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EDSP 503-61 Special Education: Communication and Collaboration

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Secondary and Special Education
SP ED: COMMUNICATION AND COLLABORATION

CRN 96570 EDSP 503 – 61 (3 credits)

Summer, 2012

Day and Time: DAY: Thursday TIME: 4:30 – 8:15
Dates: May 7 – June 7, 2012
Location: Cohen 195
Instructor: Tom Breen
INSTRUCTOR EMAIL: breen@xavier.edu
INSTRUCTOR PHONE NUMBER: 528-5089

COURSE DESCRIPTION:

This course addresses the issues and practices concerning family systems and role of family; models and strategies for consultation and collaboration; effective communication with families, school personnel; and, professional ethics, responsibilities and confidentiality. Students experience self-assessment and interpersonal skills needed for teaming and collaboration in educational settings with parents, teachers, administrators, paraprofessionals, and other specialists covering all exceptionalities and cultural settings. Role playing, and small group practices in teaming and collaboration roles. **Required field experience in diverse settings - 5 hours.**

REQUIRED TEXT:

Cashman, Kevin. Leadership From The Inside Out. San Francisco: Berrett-Koehler Publishers, Inc., 2008.
Covey, Stephan R. The Leader in Me: How Schools and Parents Around the World Are Inspiring Greatness, One Child At a Time. New York: Free, 2008.

***** IMPORTANT NOTE*****

Please be sure that you carefully and thoroughly read all the assigned chapters in your text books. The material in your text book may be covered in the PRAXIS tests you will take to qualify for your teaching license. If you do not fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.

COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the First Floor of Kuhlman Hall to coordinate reasonable accommodations.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 2

(p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

COURSE OBJECTIVES	COURSE ASSESSMENT ACTIVITIES
<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Family systems and the role families play in the educational process and in developing supportive environments. CC1K7; CC2K4 2. Models and strategies of consultation and collaboration, CC10K1 3. Roles of individuals with exceptional learning needs, families and community personnel in planning of an individual program including addressing specific learning needs CC10K2; CC10K3 4. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, and school personnel, and community members. CC10K4 5. Types and importance of information concerning individuals with disabilities available from families and public agencies. GC8K3 	<ol style="list-style-type: none"> 1. Portfolio Binder 2. Portfolio Binder 3. Portfolio Binder 4. Portfolio Binder 5. Portfolio Binder
<p>Skills: Students will demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Maintain confidential communications about individuals with exceptional learning needs including communications with school personnel and families. CC10S1; CC10S9; CC10S10 2. Foster respectful and beneficial relationships between families and professionals CC10S3 3. Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. CC10S4 	<ol style="list-style-type: none"> 1. Field Experience 2. Field Experience 3. Field Experience

<p>4. Plan and conduct collaborative conferences with individual with exceptional learning needs and their families. CC10S5</p> <p>5. Use group problem-solving skills to develop, implement, and evaluate collaborative activities. CC10S7</p> <p>6. Conduct professional activities in compliance with applicable laws and policies. CC9S4</p>	<p>4. Field Experience</p> <p>5. Field Experience</p> <p>6. Field Experience</p>
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DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
05/07	Introduction To Leadership	Leadership Growth Plans- ASSIGNMENTS
05/09	Personal Mastery –Chapter 1	P. 59
05/14	Purpose Mastery-Chapter 2	P.78
05/16	Interpersonal Mastery-Chapter 3	P.103
05/21		
05/23		
05/28	Change Mastery-Chapter 4	P.126
05/30	Resilience Mastery-Chapter 5	P.146
06/04	Being Mastery-Chapter 6	P.164
		Three Clinical Observations & Report Due & FBI Reports (If Observations were Within A School)
		Article Review Due
06/06	Action Mastery-Chapter 7 Leadership In Me	P.171, 173, & 177 Professional Development Leadership Manual Due (Includes Leadership Growth Plans)&LIM Presentation (Implementation Plan)

COURSE ASSIGNMENTS:

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Please refer to it. Assignments and checkpoints are due on posted calendar dates or dates adjusted during class time. Unless previously arranged, no late assignments, or checkpoints will be accepted. Course assignments and requirements may be changed to meet the needs of the students and/or instructor. Below is a brief description of course assignments:

1. There will be a **Professional Development Leadership Manual** composed of the seven chapters from the text (Leadership From The Inside Out). See rubric for details.
2. For graduate students, there will be a **report of an article on any topic related to the course** consisting of an outline of the article as well as a reflection. The reflection of learning will be composed of what was learned as well as how one intends to use the information in their school setting or future school setting. See rubric for details.
3. There will be a required **field experience**. The field experience will consist of **observations of three meetings** preferably an Intervention Assistance Team meeting, an MFE meeting, and an IEP meeting; however, due to school scheduling issues, the three meetings can consist of all of the same type or any other possible combinations (eg. three IAT's) as well as formal meetings outside of schools. There will also be a **clinical report** analyzing each of the three meetings. See rubric for details.
4. **Class participation and Attendance expectations:** It is expected that all students will read all assigned materials using the SQ3R format and professionally contribute / participate in class discussions. The purpose of these readings is to assist the students in their process of becoming an intervention specialist leader to discuss professionally the issues and areas of curriculum development and instructional planning/implementation involved with general and special education.
Class attendance is required and an essential part of the course. See rubric for details.
5. There will be a student presentation from one's reading of the **"Leader In Me"** by Stephen Covey. Each student will compose an implementation plan following the model in the text: Wants, Themes, Purpose, Vision, Strategy, & The Four Imperatives of Leadership. See rubric for details.

EVALUATION

1. Professional Development Leadership Manual Binder = 35 points
2. Article Review Report =10 points
3. Three Clinical Observation & Report = 20 points
4. Attendance & Participation = 10 points
5. LIM = 25
- TOTAL..... 100 points**

GRADUATE GRADING SCALE

100 – 93 = A	79 – 77 = C+
92 – 90 = A-	76 – 74 = C
89 – 87 = B+	73 – 70 = C-
86 – 84 = B	ETC.
83 – 80 = B-	

Rubrics:

Rubric for Professional Development Manual Leadership Manual-35 Points

Assignment Requirements	35 Points	30 Points	25 Points
Question & Response Format	The format for the manual will consist of the seven chapters. Have a title page for each chapter.	The format for the manual will consist of the seven chapters. Have a title page for each chapter.	The format for the manual will consist of the seven chapters. Have a title page for each chapter.
	Complete Leadership Growth Plans from each of the seven chapters of text. Response should include the necessary main ideas within the text to fulfill the requirements of the plan. See L.G. plans pages on Calendar.	State LGP from text. Response includes some of the main ideas within the text to fulfill the requirements of the question.	LGP Not Stated & Response is inadequate or so incomplete as to constitute failure.
	Additional activity sheets and handouts will be placed within their appropriate chapters.		
Total Points			

Comments:

Article Review Rubric – 10 Points

Assignment Requirements:	10 Points	8 Points	6 Points
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Review of Article	The student reviews the article, highlighting the main topics and ideas, giving a clear overview of the article (An Outline).	The student reviews the article, but leaves out key ideas or concepts.	The student fails to review the complete article and define main ideas (or) provides incorrect information.
Personal Reflection	The student defines the relevance this article has to teaching children with special needs (and) defines the personal impact this article has for student’s own professional growth.	The student defines the relevance this article has to teaching children with special needs (or) defines the personal impact this article has for student’s own professional growth.	The student fails to provide their own reaction / reflection to the article and the relevance the article has to teaching children with special needs.
Professionalism in Writing	<p>The article review and reflection should meet all of the following requirements:</p> <ul style="list-style-type: none"> ▪ 1 -2 pages ▪ Typed ▪ Double spaced ▪ 0 grammatical errors ▪ Complete and On-Time 	<p>The article review and reflection meet all but one of the following requirements:</p> <ul style="list-style-type: none"> ▪ 1 -2 pages ▪ Typed ▪ Double spaced ▪ Complete and On-Time <p style="text-align: center;">Or</p> <p>Contains 1-2 grammatical errors.</p>	<p>The article review and reflection fail to meet more than one of the following requirements:</p> <ul style="list-style-type: none"> ▪ 1 -2 pages ▪ Typed ▪ Double spaced ▪ Complete and On-Time <p style="text-align: center;">Or</p> <p>Contains 3 or more grammatical errors.</p>
Total Points			

Comments:

Clinical Observation & Report Rubric-20 Points

Assignment Requirements	20 Points	15 Points	12 Points
Clinical Observation	Student will observe three types of meetings (any combination of IAT, MFE, IEP, or other formal styled meeting) within or outside a school setting and take field notes to hand in with report.	Student will observe three types of meetings other than IAT, MFE, & IAT and take notes to hand in with report.	Student observes less than three meetings of any type, Special Ed. Or other and does not take field notes to hand in with report.
Clinical Report	Student will write three clinical reports containing a typed document with a title page along with the following labels: <ul style="list-style-type: none"> • Meeting Attended • People Present • Length of Meeting • Triaxial Format (3 Axes) (Handout will be given out in class) • Reflection (Content & Process) 	Student will write three clinical reports missing no more than one of the following: <ul style="list-style-type: none"> • Meeting Attended • People Present • Length of Meeting • Triaxial Format (3 Axes) • Reflection (Content & Process) 	Student will write three clinical reports missing more than one of the following: <ul style="list-style-type: none"> • Meeting Attended • People Present • Length of Meeting • Triaxial Format (3 Axes) • Reflection (Content & Process)
Professionalism in Writing	The content and reflection should meet all of the following requirements: <ul style="list-style-type: none"> • Title Page • Typed • Double Spaced • 0 grammatical errors • Complete and On-time 	The content and reflection meet all but one of the following requirements: <ul style="list-style-type: none"> • Title Page • Typed • Double Spaced • Complete and On-time or contains 1-2	The content and reflection fail to meet more than one of the following requirements: <ul style="list-style-type: none"> • Title Page • Typed • Double Spaced • Complete and On-time Or contains 3 or more

		grammatical errors	grammatical errors
Total Points			

Comments:

Attendance and Participation Rubric – 10 points

Assignment Requirement	Professional Quality 10 points	Needs Improvement 6 Points	Unprofessional Quality 2 Points
Attendance	No absences.	One absences and/or one to two tardies (10 minutes)	Absent 2 or more times &/or 3 tardies (10 min.). Absent more than two times may result in withdrawal from class.
Participation	Is attentive and participatory in group discussions, frequently asks questions or volunteers information	Frequently disengaged in group discussions, rarely asks questions or volunteers information	Obvious lack of participation in group activities and other behaviors such as sleeping and/or inattentive in class;
Total Points			

Comments:

Final Checkpoint-LIM Presentation Rubric -25 Points

Assignment Requirement	25 Points	20 Points	15 Points
Read LIM	Students will read LIM.	Three quarters of the assignment completed.	One-half of the assignment completed.
Implementation Plan	Student will create a plan from their reading for implementing the model currently for use in their classroom (Model: Wants, Themes, Purpose, Vision,		

	Strategy, & the 4 Imperatives of Leadership.).		
Panel & Discussion Format	For the presentation, students will be assigned to small groups to discuss their plans for implementation. Each group will then appoint a spokesperson to address the whole class summarizing the ideas discussed.		
Total Points			

Comments: