

SPD 635
IN-HOME TRAINING AND FAMILY ISSUES
SPD 635 is a required course for Educational Diagnostician Certification.

College of Education
Department of Language, Literacy, and Special Populations

Instructor: Dr. Robert Cope
P.O. Box 879
Madisonville CISD
Madisonville, TX 77864
936.348.3720
robertcope@shsu.edu

Text/Readings: Fiedler, C.R., Simpson, R.L., & Clark, D.M. (2007). *Parents and families of children with disabilities*. Upper Saddle River, NJ: Pearson.

Course Description: This course addresses the impact of autism and low incidence disabilities on the family, and ways to enable families to assist their child with a disability. Consultation with a family is required.

Standards Matrix:

| Objectives/Learning Outcomes | Activities (* indicates field-based activity) | Performance Assessment | Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>Specialty Organization Standards</i> • <u>Conceptual Framework #</u> |
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| Students will: | | | |
| Describe how children's development is influenced by parental involvement in education and the effect children with disabilities have on their families. | *Family Support Plan Project (FSPP). Class discussions. Presentations. Blackboard discussions on case studies. Cooperative Learning Team (CLT) discussions on Blackboard. | FSPP report. Presentation. Blackboard discussions. | <u>2,3</u> <i>ED2K2, ICC2K</i> <i>ICC2K4, GC2K2</i> <i>ED3K1, ICC3K3,</i> <i>ICC3K4, ICC3K5</i> <u>Conceptual Framework:</u> <u>CF1, CF3, CF5</u> |
| Explain why schools are logical sources to provide a variety of family support services. | *FSPP. Class discussions. Presentations. Blackboard discussions on case studies. CLT discussions on Blackboard. | FSPP report. Presentation. Blackboard discussions. | <u>3,10</u> <i>ED3K1, ICC3K3,</i> <i>ICC3K4, ICC3K5,</i> <i>ED10S1, ICC10K2,</i> <i>ICC10K3, ICC10K4,</i> <i>ICC10S2, ICC10S3,</i> <i>ICC10S4, ICC10S5</i> <i>ICC10S10, GC10K</i> <u>Conceptual Framework:</u> <u>CF1, CF3</u> |
| Identity characteristics and their impact on interactions between family members and school personnel. | *FSPP. Class discussions. Presentations. Blackboard discussions on case | FSPP report. Presentation. Blackboard discussions. | <u>2,3</u> <i>ED2K2, ICC2K</i> <i>ICC2K4, GC2K2</i> <i>ED3K1, ICC3K3,</i> |

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| | studies. CLT discussions on Blackboard. | | <i>ICC3K4, ICC3K5</i> <u>Conceptual Framework:</u> <i>CF1,CF3,CF5</i> |
| Describe collaborative practices that demonstrate respect for diverse families and involve family members in their child's educational planning team. | *FSPP. Class discussions. Presentations. Blackboard discussions on case studies. CLT discussions on Blackboard. | FSPP report. Presentation. Blackboard discussions. | <u>3,10</u> <i>ED3K1, ICC3K3, ICC3K4, ICC3K5, ED10S1, ICC10K2, ICC10K3, ICC10K4, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S10, GC10K</i> <u>Conceptual Framework:</u> <i>CF1,CF3</i> |
| Explain strategies and options for responding to parent and family emotional and psychological support needs using school programs and resources. | *FSPP. Class discussions. Presentations. Blackboard discussions on case studies. CLT discussions on Blackboard. | FSPP report. Presentation. Blackboard discussions. | <u>3,6,10</u> <i>ED3K1, ICC3K3, ICC3K4, ICC3K5, ED10S1, ICC10K2, ICC10K3, ICC10K4, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S10, GC10K</i> <u>Conceptual Framework:</u> <i>CF1,CF2, CF3</i> |
| Describe commonly occurring needs of siblings of learners with disabilities. | *FSPP. Class discussions. Presentations. Blackboard discussions on case studies. CLT discussions on Blackboard. | FSPP report. Presentation. Blackboard discussions. | <u>2,3</u> <i>ED2K2, ICC2K, ICC2K4, GC2K2, ED3K1, ICC3K3, ICC3K4, ICC3K5</i> <u>Conceptual Framework:</u> <i>CF1,CF3,CF5</i> |
| Identify school-related needs of parents and families. | *FSPP. Class discussions. Presentations. Blackboard discussions on case studies. CLT discussions on Blackboard. | FSPP report. Presentation. Blackboard discussions. | <u>2,3</u> <i>ED2K2, ICC2K, ICC2K4, GC2K2, ED3K1, ICC3K3, ICC3K4, ICC3K5</i> <u>Conceptual Framework:</u> <i>CF1,CF3,CF5</i> |
| Explain several theoretical models of stress and coping and how specific stressors typically impact families of children with disabilities. | *FSPP. Class discussions. Presentations. Blackboard discussions on case studies. CLT discussions on Blackboard. | FSPP report. Presentation. Blackboard discussions. | <u>3,10</u> <i>ED3K1, ICC3K3, ICC3K4, ICC3K5, ED10S1, ICC10K2, ICC10K3, ICC10K4, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S10, GC10K</i> <u>Conceptual Framework:</u> <i>CF1,CF3</i> |
| Explain the need for parental advocacy in special education and identify common barriers to active parent participation and advocacy in their children's special education programming. | *FSPP. Class discussions. Presentations. Blackboard discussions on case studies. CLT discussions on Blackboard. | FSPP report. Presentation. Blackboard discussions. | <u>3,4,7,10</u> <i>ED3K1, ICC3K3, ICC3K4, ICC3K5, ED10S1, ICC10K2, ICC10K3, ICC10K4, ICC10S2, ICC10S3, ICC10S4, ICC10S5</i> |

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| | | | ICC10S10, GC10K ICC7S8,GC7S2,ICC4 S3,ICC4K1, GS4S7,ICC1OSR <i>Conceptual Framework:</i> <i>CF1,CF3,CF4</i> |
| Describe the impact of historic interactions between families of children with behavioral challenges and school personnel and their outcomes for children with behavioral challenges | *FSPP. Class discussions. Presentations. Blackboard discussions on case studies. CLT discussions on Blackboard. | FSPP report. Presentation. Blackboard discussions. | <u>4,7,10</u> ICC7S8,GC7S2,ICC4 S3,ICC4K1, GS4S7,ICC1OSR <i>Conceptual Framework:</i> <i>CF1,CF4</i> |

Web address for state standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for CEC standards: <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>

Web link for *Conceptual Framework*: <http://www.shsu.edu/~ncate/concept.html>

Course Format: The course will be taught with a combination of class meetings, presentations, and Blackboard activities

Evaluation (* indicates field-based activity):

| Component | Possible Points | | |
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| Family Support Plan Project (FSPP) | 35 | Rubric in a separate handout. | Total 100 pts. A= 90-100 B=80-89 C=70-79 F= below 70 |
| Presentation of FSPP | 10 | Rubric in a separate handout. | |
| Moderation of Case Study Discussion (Team) | 20 | | |
| CLT discussion participation | 35 | | |

Expectations: Attendance is required for all face-to-face sessions of this summer class. Point reductions will be taken for absences. Students must participate meaningfully in Blackboard discussions for credit.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential.

NOTE: no accommodation can be made until registration with the Counseling Center is complete.

| Date | Topic | Case study discussion on BB | Cooperative Learning Team Discussions on BB |
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| 3 June | Orientation to Class and Discussion of Project | | |
| 4 June | Chapters 1 and 2—Context and Rationale for school-based family support services | Team 1—post discussion points and questions | |
| 5 June | Family support services in the schools Family participation in education Children with disabilities and family impact Family-centered practices: a social ecology approach The need for school-based family support services Legislative foundations for family support services Capacity-based services Empowerment/participatory decisionmaking Family integrity and unity Family centeredness: services to the whole family Principles and characteristics of family-centered support services Family support implications for professional-family relationships | | Discussion 1 |
| 6 June | Identity categories Communication with families whose backgrounds that differ from your own Constructing a classroom that reflects our diverse society Preparing teachers to embrace diverse families | Team 2—post discussion points and questions | |
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| 9 June | Chapters 3,4,5—Emotional and Psychological supports for parents and families | Team 3—post discussion points and questions | Discussion 2 |
| 10 June | Emotional supports for parents and families Parent and family emotional and psychological needs The role of schools and school personnel in supporting parent and family Emotional, psychological, and coping needs Effective educational programs for students with disabilities Formation and maintenance of trust-oriented relationships with parents and families | CLASS | |
| 11 June | Effective communication as an emotional and psychological support foundation, Educators' emotional and psychological support referral role Individual and group emotional and psychological counseling and other psychological supports for parents and families Conflict resolution programs and strategies | Team 4—post discussion points and questions | |
| 12 June | Understanding siblings of children with disabilities within the context of a family Responding to the needs of siblings of children with disabilities | | Discussion 3 |
| 13 June | Theoretical models of stress and coping Stressors impacting families of children with disabilities Transitional stress Positive effects and transformations in parenting a child with a disability Family coping strategies | Team 5—post discussion points and questions | |
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| 16 June | Chapters 6,7—Resources for effective parent and family support in the school and community | Team 6—post discussion points and questions | Discussion 4 |
| 17 June | The role of schools in supporting parents and families | CLASS | |
| 18 June | Understanding and planning for parent and family needs Parent and family needs and participation assessment | Team 7—post discussion points and questions | |
| 19 June | A model for addressing parent and family needs within school organizations | | Discussion 5 |
| 20 June | Families' needs for community support services Full service schools Accessing family supports within the adult services system Benefits associated with school-community support services | Team 8—post discussion points and questions | |
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| 23 June | Chapter 8,9, 10, 11—Educational services | Team 9—post discussion points and questions | |
| 24 June | Professional reluctance to serve as educational advocates The importance of parental advocacy | CLASS | |

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| | Barriers to active parent participation Elements of effective parent educational advocacy | | |
| 25 June | Historical interactions between families and school personnel when designing and implementing positive behavioral interventions Rationale for including family members in designing and implementing positive behavioral interventions Providing educational support services to enhance family participation in Designing and developing positive behavioral interventions Reasons to involve family members in their child's academic life Empowering family member involvement in children's education Supporting family members who act as teachers or tutors to their children Factors that affect family members' levels of participation in their children's academic growth Working with family members to provide academic support at home Factors that allow for positive experiences for families when parents act as tutors | Team 10—post discussion points and questions | Discussion 6 |
| 26 June | Adult outcomes of individuals with disabilities Transition issues Legal responsibilities to provide transition programming Areas of transition Roles of transition team members Emotional issues for young adults with disabilities and their family members during transition Tools to develop a quality, individualized transition plan Best practices in the transition process | | |
| 27 June | Presentations | CLASS FSPP DUE | |
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| 30 June | Presentations | CLASS | |
| 1July | Presentations | CLASS | |