

SE 477-P60
Consulting With Parents and Professionals
Spring 2008

Instructor: Gudrun Higgins
E-mail: ghiggins@lewiston.k12.id.us
Work Phone: 748-3439 Home Phone: 750-0500

Textbook: *Interactions: Collaboration Skills for School Professionals, 4th Edition*, by Marilyn Friend and Lynne Cook. (available online)

Online Readings and Resources:

<http://www.sde.state.id.us/SpecialEd/docs/manual/Chapters.pdf> Idaho Special Education Manual, Chapter Five

<http://www.wrightslaw.com/info/rti.index.htm> (also view linked articles) Overview of RTI and issues surrounding its implementation

<http://www.ipulidaho.org/index.html> Parent Resources

<http://www.ipulidaho.org/brochures/communicationskills.pdf> Communication Skills brochure for parents

http://www.findarticles.com/p/articles/mi_qa4009/is_200501/ai_n9465615/print Friend, Marilyn. (2005) "Creating Schools in Which all Students Can Succeed." *Kappa Delta Pi Record*.

http://www.findarticles.com/p/articles/mi_qa4009/is_200401/ai_n9395742/print Slater, Lorraine. (2004) "Relationship-Driven Teaching Cultivates Collaboration and Inclusion." *Kappa Delta Pi Record*.

<http://www.sde.state.id.us/SpecialEd/docs/manual/Safeguards.pdf> Procedural Safeguards for parents

Course Description (from LCSC catalog): Theory and practice of consulting with parents of students with disabilities. Emphasizes standards of performance related to communication, collaborative partnerships, professional and ethical practices.

Course Objectives: Upon completion of this course, students will have demonstrated proficiency in accordance with the following Idaho Core Teacher Standards, Idaho

Foundation Standards for Special Education Teachers, LCSC Professional Teacher Standards, and Council for Exceptional Children Standards:

Part One: Communication Skills

- *The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. (Idaho Core Teacher Standards, Principle 6, Performance)*
- *The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner. (Idaho Foundation Standards for Special Education Teachers, Principle 10, Knowledge)*
- *The teacher utilizes effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. (LCSC Professional Teacher Standards, Principle 6, Educational Facilitator)*
- *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (LCSC Professional Teacher Standards, Principle 6, Dedicated Professional)*
- *The teacher demonstrates proficiency in oral and written communication. (LCSC Professional Teacher Standards, Principle 6, Educational Facilitator)*

Part Two: Partnerships

- *The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (Idaho Core Teacher Standards, Principle 10)*
- *The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice. (Idaho Foundation Standards for Special Education Teachers, Principle 1:1)*
- *The teacher communicates the benefits, strengths, and constraints of special education services. (Idaho Foundation Standards for Special Education Teachers, Principle 1, Performance)*
- *The teacher demonstrates the application of theories and educational models in special education practice. (Idaho Foundation Standards for Special Education Teachers, Principle 1, Performance)*
- *The teacher knows the assurances and due process rights related to assessment, eligibility, and placement. (Idaho Foundation Standards for Special Education Teachers, Principle 10, Knowledge)*
- *The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities. (Idaho Foundation Standards for Special Education Teachers, Principle 1, Knowledge)*
- *The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner. (Idaho Foundation Standards for Special Education Teachers, Principle 10, Knowledge)*
- *The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with*

- parents/guardians to deal with those concerns. (Idaho Foundation Standards for Special Education Teachers, Principle 10, Knowledge)*
- *The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program. (Idaho Foundation Standards for Special Education Teachers, Principle 10, Knowledge)*
 - *The teacher recognizes the importance of relationships between school and family. (Idaho Foundation Standards for Special Education Teachers, Principle 10, Dispositions)*
 - *The teacher appreciates the dignity and privacy of students and families. (Idaho Foundation Standards for Special Education Teachers, Principle 10, Dispositions)*
 - *The teacher encourages and assists families to become active participants in the educational team. (Idaho Foundation Standards for Special Education Teachers, Principle 10, Performance)*
 - *The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, and other school and community personnel in integrating students with disabilities into various learning environments. (Idaho Foundation Standards for Special Education Teachers, Principle 10, Performance)*
 - *The teacher demonstrates proficiency in oral and written communication. (Idaho Foundation Standards for Special Education Teachers, Principle 10, Performance)*
 - *The candidate provides clear and convincing evidence that she/he understands schools as organizations within the larger community context and the laws and norms that guide their operation. (LCSC Professional Teacher Standards, Principle 10, Knowledgeable Professional)*
 - *The candidate provides clear and convincing evidence that she/he fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (LCSC Professional Teacher Standards, Principle 10, Dedicated Professional)*
 - *Understand the collaborative and/or consultative role of the special education teacher in the reintegration of students with disabilities. (CEC, Standard 10, Knowledge)*
 - *Use local, community, and state and provincial resources to assist in programming with individuals with disabilities. (CEC, Standard 10, Skills)*

Part Three: Professional Commitment and Responsibility

- *The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (Idaho Core Teacher Standards, Principle 9)*
- *The candidate provides clear and convincing evidence that she/he is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally. (LCSC Professional Teacher Standards, Principle 9, Reflective Professional)*

- *The candidate provides clear and convincing evidence that she/he exhibits high ethical and professional standards and conducts herself/himself in a manner which shows commitment to the profession of education. (LCSC Professional Teacher Standards, Principle 9, Dedicated Professional)*

Grading

Activities and Assignments from Textbook: 260 points (2 per chapter, 10 points each)

Written Discussion Prompt Responses: 120 points (6 total, 20 points each)

Resource Exploration Paper: 100 points

Procedural Safeguards Summary: 100 points

Manual Quiz: 100 points

If you have a disability or any condition for which you require accommodations, please inform me as soon as possible. Thank you.