Sam Houston™
STATE UNIVERSITY

SPED 3312 FAMILY AND DIVERSITY ISSUES IN SPECIAL EDUCATION
SPRING 2018
SPED 3312 is a required course for the Bachelor of Science in Interdisciplinary Studies.
College of Education, Department of Language, Literacy, and Special Populations

Instructor: Dr. N. Stockall
Online
P.O. Box 2119/SHSU
Huntsville, Texas 77341
Phone: 936-294-3983
Email: nxs016@shsu.edu

Office hours: Tuesdays and Thurs. 1:00-3:00 pm. Please email for an office appointment to ensure you get the time you need to discuss your concerns, needs, or ask questions. Room 127 College of Education. Emails will be answered within 24 hours.

Day and time the class: ONLINE

Location of class: ONLINE

Course Description: In this course, candidates learn about variations in family structure and the functions that contribute to diversity issues in special education. Students analyze and discuss various perspectives related to challenges and strengths of families of students with exceptionalities. Prerequisite: SPED 2301. Credit 3..

IDEA Objectives: In this course, our focus will be on two 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

Textbooks: None
Online readings and multimedia presentations will be used to teach content.

TK20 Account: TK20 Account required for this course; Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. https://tk20.shsu.edu/
The family support plan is to be uploaded to Blackboard and also to TK20.

Course Format: The content of this course is delivered Blackboard Learning Units incorporating Video Presentations, and Blackboard instructional activities. In addition, course concepts are learned through self-study and online discussions.

Course Content: Class assignments and preparation are directed toward applied knowledge and competencies, as reflected in the professional standards matrix. The integration of information and

practices from several sources will be the primary goal. Activities will use Glogster, PowerPoint and/or Prezi presentations designed and presented by the students. Additionally, students will engage in scholarly on-line discussions engage in family based projects, and topical reports.

Course Requirements:

Assignments: <u>Assignments must be submitted via Blackboard. Assignments submitted by any other means will not be graded.</u>

Assignments may be submitted any time prior to the due date. You are responsible for turning work in on time. Assignments will be submitted via Blackboard. You are responsible for making sure it is received by the professor, whether or not technology is up and working the day your assignment was sent or is due. I advise you to begin the Family Service Plan immediately and then schedule your time to complete each unit's assignments on a weekly basis.

<u>Blackboard may not accept assignments submitted after due date. Any assignment attempted to be submitted after the designated due date and time without the consent of the professor will not be accepted.</u>

Assignments: All assignments are due each week on Sundays before 2p.m. No late assignments will be accepted! Details of how to complete each assignment are specified in the each weekly Unit in Blackboard. (DO NOT WAIT UNTIL THE END OF THE SEMESTER TO WORK ON YOUR FAMILY SUPPORT PLAN!)

Description of the Different Types of Assignments:

<u>Quizzes</u>: Quizzes and tests are primarily based upon the online readings and presentations. These assessments are timed at 60 minutes. You must complete the assessment within 60 minutes of starting it. You cannot come back in and take the test once you've submitted answers. When the time runs out it will automatically submit your test. Do not email me to reset because the time ran out. It is fine to use the readings and presentations to locate answers as that in one of the objectives of this course—**to find credible information**. You may only take the test once.

<u>Discussion</u>s: 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) at the end of the second sentence. You will also need to add the reference to the bottom of your discussion.

You must create a thread in the discussion board first before you will see others' posts. **Then reply to 2 of your classmates' posts.** 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' don't learn new information from your replies about their response, then the discussion will be of little value. There is also a rubric for the discussions in the Course Content Rubrics section.**

<u>Statement of Completion Documents</u>: These documents are simply agreements that let me know that you are working towards the final family support project. They are guideposts that indicate you are completing the assignments in a timely manner. The timely submission of these documents can result in bonus points for your course grade.

SPED Undergraduate Program Assessment Issue Paper:

Directions for **SPED Program Undergraduate Assessment Issue Paper (SPUAIP)**.   **Due by midnight May 6. Submit through Blackboard.**

1. Click on the SPED Program Undergraduate Assessment Issue Paper Rubric on Blackboard and print this out. This rubric will be used to grade your issue paper.
2. Read the question carefully for the issue paper. It might be helpful if you rewrite the question in your own words to make sure you understand it.
3. After reading the question, write your paper using Times New Roman font 12, double spaced.
4. Make sure that you have a strong thesis statement in the introduction.
5. **The specific question for your issue paper is presented below these instructions.**
6. Be sure that you use citations in text and add a reference page.
7. Your paper should be between 1000-1500 words including references.
8. Use a header in your paper with your name, course number, and section number
9. It would be in your best interest to write a draft and then contact the writing center for assistance in proof reading your work. Use the rubric to proof your paper.
10. Submit the work through Turnitin.com in Blackboard.
11. You must also submit your paper to TK20 account (See Help and How To on left-hand side menu of Blackboard).
12. Reference List: You may use 1 reputable Internet site from a .edu or .gov , and referred articles from the library database.

Question for Issue Paper: Standards-based assessments aim to improve school performance and some people believe these assessments will make teachers accountable for the progress of all students. Historically, schools have not included students with disabilities in accountability systems.

But, in 1997 the amended Individuals with Disabilities Education Act (IDEA) mandated that students with disabilities be included in district and state assessments.

Local schools can face severe sanctions for inadequate test scores, including loss of accreditation and funding. Therefore schools may resist including lower scores that may bring down a school's average.

Opponents argue that including students with disabilities on standards-based assessments creates an overemphasis on academic skills, when vocational or functional skills might better prepare the student for postsecondary school.

However, proponents believe that inclusion of students with disabilities on high-stakes tests increases school accountability and ensures access for students with disabilities to the general curriculum.

Discuss your views on standards based education and explain your reasoning for the position you take
.

This type of writing is called a "persuasive essay" or an "argumentative essay." It persuades the reader to accept a thesis statement (main idea 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/   If English is not your first language or if you are just inexperienced in writing scholarly essays please contact the writing center at the Woodlands. They have a wonderful staff who can help you edit and revise your drafts before submitting for a grade. A persuasive essay is approximately 1000 words. This, of course, is just a guideline. Please make sure that all research and essays are in Times Roman 12 point font with standard 1 inch margins.

Glog: Glogster is a web based program that allows you to make a poster or type of brochure to inform a specific audience. The website is glogster.com and once there, you sign up using the instructor code (TBA). If you have difficulty with this code, please let me through my SHSU email.

Script: 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 the script with your words and those of the other participants. Specific instructions are provided in the Unit.

Prezi Presentation: A Prezi is simply another kind of presentation format similar to Powerpoint but is web-based. It requires that you create slides to inform your audience on a specific topic. **Use the content from your readings and also research other sources to find credible information. The best way to create a Prezi is to write out a script of the information from your sources. DO NOT COPY AND PASTE INFORMATION TO MAKE SLIDES. Use your own words. 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 and then to summarize the content. There are many sites 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**

Family Support Plan (TK20 Assessment). The family support plan is an ongoing plan which is completed in stages, revised, and then submitted for a final grade. Each unit of study on Blackboard will have a section of the Family Support Plan to complete. These sections must be turned in on the due date or no bonus points will be earned.

This assignment requires the student 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. Candidates are encouraged to interview a family of diverse racial, ethnic, or cultural heritage that may be over-represented in special education settings. This report should include specific intervention strategies to assist the family in accessing community support such as respite care, homework

assistance, etc.. When conducting the family needs assessment, students are instructed to consider the beliefs, traditions, and values across and within the child's culture that can affect relationships between the child, his family, and the community. In conducting this assessment, they 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 their consideration of these factors and demonstrate the candidate's ability to facilitate successful parent and professional interactions.

The ability to collaborate with families and the skills to assure non-biased, meaningful assessments is invaluable to making informed educational decisions. In this project, candidates 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 in order for the child to participate in typical, age appropriate activities and opportunities.

*The family support plan should be no more than **12 pages double-spaced with 12pt. font Times New Roman and 1-inch margins***

It is IMPORTANT that 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.

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 that 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 special education teacher will largely depend on the quality of your interactions with others.

Make sure that you submit your reflections on this assignment as an appendix to your report.

Course Evaluation: Each assignment in the Units has a point value. Please note the grading scale used in this course. **Any score below 75% is failing**.

Grading Scale:

A   92% - 100%
B   84% - 91%
C   75% - 83%

Grade

Expectations: You must receive at least a grade of C in this course. If you do not make a C, you will need to retake the course.

Important: I will make every effort to grade and post your grades on Blackboard within 48 hrs of the due date. Follow your progress by calculating your grade on a weekly basis. Do not email me after <u>April 29th</u> to ask about re-doing work or earning bonus points. I will not respond to any such emails after this date.

Time Requirement: Students are expected to log into Blackboard on a **daily basis** to check for announcements and **any changes** to the schedule.

Professionalism Policy: 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**.

Student Syllabus Guidelines can be found at this link: (www.shsu.edu/syllabus)

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

SHSU Dispositions and Diversity Proficiencies for SPED Program.

Each candidate in a program for teachers or other school professionals must:

- Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.
  - **ItrWill be assessed through email contacts to the instructor and online discussions.**
- Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.
  - **Will be assessed through assignments using Glogster and Prezi**.
- Practice ethical behavior and intellectual honesty.
  - **Will be assessed through appropriate citations and references in essays, discussions, and projects—no plagiarism**.
- Demonstrate thoughtfulness in communication and an awareness and appreciation of varying voices.
  - **Will be assessed through email contacts to the instructor and online discussions.**
- Demonstrate knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.
  - **Will be assessed through written assignments and discussions**.
- Demonstrate ability to be understanding, respectful and inclusive of diverse populations.
  - **Will be assessed through appropriate use of person-first language in assignments and projects.**

- 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.

- **Student Syllabus Guidelines**

- SHSU Academic Policy Manual -- Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #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 Messaging in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

[SPED STANDARDS](#)

Standards Matrix:

| Objectives/Learning Outcomes

Students will:	Activities (* indicates field-based activity)	Performance Assessment	Standards: State Standards Specialty Organization Standards Conceptual Framework #
Explain effects of the cultural and environmental milieu of the child and the family on behavior and learning	*Family Service Plan	Family Service Plan Discussions SPED Undergraduate Program Assessment Issue Paper	**CEC Standard 7.0.** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
Explain needs of different groups in a pluralistic society	*Family Service Plan	Family Service Plan	**CEC Standard 6 :**Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession
Create a written script of parent interview and reflections on parent interview process.	Conference script/simulation	Conference script/simulation	**TEA Standard III: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.**

Web address for NCATE Unit Standards :
http://www.ncate.org/documents/standards/NCATE Standards 2008.pdf
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

Web address for State
Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

Web address for Council for Exceptional Children: http://www.cec.sped.org/

 Texas State Standards: http://www.tea.state.tx.us/index2.aspx?id=5938

OTHER SYLLABI ELEMENTS
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: Dean of Student's Office

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. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20…." 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). 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. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.
SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see:

Bibliography:

Bazron, B., Osher, D., & Fleischman, S. (2005). Creating culturally responsive schools. *American Educator*, *11*(1), 38-47.

Benard, B. (1991). Fostering resiliency in kids: Protective factors in the family, school, and community.

Berns, R. (2012). *Child, family, school, community: Socialization and support*. Cengage Learning. Christenson, S., & Sheridan, S. M. (Eds.). (2001). *Schools and families: Creating essential connections for learning*. Guilford Press.

Dettmer, P., Knackendoffel, A., & Thurston, L. P. (2009). *Collaboration, consultation, and teamwork for students with special needs*. Upper Saddle River, NJ: Pearson/Merrill.

Epstein, J. L., & Sanders, M. G. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. *Peabody Journal of Education*, *81*(2), 81-120.

García, E., Arias, M. B., Murri, N. J. H., & Serna, C. (2010). Developing responsive teachers: A challenge for a demographic reality. *Journal of Teacher Education*, *61*(1-2), 132-142.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

Grant, K. B., & Ray, J. A. (2012). *Home, School, and Community Collaboration: Culturally Responsive Family Engagement*. SAGE Publications.

Hardman, M., Drew, C., & Egan, M. W. (2013). *Human exceptionality: School, community, and family*. Cengage Learning

Klingner, J. K., Artiles, A. J., Kozleski, E., Harry, B., Zion, S., Tate, W., ... & Riley, D. (2005). Addressing the disproportionate representation of culturally and linguistically diverse students in special education through culturally responsive educational systems. *education policy analysis archives*, *13*(38), n38.

LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure*, *55*(3), 115-122.

Leonard, J. (2011). Using Bronfenbrenner's ecological theory to understand community partnerships: A historical case study of one urban high school. *Urban Education*, 0042085911400337.

Miller, G. E., Arthur-Stanley, A., & Lines, C. (2012). Family-school collaboration services: Beliefs into action. *Communique*, *40*(5).

Moles, O. C. (1993). Collaboration between schools and disadvantaged parents: Obstacles and openings. *Families and schools in a pluralistic society*, *168*, 21-49.

Souto-Manning, M., & Swick, K. J. (2006). Teachers' beliefs about parent and family involvement: Rethinking our family involvement paradigm. *Early Childhood Education Journal*, *34*(2), 187-193.

Thorp, E. K. (1997). Increasing opportunities for partnership with culturally and linguistically diverse families. *Intervention in School and Clinic*, *32*(5), 261-269.

Villegas, A. M. (1991). *Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6*. ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-1186.

Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers rethinking the curriculum. *Journal of teacher education*, *53*(1), 20-32.

Internet Resources:

- Centers for Independent Living in Texas http://www.ilru.org/projects/cil-net/cil-center-and-association-directory-results/TX ; https://hhs.texas.gov/services/disability/independent-living-services
- DARS transferred to other agencies http://www.dars.state.tx.us/
- Texas Workforce Commission VR http://www.twc.state.tx.us/jobseekers/vocational-rehabilitation-services
- Health and Human Services https://hhs.texas.gov/services/disability
- Texas 211 http://www.211texas.org/
- Video about Medicaid waivers in Texas https://youtu.be/aGtj1saKZP8 (<-- this video is great!) https://youtu.be/ybHU1gX_Npk
- Texas vocational rehabilitation https://hhs.texas.gov/laws-regulations/handbooks/adc-dahsr-appendices/a-legacy-compassionate-service/services/vocational-rehabilitation-services
- Parent Companion http://www.parentcompanion.org/