Diverse Families
Assignments Due –

1. Reading Assignments
Francis, G.L., Haines, S.J., & Nagro, S.A. (2017). Developing relationships with immigrant families: Learning by asking the right questions. *Teaching Exceptional Children*, 50(2), 95-105.
Overton Chapter 6

Gillanders, C. & Gutmann, L. (2013). *Exploring families' beliefs and practices*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, FirstSchool.
2. Discussion Board Post #5 (1st post due 10/23, 2nd post due 10/25)
3. View the video: TedTalk Home School Partnership

Week 10

Topic - Educational Support Systems to Assist Parents and Families and Transition.
Assignments Due –

4. Reading Assignments
McGinley Chapter 4: Laws that Support Families
This chapter names major laws that shape special education and support general education for students with disabilities, identifies the five processes in special education and the six provisions under IDEA, explains the differences and similarities among IDEA, Section 504, and the Americans with Disabilities Act and its amendments. Describes the role of families in the laws for children with disabilities.

McGinley Chapter 5: The Professionals and their Roles
This chapter identifies and describes roles of each member of the multidisciplinary team (MDT), discusses implementing strategies for communicating effectively with members of the MDT, and describes an effective process for resolving conflict. Case studies on criticism and an IEP meeting are embedded within the chapter.

Overton Chapter 11

Grace's and Janet's Stories (this chapter encompasses the parent having a disability, her son having a disability and her daughter being able-bodied. The chapter discusses parent and sibling adaptation across educational transitions).

Swedeen, Carter, & Molfenter. (2011). Getting everyone involved: Identifying transition opportunities for youth with severe disabilities.

Addresses students with significant disabilities--such as intellectual disabilities or multiple disabilities--and explores a broad range of school experiences that are especially valuable for increasing functional life skills, peer relationships, self-determination, and a sense of belonging.

5. Article Reflection #4 Swedeen, Carter, & Molfenter. (2011). Getting everyone involved: Identifying transition opportunities for youth with severe disabilities. Addresses students with significant disabilities--such as intellectual disabilities or multiple disabilities--and explores a broad range of school experiences that are especially valuable for increasing functional life skills, peer relationships, self-determination, and a sense of belonging.

6. Complete Quiz for McGinley Chapters 4 & 5

Week 11:

Topic - Collaborating with Families-Assessment
Assignments Due -

1. Movie Reflection
2. IRIS #4

Week 12:

Topic - Meeting Families Basic Needs
Assignments Due - (Discussion Board has alternate due dates – see below)

1. Reading Assignments
McGinley Chapter 6: Assessment to Research-Based Intervention: Providing Families Support
This chapter covers identifying assessment points throughout the child's lifespan and the role of the family and you as the professional, understanding the different types of assessments specific to lifespan transition points and those specific to disability and behavior, identifying the needed content and knowledge related to assessment so as to best communicate and collaborate with families based on their level of need, as

well as the barriers to effective communication and collaboration with families around assessment.

This chapter includes case studies on assessment.

Overton Chapters 9: A Direct Ride Home: Shelly's Story & Ch: 12 Growth and Adjustment

Hernandez (2011) Double Jeopardy: How third grade reading skills and poverty influence high school graduation

2. Poverty/Homelessness Activity Part 2

3. Discussion Board Post

Week 13:

Topic - Families as Partners in the IEP Meeting

Assignments Due –

1. Reading Assignments

Dabkowski (2006). Encouraging Active Parent Participation in the IEP Team
Rossetti, Z., Sauer, J.S., Bui, O., & Ou, S. (2017). Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process. *Teaching Exceptional Children*, 49, 328-338.

2. Article Reflection #5- Rossetti et al (2017) and Dabkowski (2006)

Fall Recess- 11/23- 11/29

Week 14:

Topic - Families as Partners in Student Evaluation

Assignments Due –

1. McGinley Chapter 9 Working with Families birth to Five

This chapter covers understanding of the systems and professionals that provide services to children from birth to 5 years old, identifying the potential needs of families of young children with disabilities, understanding transition from one service system to the next and how to support a child and family through this process, understanding the IFSP and the family experiences and outcomes in birth to 5, understand family centered planning. This chapter also includes case studies on the family and the IFSP process.

2. McGinley Chapter 10 The Primary School Years

This chapter covers identifying ways to effectively communicate with families, describing strategies to help young children transition to elementary

school, providing supports for children with disabilities to make friends, accessing resources for teaching self-determination skills, understanding the IEP, the IEP process, and the collaborative team process. This chapter includes case studies on families and the IEP process.

3. IRIS #5 Family Engagement: Collaborating with Families of Students with Disabilities (topics cover coordinating, collaborating, and communicating with families, meaningfully involving families, and family stressors).
4. Family Interview Assignment Part 2

Week 15:

Topic - Families as Partners
Assignments due –

1. Reading Assignments

McGinley Chapter 11: The Secondary School Years

- This chapter includes transition to adult services & family involvement with case studies embedded into the chapter.
- This chapter also discusses a case study where a HS student acquired TBI and poses critical thinking questions.

McGinley Chapter 12: Post School

This chapter includes challenges faced by families and students during the postschool transition and planning, the landscape of adult life, recognizing how to partner with families so postschool connections can be made, and has case studies embedded into the chapter.

Salend (2006). Explaining Your Inclusion Program to Families

This article covers information families should know regarding including their child in general education.

2. Article Reflection #6 Salend (2006). Explaining Your Inclusion Program to Families
This article covers information families should know regarding including their child in general education.
3. McGinley Chapter Discussion Forum #7: Chapters 11 & 12

Week 16: Finals

The final includes questions pertaining to these concepts:

- Disability and the family system, including how parents and siblings of children with disabilities might be supported.
- Identifying and discussing the impact between disability and socioeconomic status, utilizing case studies from the text.

- Discussion of the term family centered and what it means, also using [case studies](#) from the text, with a discussion of how a family-centered approach may have assisted both the family and the school.

The Final Exam will open on December 13th at noon and will be due on December 17th at noon.

Late exams will not be accepted.

Plan your time accordingly.

The Final Exam is worth 25 points

Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness: Please note **we will not be meeting in a classroom** for *SPED 421, Working with Families of Individuals with Disabilities*. This section is for your information.

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: NA

We will meet at: NA

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON:** Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

When you need help Immediately or to report a dangerous situation, CALL 911.

University Police non-emergency line: (657) 278-2515

For more information

Ask your instructor, or go to [Campus Preparedness website](#)