



SPED 6304: IN-HOME TRAINING AND FAMILY ISSUES SPRING 2018

SPED 6304 is a required course for Master's in Special Education and Educational Diagnostician Certification.

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

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Office Location: TEC 136

Office Hours: Mondays, Wednesdays 11:00 am – 3:30 pm and by appointment

Class Format: Online

Course Description:

This course has a focus on the diverse needs of children and families with exceptionalities. The course covers the interplay of diverse cultures, abilities, and communication within a context of professional collaboration.

Textbooks:

Required

Grant, K. B., & Ray, J. A. (2016). *Home, school, and community collaboration: Culturally responsive family engagement* (3rd ed.). Thousand Oaks, CA: Sage.

IDEA Objectives:

The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends)

Important: Learning how to find and use resources for answering questions or solving problems

Course Objectives:

The following course objectives will be met during this course:

1. Express a comprehensive view of the importance of respectful, reciprocal relationships between the family and educators to children's success in school
2. Demonstrate a knowledge of family systems theory and models as a way to understand diverse family and community characteristics
3. Demonstrate an understanding of the influence of family characteristics, such as family structure, race, ethnicity, socioeconomic status, and religion and its impact upon family involvement practices
4. Exhibit the dispositions and skills to support diverse families and children in

challenging circumstances, such as divorce, abuse, or parenting a child with special needs

5. Demonstrate a basic understanding of how to be informed advocates for sound educational practices and policies that affect families and children
6. Describe a wide repertoire of family involvement strategies that are both school-based and home-based
7. Demonstrate a variety of oral, written, and technological communication skills and strategies to foster family / school relationships
8. Describe how to involve the community in children's learning and development through the use of available community resources
9. Empower families to become leaders and decision-makers in their child's education and school community, including families of children with exceptional needs

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on the course's Blackboard site.

SHSU Dispositions and Diversity Proficiencies for Advanced Programs:

Students will demonstrate dispositions and behaviors that are consistent with the College of Education professional codes of conduct. Failure to demonstrate appropriate behaviors, attitudes, and dispositions will result in referral to the Professional Concerns Committee. Serious violations may result in course failure and/or a request for immediate withdrawal from the course. Each candidate in an advanced program for teachers or other school professionals should have these dispositions and proficiencies:

- Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction
- Demonstrates a commitment to literacy, inquiry, and reflection
- Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners
- Practices ethical behavior and intellectual honesty
- Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices
- Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners
- Demonstrates ability to be understanding, respectful and inclusive of diverse populations
- Uses assessment as a tool to evaluate learning and improve instruction for all learners
- Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners
- Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains

College of Education Information

Accreditation:

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)),

signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation:

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Student Guidelines

University Policies:

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Academic Misconduct:

Sam Houston State University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student who engages in academic misconduct will fail the assignment in which the dishonesty occurred. Depending on the severity of the misconduct, the professor will contact the Dean of Student Life.

Students with Disabilities:

Any student with a disability that affects their academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

Course Requirements:

- Time requirement: For every credit hour you will be expected to complete three hours of study per week. That is a total of **9 hours of study per week** for this class!
- **Check the online course announcement and e-mail daily** to see if there have been any changes in the assignments or something that may affect your class.
- You should review the calendar for the month and each week review the current week and the next week to see what readings, assignments, and possible tests will be coming up for the weeks and month ahead.

- Readings must be completed so you will be prepared for tests and discussions. Those who read will have a distinct advantage over those who do not read.
- You must go to Blackboard and click on the *Units and Assignments* button. You will see the assignments for each unit of study.
- Assignments must be completed when due. All assignments are due by 11:59 PM on Sundays. There will be a ONE TIME per semester 24-hour grace period granted for an assignment that is late due to technology problems or unanticipated events. Ensure I am notified promptly if problems occur. After the 24 hours, Blackboard is set to reject the assignment. **Assignments must be submitted through Blackboard** (the Family Support Plan will also be submitted to TK20). Please do not submit assignments as PDFs because it is too difficult and time consuming to make comments on a PDF; **please submit your assignments as Microsoft Word documents** (unless the assignment is a discussion board or Prezi). Assignments will not be accepted through any other medium, either hard copy or email.
- Read each assignment's instructions and rubric carefully and thoroughly. Do not assume that each assignment will be the same. Do not attempt to complete the assignments without reading the article or chapter reading.
- Assignments must be submitted using Microsoft Word (no PDFs).
- It is the student's responsibility to have a working knowledge of Blackboard. If you lack the knowledge to use this system effectively, you must contact the SHSU Online support desk assistance and for suggestions on training.

Writing Center:

If writing is difficult for you, please go to the Writing Center so they can assist you. The Writing Center can even help you via Skype. <http://www.shsu.edu/centers/academic-success-center/writing/index.html>

The Writing Center, SHSU
Mon.-Thur. 8:00 am-7:00 pm
Fri. 8:00 am-3:00 pm
Sun. 2:00 pm-7:00 pm
Farrington 111

The Woodlands Center
Mon.-Wed. 1:00 pm-5:00 pm

SKYPE
Mon.-Thur. 8:00 am-7:00 pm
Fri. 8:00 am-3:00 pm
Sun. 2:00 pm-7:00 pm

Course Outline

Assignments:

Regular and punctual submission of assignments is expected. There is a **ONE TIME 24-hour grace period** for assignments based upon unanticipated events or technology problems. You must immediately notify me that you wish to use this option. This option is NOT available for exams. **Weekly assignments are due by Sunday at 11:59 pm.**

Discussions (10% of final grade)

These are scholarly discussions written in a way that is professional using citations and references for the content that supports your ideas. What this means is that you can provide statements or facts that you believe, but you must also provide support for your idea. If you said, "*Parental*

involvement is not just about parents coming to the school for meetings and conferences. It also involves parents supporting their children by encouraging them to do well in school, providing them with access to materials, and engaging their child in conversations about schooling.” Then after these two sentences you would need to cite a source that agrees with you or supports your idea. In this case, I might cite by adding (*Grolnick et al. 1997*). You would need to add the reference to the bottom of your discussion. You must create a thread in the discussion board and then write your response to the question in order to see others’ responses. Also, you are required to post one response to the question and two replies to others in the class. The replies to classmates must also provide them with new information to the topic and not just say, “I agree with you” or “I like what you said.” If others do not learn new information from your replies about their responses, then the discussion will be of little value. There is also a rubric for the discussions in the Course Content Rubrics section on Blackboard.

Tests (20% of final grade)

Tests are primarily based upon the textbook chapters. You must complete the test within 60 minutes of starting it; you cannot come back in and take the test once you have submitted answers. When the time runs out it, Blackboard will automatically submit your test. Do not email me to reset it because the time ran out. It is fine to use the textbook to locate answers, as that is one of the objectives of this course—to find information. You may only take each test once.

Article Critiques (10% of final grade)

An article critique includes a summary and evaluation of the article. Summaries are to be descriptive and include the APA reference of the article that you are critiquing. Make sure that you use current APA format style when writing the reference. If you are unfamiliar or inexperienced in writing a critique, please review the documents in the Resources tab on How to Write a Summary and Critique. A typical summary and critique will run approximately 750 words. Please review the grading rubric in the Course Content Rubrics button.

Prezi Presentations (15% of final grade)

A Prezi is another kind of presentation format similar to Powerpoint, but is web-based. It requires the creation of slides to inform your audience on a specific topic. The best way to create a Prezi is to write out a summary or script of the information you want to present, then build the slides, and finally record the voiceover for each slide. Keep in mind that if you have not created a Prezi before, you will need to have a microphone for your computer and you will need to allow time to learn the technology. There are many websites that can tell you how to make a Prezi. All you need to do is Google “How to make a Prezi.” The Prezi website is free, and you can find it by going to Pezi.com.

Persuasive Essay (10% of final grade)

A persuasive essay, also called an argumentative essay, is one that persuades the reader to accept a thesis statement or conclusion. It does this by providing the reader with reasons to accept the thesis statement. A thesis statement is the main point of your essay, and the supporting reasons are presented to convince the reader of your main point. If you are not sure how to write a thesis statement, you can go to: <https://owl.english.purdue.edu/owl/resource/545/01/> . The persuasive essay should be approximately 1000 words. Please make sure your essay is written using Times New Roman 12 point font with standard 1 inch margins. If English is not your first language or if you are just inexperienced in writing scholarly essays, please contact the Writing Center. The Writing Center can even help you via Skype.

Short Essay (5% of final grade)

A short essay is an informational essay on a specific topic. The essay should include some in-text citations and references, all in APA format. The short essay should be approximately 500 words. Please make sure your essay is written using Times New Roman 12 point font with standard 1 inch margins. If English is not your first language or if you are just inexperienced in writing scholarly essays, please contact the Writing Center. The Writing Center can even help you via Skype.

Script (5% of final grade)

A written script begins with a conversation among two or more fictional parties. You are to identify the main issue in the conversation and then resolve the issue through this written dialogue. You are to place yourself in the situation and then solve the problem writing out the script with your words and those of the other participants. Specific instructions will be provided with this assignment.

Essential Questions (5% of final grade)

After reading a specific text, you will write three essential questions related to the big ideas. Then you will answer your questions completely.

Completion Documents (5% of final grade)

These documents are simply agreements that let me know that you are working toward the final project (i.e., the Family Support Plan). They are guideposts that indicate you are completing the assignments in a timely manner. This is to help you stay on track!

Family Support Plan (15% of final grade)

This assignment requires you to conduct a family needs assessment through an interview process with a family of a child with a disability and to submit a family support plan. You are encouraged to interview a family of diverse racial, ethnic, or cultural heritage that may be overrepresented in special education settings. **This report should include specific intervention strategies for the family such as respite care, homework assistance, etc. In addition, community-wide supports (within the general vicinity of the family's home) must be included.** When conducting the family needs assessment, you should consider the beliefs, traditions, and values across and within the child's culture that can affect relationships among the child, the family, and the community. In conducting this assessment, you must seek to understand how primary language, culture, and familial background may interact with the child's specific learning needs to impact their development. The formal report should reflect consideration of these factors and demonstrate the your ability to facilitate successful parent and professional interactions. The ability to collaborate with families and the skills to assure non-biased, meaningful assessments are invaluable to making informed educational decisions. In this project, you are expected to use the information gathered as a result of the family needs assessment to identify the supports and adaptations that may be required for the child to participate in typical, age appropriate activities and opportunities.

You will need to construct your own questions depending on the particular familial situation you encounter. Some of your questions will of necessity need to be closed e.g. "How old were you when Timmy was born?" but you will learn a great deal more with the use of open-ended questions, e.g. "What were your feelings when Timmy was diagnosed?" A careful reading of the text will give you many ideas for areas of questioning, as will the Interview Question Guide and grading rubric for this assignment found on Blackboard.

It is IMPORTANT you have more than one interview with a family. You may want to interview

siblings at a different time, etc., but you will think of things between interviews and so will the parents. Create a schedule of interviews with the family.

You will turn this assignment in on Blackboard and TK20. Additional points to remember while working on this project:

- Interview notes must be attached to the paper. You do not have to transcribe the notes—handwritten notes are acceptable if they are scanned and submitted.
- Be aware of timelines. You should begin this project immediately.
- Even the most skilled and supportive interviewer is intruding into very personal space when she or he discusses a child with a disability with a parent. Be cognizant of this, and think about ways to show your gratitude for this opportunity.
- Remember the goal of this project is to prepare you to work with parents and families and gather information in a professional and caring way. Your future success as a diagnostician will largely depend on the quality of your interactions with others.
- You will report your findings following the grading rubric. Organize the paper using the criteria in the rubric (except for the last criterion (i.e., Written Format). You should also include citations within the text of the paper.
- Make sure that you submit your reflections on this assignment as an appendix to your report.
- The family support plan should be no more than **12 pages double-spaced with 12pt. Times New Roman font and 1-inch margins.**

Grades:

The grading scale is as follows:

A	92-100%
B	85-91%
C	70-84%
F	<70%

All assignments must be submitted to receive a grade of an *A* in the course. An *A* in this course means that you exceeded the expectation for a graduate level course. A grade of *B* means that you met the expectation for this graduate level course. A grade of *C* means that you failed to meet the expectations for a graduate level course (it is equal to a *B* in an undergraduate course). Graduate students cannot obtain more than two grades of *C* during their program.

Tentative Course Schedule:

REMEMBER: All assignments are due on Sundays by 11:59 pm. For this course, the week begins on Monday and ends on Sunday. The course is segmented into Units.

Units	Dates	Readings	Assignments Due (Sundays by 11:59 pm)
0	1/18-1/28	<ul style="list-style-type: none"> Syllabus Family support plan directions 	<ul style="list-style-type: none"> Prezi presentation
1	1/29-2/4	<ul style="list-style-type: none"> Grant & Ray, chp. 1 (family engagement and the responsive educator) 	<ul style="list-style-type: none"> Completion document Discussion Article critique Test
2	2/5-2/11	Grant & Ray, chp. 2 (theories and models for family engagement in schools)	<ul style="list-style-type: none"> Discussion Completion document Test
3	2/12-2/18	<ul style="list-style-type: none"> Grant & Ray, chp. 3 (supporting families as they parent today's children) 	<ul style="list-style-type: none"> Persuasive essay Test
4	2/19-2/25	<ul style="list-style-type: none"> Grant & Ray, chp. 4 (structurally diverse families) 	<ul style="list-style-type: none"> Article critique Test
5	2/26-3/4	<ul style="list-style-type: none"> Grant & Ray, chp. 5 (culturally diverse families) 	<ul style="list-style-type: none"> Completion document Short essay Test
6	3/5-3/11	<ul style="list-style-type: none"> Grant & Ray, chp. 6 (students of families in transition) 	<ul style="list-style-type: none"> Script Test
	3/12-3/18		<ul style="list-style-type: none"> SPRING BREAK
7	3/19-3/25	Grant & Ray, chp. 7 (families overcoming obstacles)	<ul style="list-style-type: none"> Prezi presentation Discussion Test
8	3/26-4/1	<ul style="list-style-type: none"> Grant & Ray, chp. 8 (families in abusive situations) 	<ul style="list-style-type: none"> Article critique Completion document Test
9	4/2-4/8	<ul style="list-style-type: none"> Grant & Ray, chp. 9 (engaging families in their children's learning at school and at home) 	<ul style="list-style-type: none"> Test
10	4/9-4/15	<ul style="list-style-type: none"> Grant & Ray, chp. 10 (teacher as family communication facilitator) 	<ul style="list-style-type: none"> Prezi presentation Completion document Test
11	4/16-4/22	<ul style="list-style-type: none"> Grant & Ray, chp. 11 (working with families of children with special needs) 	<ul style="list-style-type: none"> Article critique Discussion Test
12	4/23-4/29	<ul style="list-style-type: none"> Grant & Ray, chp. 12 (teacher as a family resource and advocate) 	<ul style="list-style-type: none"> Completion document Essential questions Test
13	4/30-5/6	<ul style="list-style-type: none"> Grant & Ray, chp. 13 (school-wide family engagement activities) 	<ul style="list-style-type: none"> Prezi presentation Test Family support plan