

SPED 612: Collaboration with Schools and Agencies for Individuals with DD/DD/ASD																			
Term/Year Syllabus																			
Instructor:																			
E-mail:			Office Phone:																
Class Location:																			
Course Dates: Instructor's Office Hours:																			
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;"><i>Dr.</i></th> <th colspan="3" style="text-align: center;"><i>Office Hours</i></th> </tr> <tr> <th style="text-align: center;">M</th> <th style="text-align: center;">T</th> <th style="text-align: center;">W</th> <th style="text-align: center;">H</th> <th style="text-align: center;">F</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<i>Dr.</i>		<i>Office Hours</i>			M	T	W	H	F					
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***Note:** This document and other class related materials are available at <https://blackboard.wku.edu>.

Course Description (3): Preparation of teachers to work as consultants in a team model; exploration of local, state and regional agencies involved with individuals with DD/DD/ASD. Supervised practicum required at designated sites.

Prerequisites: None

Text and resources:

Text required:

Jorgensen, C. M., Kluth, P., & Habib, D. (2018). It's more than "Jut being in." Brookes Publishing, ISBN 978-1-68125-078-6

Websites:

- a) [Considerations for the Effective Use of Paraprofessionals in Schools](https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A/Paraprofessional)
<https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A/Paraprofessional> Documents/forms/ articles used from this website.
- b) **Guidance documents for parents:**
<https://education.ky.gov/specialed/excep/forms/Pages/Guidance-Documents.aspx>
- c) **Assistive Technology Manual and Matrix** (2018, Kentucky)
- d) **Self-Reflection and Professional Growth.**
<https://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>

Articles: various articles provided on blackboard

Learning Outcomes:

Course objectives are part of a comprehensive program to meet Council of Exceptional Children (CEC) for Initial & specialty sets for Moderate to Severe Disabilities (DDA, IIC), the KY Teacher Standards (KTS) and are aligned with the INTASC standards.

Specific learner outcomes for this course are that students will:

1. Define and give examples professional group dynamics to provide instruction for students with disabilities including parents and related service providers. CEC: IIC.5.S13 IIC.7.S1 IIC.7.S3: KTS: 8.1, 8.2, 8.4
2. Examine cultural factors and learn effective strategies to work with families and colleagues from diverse backgrounds. CEC: IIC.4.K3, IIC.7.K1, IIC.7.S5, IIC.7.K3, IIC.7.S2, ; KTS: 1.1, 2.2, 3.3, 5.5, 8.1, 8.2
3. Gather strategies to address conflict resolution. CEC: IIC.2.S10
4. Describe issues for families as related to the special education process. CEC: IIC.4.K3, IIC.7.K1, IIC.7.S5; KTS: 5.5, 8.1, 8.2
5. Identify and describe formats of co-teaching and consulting. CEC IIC.7.K2; KTS: 8.2, 8.4
6. Share the major components of universal design and the benefits of its use for inclusion settings using coteaching or consulting. KTS: 1.1, 10.1, 10.2, 10.3, 10.4
7. Examine the role of paraprofessionals in the special education process CEC:IIC.7.K2, ; KTS: 8.2, 8.4
8. Identify and assess support community-based networks and area agencies including work-based programs that individuals with DD/ASD and their families might utilize. CEC: IIC.6.S3, IIC.7.S2, IIC.7.S4
9. Locate at least 8 professional organizations and define the benefits of each for a professional working with families and students with disabilities. CEC: IIC.6.S1; KTS: 10.1
10. Devise a self-assessment leading to developing a professional growth plan to better address being an advocate for students with disabilities. KTS: 9.1, 9.2, 9.3, 9.4

Major Course Topics:

(some, but not all-inclusive of topics that may be covered during the term):

This online course will be delivered in four modules or sections.

Module

<u>Module 1:</u> Collaborating: High leverage practice Teacher dynamics: how to work together Mutual goals Defining roles Respect even in disagreement Forming, storming, norming performing model Personalities and groups Conflict; What to do when it doesn't work	<u>Module 2:</u> Related Services guidelines (OT, PT, assistive tech) Adding parents to the group; essential partners Parents: What they want you to know Art of active listening; Win-Win Culturally sensitive issues in communication
<u>Module 3:</u> Meaningful Inclusion: what it should look like for MSD students Co- teaching: definition and models Universal Design Alternative Standards within the classroom Para professionals: their role and restrictions Using Paraprofessionals in co-teaching Weakness of single assignment of paraprofessionals	<u>Module 4</u> Working beyond the school walls: community based training community Support systems Outside agencies Professional development Self- assessment Professional development plan Action: one area of improvement needed.

Course Grading and Evaluation:

All assignments must have your name, date, class/section posted on them. If I print them out to grade while out of the office, they must be clearly marked.

Assignments may include, but are not limited to:

Course Obj.	Text	Assignment / assessment (Instructor reserves right to modify these assignments as needed for the student to be proficient in the content.) Major assignments are listed while formative assessments are included in blackboard.
1, 2	Jorgenson Chapters 1, 2, 3, 6, 7 + articles	Module 1 Create <u>effective team forms</u> to use: Agenda; Goals sheet; Action sheet and team evaluation sheets. All based on course materials and resources used in Module 1. Create a resource list of at least <u>10 conflict resolutions</u> that could be employed in difficult team situations.
4 1	Articles: Kentucky Guidance documents	Module 2 <u>Parent interview</u> of student with MSD disabilities and is currently enrolled in public school and has been for at least 2 years. Using the Guidance for monitoring and <u>evaluating Accommodations</u> , candidates will observe in a school setting and evaluate one placement of a student with intensive needs and recognize at least 5 accommodations in their program as defined by the KY Guidance documents.
5, 6 7	Collaborative Teaching Practices for Exceptional Children - Question and Answer Document Provided websites and forms	Module 3 Candidate will prepare a training document to present to general education teachers outlining the key <u>components of co- teaching and universal design</u> . Candidate will complete forms to evaluate a student (clinical placement) with intensive needs for <u>consideration of paraprofessional need</u> using the forms and course materials
10 8, 9	KY Websites Area programs targeted.	Module 4 Using the KY tools, each candidate will reflect on this course and materials and set up at least one area of <u>professional growth</u> , complete their training, and report on the outcome. Candidates will review at least <u>three areas community groups</u> and summarize their perceived strengths and areas of restriction for each organization

The following represents the grade equivalent for accumulated points:

93 –100 = A

86 –92 = B

77 –85 = C

76 –69 = D

Below 68 = F

Timely participation and punctual assignments are mandatory components to successfully completing this course!

Due dates

Teaching is a profession that requires numerous due dates and strong time- management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not pre-view your work but is willing to answer pertinent questions prior to the due dates. A major life crisis is always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due on line at the end of each module. **The instructor may choose NOT to grade any work until the module is closed.** Work that is due at midnight is considered late at 12:01. Work may be submitted early.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Discussion Board Postings (DBP) When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel. Neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. Please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.

Technology Management

Managing student technology is the sole responsibility of the student.

The professor and/or WKU are not responsible for making sure that:

- (a) student word processing software is compatible with that used by the University; MUST USE **.docx and not PDF** for submitting items where grading feedback is expected.
- (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor);
- (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers;
- (d) If a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and
- (e) Any other student technology problem or issue gets successfully resolved. Even though periodic travel to a campus classroom may not be required, online courses require *more* dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

Advanced Council of Exceptional Children (CEC) specialty set is the SPA. See SPA goals listed in the Course outcomes.

Delete this section prior to submission

FYI. This course did not reflect what we needed in any way so I had to really restructure it.

Here are the Old goals from Boman syllabus:

Specific learner outcomes for this course are that students will:

1. Identify and describe current issues and trends of an educational and social nature related to individuals with DD/ASD and their families.
2. Describe the inclusive schools movement and special education reforms.
3. Describe legislation impacting individuals with DD/ASD and their families as well as instructional practices of professionals.
4. Develop a working definition for DD/ASD.
5. Describe the general characteristics of DD/ASD as they apply to educational goals.
6. Describe evaluation procedures for DD/ASD.
7. Describe issues for families and professionals related to DD/ASD.
8. Describe and apply educational and therapeutic practices of professionals related to DD/ASD.
9. Develop a curriculum adaptation for an individual with DD/ASD.
10. Identify and assess community-based programs and agencies that individuals with DD/ASD and their families might utilize.
11. Analyze learning and social environments to determine their responsiveness to individuals of diverse cultures and abilities.
12. Serve as an advocate for children with DD/ASD and their families.
13. Describe the application of current research in the education of individuals with DD/ASD and their families.

