DAKOTA WESLEYAN UNIVERSITY
Education Department
SPD 320 Communication, Collaboration, Consultation, and Law
3 Credit Hours
Fall Semester, 2006 Project Enrich

Instructor: Paula Platz
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Class: Tues Thurs 5:00 – 8:00 p.m.
Ed.111 and DDN studios

Required Textbooks:

Cramer, Sharon (2006). *The Special Educator's Guide to Collaboration*. Thousand Oaks, CA.: Corwin Press.

Overton, Sheri (2005). *Collaborating with Families*. Columbus Ohio: Prentice Hall.

Internet Resources:

Children & Adults with ADHD (CHADD)

<http://www.chadd.org/>

Circle of Inclusion

<http://www.circleofinclusion.org/english/pim/four/coll.html>

Conflict Resolution Strategies

http://www.conflictresolution.com/conflict_resolution_strategies.html

Conflict Resolution Strategies: Get Over it, Move On

<http://www.execstrategies.com/Facilitator/ConflictResolutionStrategies.htm>

Council for Exceptional Children

<http://www.ideapractices.org/>

Education World

http://www.educationworld.com/a_issues/issues000.shtml

Encourage Creativity in the Workplace

https://www.jfkassociates.com/whats_new_details.php?choice=14

Information Center on Disabilities and Gifted Education

<http://ericec.org/>

LD Online

<http://www.ldonline.org/>

Making a Difference: The Art of Community Connecting

<http://ddc.ohio.gov/Pub/HANDBOOK.PDF>

National Dissemination Center for Children with Disabilities

<http://www.nichcy.org/>

National Comprehensive Center for Teacher Quality

<http://www.ncctq.org/resources.php>

National Down Syndrome Society (sample transition plans)

<http://www.ndss.org/>

No Child Left Behind: A Toolkit for Teachers

<http://www.ed.gov/teachers/nclbguid/nclb-teachers-toolkit.pdf>

South Dakota Department of Education: Special Education Services & Support

<http://doe.sd.gov/oess/specialed/index.asp>

South Dakota Department of Education: Forms and Technical Assistance Documents

<http://doe.sd.gov/oess/specialed/forms/index.asp>

Strategies to Increase Parental Involvement that really work!

http://www.ideapractices.org/bk/cectoday/oct_nov_dec_2004/strategies_1.html

Technical Assistance for Parents Centers (central source of information on: disabilities, IDEA, NCLB as it relates to children with disabilities, and research-based information on effective educational practices.)

<http://www.taalliance.org/>

United States Dept. of Education (includes final regulations of IDEA)

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>

Dakota Wesleyan University Mission Statement:

Dakota Wesleyan University aspires to excellence in the liberal arts and professional programs, preparing students for meaningful careers and lifelong intellectual adventure. The University affirms its relationship with the United Methodist Church and fosters diversity in an inclusive atmosphere. DWU encourages the dialogue between mind and soul, simultaneously building relationships, developing whole persons, and promoting service to God and humanity.

Theme of the Education Department:

Impacting futures...one mind at a time.

Education Department Mission Statement

A constructivist-based program, the Dakota Wesleyan University Education Department is committed to modeling the developmental approach to learning. A student-centered philosophy, celebrating the diversity and complexity of teaching, influences all curricular and pedagogical decisions. The education department mirrors the DWU mission of sacrifice or service in conjunction with the most relevant and contemporary educational practices within the framework of the 10 INTASC (Interstate New Teacher Assessment Standards Consortium) standards of highly qualified educators. DWU education graduates are highly qualified, independent educators measuring success in the attempt of reaching potential, exemplifying the hope and optimism of every school year, school day, lesson and teaching moment.

Catalog description

The student will be familiar with the placement committee process, including roles and responsibilities of required members. The student will develop skills to communicate effectively and work collaboratively as a member of a multidisciplinary team. The importance of the parent/family and professional partnership will be emphasized. This course encompasses a lifespan perspective, requiring the student to be knowledgeable of the early intervention service system; school services system, rehabilitation service system, and other interagency systems, as well as transition planning. Students will review basic knowledge of national and state laws, policies, and procedures, which affect individuals birth through 21 years of age.

Academic Integrity

Dakota Wesleyan is dedicated to the building of character and to the pursuit of life-long learning. To be successful in the pursuit of these goals, honesty and integrity must be part of every learning opportunity on campus. Academic dishonesty breaks the trust necessary for the building of community and the promotion of learning and spiritual values. All members of the institution, including faculty, staff, and students share the responsibility to report incidents of academic dishonesty.

Academic dishonesty includes, but is not limited to, any act of cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation, sabotage, and any act of facilitating or aiding any of the foregoing. Definitions and results of such violations are found in the DWU Catalog, Student Handbook, and the Employee Handbook.

State Standards:

24:16:08:45. K-12 special education programs. A K-12 special education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require coursework sufficient to constitute a major with at least 50 percent upper division, which includes the following:

Through participation in class activities and outside assigned experiences, and through written work, the student will develop competencies in each of the following state standards:

(1) Etiology and characteristics of disabilities as defined by the Individuals with Disabilities Education Act Amendments of 1997, H.R. 105-17 (June 4, 1997) and by chapter 24:05:24.01, and the impact of each disability on the learning process;

The placement committee process, including:

- (a)** Roles and responsibilities of required members as described in chapter 24:05:25;
- (d)** Development and implementation of supplementary aids and services, program modifications, and supports necessary for students with disabilities to be involved and progress in the general curriculum and in extracurricular and nonacademic activities.
- (f)** Organization, maintenance, and appropriate use of student records;
- (5)** Communication skills and use of resources and services to include:
 - (a)** Knowledge of transition planning as defined in 24:05:27:13.02;

- (b) Basic knowledge of the early intervention service system for infants and toddlers with disabilities, the rehabilitation service system, and other interagency service systems;
 - (c) Use of internal and community resources to improve educational programs for students with disabilities; and
 - (d) Effective functioning as multidisciplinary team members, consultants, and service providers.
- (6) Basic knowledge of national and state laws, policies, and procedures, which affect children and youth with disabilities.

24:16:08:47(1) Basic knowledge and understanding of growth and development of the child from birth through age eight with emphasis on the infant, toddler, and preschool child in physical, social, emotional, cognitive, language, and aesthetic areas to include:

- (b) Identifying individual learning needs, specifying goals relative to the needs, and implementing program objectives to facilitate those needs; and
- (c) Comprehending cultural diversity and its implications, to include supporting home language preservation and promoting anti-bias;

24:16:08:47(4) Placement committee process including:

- (a) Interdisciplinary, transdisciplinary, and interagency teaming;
- (b) Roles and responsibilities of members;
- (c) Development of Individual Family Service Plan and Individual Educational Program;
- (d) Organization, maintenance, and appropriate use of student records;

24:16:08:47(7) Policies and services related to birth through preschool special education and basic knowledge of state laws, policies, and procedures, including transition procedures.

In addition, each student will meet the following CEC standard in this course:

SPD 320: CEC Standards

- 1. Foundations: Common Core**
 - a. **CC1K2: Laws, policies, and ethical principles regarding behavior management planning and implementation.**
 - b. **CC1 K3: Relationship of special education to the organization and function of educational agencies.**
 - c. **CC1K4: Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.**
 - d. **CC1K7: Family systems and the role of families in the educational process.**
 - e. **CC1K8: Historical points of view and contribution of culturally diverse groups.**
 - f. **CC1K9: Impact of the dominant culture on shaping schools and the individuals who study and work in them.**
 - g. **CC1K10: Potential impact of differences in values, languages, and customs that can exist between the home and school.**
- 1. Foundations: Individualized General Curriculum**
 - a. **GC1K3: Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.**
 - b. **GC1K4: the legal, judicial, and educational systems to assist individuals with disabilities.**
 - c. **GC1K7: Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.**
- 2. Development and Characteristics of Learners: Individualized General Curriculum**
 - a. **GC2K2: Impact of sensory impairments, physical and health disabilities on individuals, families, and society.**
- 3. Individual Learning Differences: Common Core**
 - a. **CC3K1: Effects an exceptional condition(s) can have on an individual's life.**
 - b. **CC3K2: Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.**
 - c. **CC3K3: Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.**

- d. **CC3K4: Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.**
- 4. **Instructional Strategies: Individualized General Curriculum-Skills**
 - a. **GC4S8: Resources and techniques used to transition individuals with disabilities into and out of school and post-school environments.**
- 5. **Learning Environments and Social Interactions: Common Core-Knowledge**
 - a. **CC5K7: Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.**
 - b. **CC5K8: Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.**
 - c. **CC5K9: Ways specific cultures are negatively stereotyped.**
 - d. **CC5K10: strategies used by diverse populations to cope with a legacy of former and continuing racism.**
- 5. **Learning Environments and Social Interactions: Common Core- Skills**
 - a. **CC5S1: Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.**
 - b. **CC5S13: Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.**
 - c. **CC5S14: Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.**
 - d. **CC5S15: structure, direct, and support the activities of paraeducators, volunteers, and tutors.**
- 5. **Learning Environments and Social Interactions: individualized General Curriculum-Skills**
 - a. **GC5S1: Provide instruction in community-based settings.**
- 6. **Communication: Common Core-Knowledge**
 - a. **CC6K1: Effects of cultural and linguistic differences on growth and development**
 - b. **CC6K2: Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.**
 - c. **CC6K3: Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.**
- 7. **Instructional Planning: Common Core-Knowledge**
 - a. **CC7K5: Roles and responsibilities of the para-educator related to instruction, intervention, and direct services.**
- 7. **Instructional Planning: Common Core-Skills**
 - a. **CC7S2: Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.**
 - b. **CC7S3: Involve the individual and family in setting instructional goals and monitoring progress.**
 - c. **CC7S8: Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.**
- 8. **Assessment: Individualized General Curriculum-Knowledge**
 - a. **GC8K2: Laws and policies regarding referral and placement procedures for individuals with disabilities.**
 - b. **GC8K3: Types and importance of information concerning individuals with disabilities available from families and public agencies.**
- 9. **Professional and Ethical Practice: Common Core-Knowledge**
 - a. **CC9K1: Personal cultural biases and differences that affect one's teaching.**
- 9. **Professional and Ethical Practice: Common Core-Skills**
 - a. **CC9S6: Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.**
 - b. **CC9S12: Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.**
- 9. **Professional and Ethical Practice: Individualized General Curriculum-Knowledge**

- a. GC9K1: Sources of unique services, networks, and organizations for individuals with disabilities.
- b. GC9K2: Organizations and publications relevant to individuals with disabilities.

9. Professional and Ethical Practice: Individualized General Curriculum-Skills

- a. GC9S1: Participate in the activities of professional organizations relevant to individuals with disabilities.
- b. GC9S2: Ethical responsibility to advocate for appropriate services for individuals with disabilities.

10. Collaboration: Common Core-Knowledge:

- a. CC10K1: Models and strategies of consultation and collaboration.
- b. CC10K2: Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
- c. CC10K3: Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
- d. CC10K4: Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

10. Collaboration: Common Core-Skills:

- a. CC10S1: Maintain confidential communication about individuals with exceptional learning needs.
- b. CC10S2: Collaborate with families and others in assessment of individuals with exceptional learning needs.
- c. CC10S3: Foster respectful and beneficial relationships between families and professionals.
- d. CC10S4: Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
- e. CC10S5: Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
- f. CC10S6: Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
- g. CC10S7: Use group problem solving skills to develop, implement and evaluate collaborative activities.
- h. CC10S8: Model techniques and coach others in the use of instructional methods and accommodations.
- i. CC10S9: Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
- j. CC10S10: Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
- K. CC10S11: Observe, evaluate and provide feedback to para-educators.

10. Collaboration: Individualize General Curriculum-Knowledge

- a. GC10K1: Parent education programs and behavior management guides that address severe behavior problems and facilitate communication for individuals with disabilities.
- b. GC10K2: Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.
- c. GC10K3: Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.
- d. GC10K4: Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

10. Collaboration: Individualized General Curriculum-Skills

- a. GC10S1: Use local community, and state and provincial resources to assist in programming with individuals with disabilities.
- b. GC10S2: Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.
- c. GC10S3: Teach parents to use appropriate behavior management and counseling techniques.
- d. GC10S4: Collaborate with team members to plan transition to adulthood that encourages full community participation.

Course Objectives:

1. Acquire a background in consultation/collaboration theories and models.
2. Become familiarized with group dynamics and its significant effect on team building/interactions/productivity.
3. Demonstrate effective communication techniques and interviewing skills.
4. Develop knowledge of "total case" management, interagency teaming, and required members of the multidisciplinary team as it varies from birth through 21 and need.
5. Familiarize with effects of personality, beliefs and value systems on collaborative teams.
6. Identify common barriers/behaviors that limit collaborative communication between team members.
7. Define: team teaching, co-teaching, peer coaching, coequality, and other terminology.
8. Develop a keen awareness of the family's role in the collaborative multidisciplinary team process, and identify techniques that empower families and team members.
9. Follow standards of ethical practice for confidential communication and the special educator's role in training and maintaining confidentiality of records, correspondence, discussions, and reports.
10. Become aware of the special educator's role in the supervision of para-educators.

Activities**Complete collaboration notebook****Shoes test: Case studies analysis and solutions****100 % class attendance****Read and reflect all assigned readings****Authentic listening to guest speakers and reflection of information gained****Accommodations:**

Reasonable accommodations, as arranged through Student Support Services, will be provided for any student with a documented disability. Please contact the instructor to arrange for those accommodations.

Week of:	Assignments:	Course Objectives
Oct. 10, 2006	<p>Read and reflect with something you learned, questioned, want to know more about, will use.... What are 2 things you will do as an action plan, based on these articles:</p> <ol style="list-style-type: none"> 1. Encourage Creativity in the Workplace https://www.jfkassociates.com/whats_new_details.php?choice=14 2. Conflict Resolution Strategies http://www.conflictresolution.com/conflict_resolution_strategies.html <p>Case Study for this week: Read <i>Climbing the Mountain</i> learner's choice: Choose 5 questions to answer. Email responses to one colleague and to the instructor no later than Oct. 16, noon.</p>	1,2,8
Oct. 17	<p>Case Study for week Oct. 17-19: Read <i>I Love My Baby</i> Answer questions: 2 & 5 and email your answer to all class and instructor, 12,13,14, email to instructor by Oct. 22, noon</p>	1,2,4,8
Oct. 24	<ol style="list-style-type: none"> 1. Read: Circle of Inclusion http://www.circleofinclusion.org/english/pim/four/coll.html 2. Use the team meeting checklist (see below) to evaluate a team you are part of currently. Bring these results to class and be ready to discuss and back up your evaluation with examples. Team Meeting Checklist http://www.circleofinclusion.org/english/guidelines/moduleone/meeting.html <p>10 points for completion and discussion</p>	1,2,3,5,6,8

Oct.31	<p>1. Read Case Study Ch 4, I Made Myself High Profile: Bright Star's Story, choose your own 5 questions to answer. 25 possible points based on case study rubric.</p> <p>1. Read Case Study Ch 4, I Made Myself High Profile: Bright Star's Story, choose your own 5 questions to answer. 25 possible points based on case study rubric.</p> <p>From standard in CEC (Standard 10: Collaboration)</p> <p>2. Summarize how you have obtained these skills from your courses, experience in schools, other personal reflections. Stretch beyond the facts to examine the meaning of this standard and how you have deepened your understanding of collaboration. <i>10 possible points (subjectively determined by the instructor)</i></p> <p>Select 2-3 items that you know are gaps in either your knowledge or understanding. <i>10 possible points.</i></p> <p>http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/SpecialEdTeachers/default.htm</p> <p>This activity is modified from project try-out 2.3, page 43 in textbook <u>Special Educators Guide to Collaboration</u></p>	all
Nov. 7	<p>Please read the first 3 chapters of The Special Educators Guide to Collaboration, with special attention to chapter 3, Ingredients for Successful Collaboration <u>by class time Tuesday, Nov. 7</u>. The next case study to read is CH. 5: To break the chain: Aunt Rhoda's Story. Please respond to questions #'s: 6, 11, 12, 13, 15. To earn the maximum points of 25, return your responses via email <u>no later than midnight Nov.9</u>.</p> <p>Please bring to class all of the handouts from the Sat. class, your textbooks too. Everyone was given an article relating to collaboration or teaming, please bring this with you.</p>	all

Nov. 14	<p>Please email your assignment to instructor by Monday, Nov. 20 to receive full credit.</p> <p>1. Read Ch 4:Evaluating Your Situation Honestly in the <i>Special Educator's Guide to Collaboration</i>. Consider the Pragmatic Barriers, p. 83-85, and Conceptual Barriers, p. 85-87. For each barrier listed, evaluate your own working environment or a previous working environment. In your evaluation, were there similar barriers? Is this a barrier you have not observed and your working environment scores high on not having this difficulty? Give brief examples if you wish, keeping names confidential, of course. <i>12 points possible, 2 points per barrier.</i></p> <p>2. Read case study, chapter 6: <i>One Last Chance, Again: Frank's Story</i>. Record and email your responses to questions 1, 3, and 16 Read case study, chapter 7: <i>If the Schools Had Their Way: Mrs. Jones Story</i>. Record and email your response to questions 11 and 12 <i>25 points possible, 5 points per question.</i></p>	all
Nov. 28	<p>Read case studies: Maria's Story and Shelley's Story Answer the following 5 questions and email to instructor by Nov. 30 for full credit.</p> <p>1. Respond to question #7 p.105. 5 points possible. I have started the research for you with the following websites: http://www.familyvoices.org/pub/hcf/ma-kbw.pdf http://www.partoparvt.org/02sKatie.html http://www.partnersinpolicymaking.com/history/vision_changemaker_beckett.html</p> <p>2. Please find and roam around this website for some very valuable information http://www.beachcenter.org/</p> <p>3.Cultural Diversity Fact Sheet assignment Read this article, Cultural Diversity Fact Sheet, Cultural Diversity Fact Sheet http://www.beachcenter.org/LongDescriptions/default.asp?intResourceID=1467&Type=General%20Topic&act=detail&id=14 from the Beach Center website and respond in writing to # 1. Enhance self-awareness.</p> <p>4. Respond to # 1 on page 114 5. Respond to # 7 on page 115. 6. Respond to # 9 on page 105.</p>	all
Dec.5	<p>Read case studies: Maria's Story and Shelley's Story Answer the following 5 questions and email to instructor by Nov. 30 for full credit.</p> <p>1. Respond to question #7 p.105. 5 points possible. I have started the research for you with the following websites: http://www.familyvoices.org/pub/hcf/ma-kbw.pdf http://www.partoparvt.org/02sKatie.html http://www.partnersinpolicymaking.com/history/vision_changemaker_beckett.html</p> <p>2. Please find and roam around this website for some very valuable information http://www.beachcenter.org/</p>	all

Dec. 12	<i>Ms Stacks Story</i> and <i>Grace and Janets Story</i> Check out the online resources page 126-127 and 144 Be prepared to discuss the case study and resources in class	all
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References:

- Covey, Stephen (1990). *The 7 Habits of Highly Effective People* New York, NY: Simon & Schuster.
- Detmer, Peggy, Dyck, Norma, Thurston, Linda (1999) *Consultation, Collaboration and Teaming for Students with Special Needs* Boston:Allyn & Bacon
- Fiedler, Craig (2000) *Making A Difference: Advocacy Competencies for Special Education Professionals* Boston: Allyn & Bacon.
- Johnson, David, Johnson, Roger, Johnson Holubec, Edythe (1993) *Cooperation in the Classroom* Edina, MN: Interaction Book Company.
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