

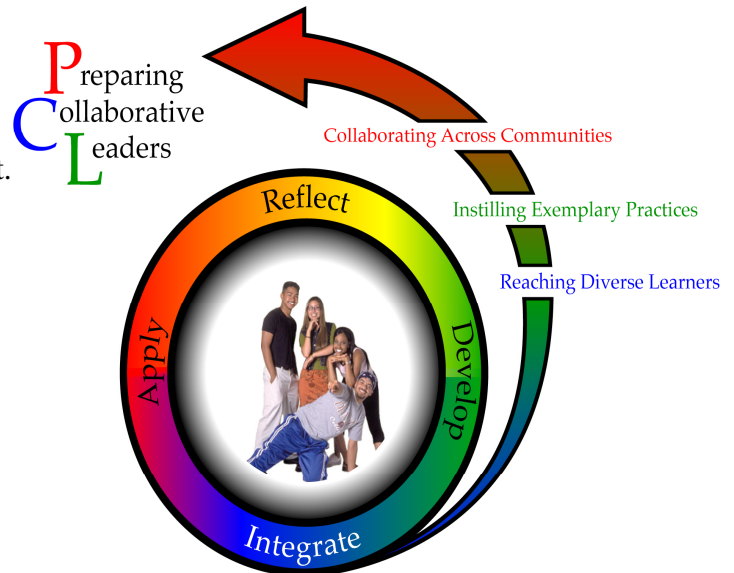
University of Wisconsin-Eau Claire
College of Education & Human Sciences
Department of Special Education
Eau Claire, WI 54702

SPED 402/602 Parent and Family Involvement

Spring 2012

Section 1 – Wednesday, 6:00-8:45, HSS 177

Instructor: Dr. Stephen D. Dempsey
Office: HSS 244
Phone: (715) 836-2712
Email: dempsesd@uwec.edu
Office Hours: As posted. Sign sheet on my office door for an appointment.



EXCELLENCE AS A JOURNEY

Definition of Collaborative Leadership:

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Collaborative Leadership Dispositions

DISPOSITIONS		0	1 UNDERSTANDING	2 INDEPENDENT LEVEL	3 COLLABORATIVE LEVEL
1 STRIVES FOR SHARED UNDERSTANDING	Chooses to do most tasks independently	<ul style="list-style-type: none"> Asks relevant questions of “safe” person Compromises, or asks others to do so, to complete tasks 	<ul style="list-style-type: none"> Asks clarifying questions for self Paraphrases for personal clarification Cooperates when working with others 	<ul style="list-style-type: none"> Asks clarifying questions for self and/or group needs Solicits responding from all parties Paraphrases for better self and group understanding Redirects counter-productive participation Demonstrates active listening during collaborations 	
2 SEEKS BENEFICIAL SOLUTIONS	Does not try to change what has already been done “good enough”	<ul style="list-style-type: none"> Describes situations and solutions from multiple perspectives Articulates potential barriers to situations Lists people who may be potential resources for tasks 	<ul style="list-style-type: none"> Describes current condition Tells why change might be necessary Independently finds resources to support change Defers judgement in order to come up with unique and workable solutions 	<ul style="list-style-type: none"> Seeks input from and works with others to describe current condition Works with others to determine need for change Considers other’s ideas and perspectives to generate possible solutions and meet multiple needs 	
3 ACCEPTS RESPONSIBILITY FOR SELF AND TAKES ON RESPONSIBILITY FOR OTHERS	Blames others and circumstances when problems occur	<ul style="list-style-type: none"> Lists possible personal responsibilities Articulates the responsibilities of others 	<ul style="list-style-type: none"> Accepts responsibility for tasks when asked to do so Assists with meeting the needs of others when within own control 	<ul style="list-style-type: none"> Accepts and seeks out responsibility for tasks Advocates for other’s needs, regardless of personal beliefs/needs Actively seeks out assistance from others to meet identified needs 	
4 DISPLAYS PERSEVERANCE FOR PROJECTS AND INTERPERSONAL RELATIONSHIP MANAGEMENT	Follow-up attempts not made when first attempt does not succeed or meet expectations	<ul style="list-style-type: none"> Completes tasks on time Makes repeated, but minimal, attempts to correct or continue a task Makes weak attempts to better understand others 	<ul style="list-style-type: none"> Asks questions to find out more in order to make more productive future attempts at a task Describes options for approaching others for assistance 	<ul style="list-style-type: none"> Actively seeks out others for contributions in order to make change and persist with tasks Acknowledges all participants contributions, concerns, and ideas Depersonalizes negativity from others and contributes positive responses 	
5 DEMONSTRATES A PASSION FOR EXCELLENCE	Does just what is required	<ul style="list-style-type: none"> Reflects on how experiences has impacted their thinking about education Articulates the meaning of excellence in a context of learning 	<ul style="list-style-type: none"> States expectations that go beyond the status quo Independently uses the meaning of excellence in a context of learning for individual growth 	<ul style="list-style-type: none"> Active and positive member of groups Uses excellence in a context of learning to collaborate with and influence others Celebrates group successes Exhibits an appropriate sense of humor, a positive manner, and enthusiasm during interactions 	

Wisconsin Teacher Standards:

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and **demonstrate proficient performance in the knowledge, skills and dispositions** under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

UW-Eau Claire Liberal Education Learning Goals and Learning Outcomes:Creative and Critical Thinking

- UW-Eau Claire students will develop critical thinking skills that can be applied to a range of academic and social contexts. Critical thinking includes general and discipline specific skills and procedures for inquiry, analysis, and synthesis. Critical thinking also includes information literacy and quantitative literacy (Artifacts: presentations, reflection paper, and final exam).
- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving (Artifacts: presentations and reflection paper).

Effective Communication

- UW-Eau Claire students will write, read, speak, and listen effectively including application to civic and discipline specific contexts. Communicating effectively includes effective team work (Artifacts: class discussions and presentations).

Individual and Social Responsibility

- UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning (Artifacts: class discussions, reflection paper, and final exam).
- UW-Eau Claire students will connect their knowledge and skills to social and civic contexts (Artifacts: and reflection paper and final exam).

Course Objectives:

Objectives	WTS	Artifacts
The student will:		
1. Develop a rationale for parent and family involvement.	WTS 10	Written assignment
2. Describe the unique challenges facing parents and families of children with disabilities.	WTS 7	Quizzes, exam, article reviews, discussion
3. List ways to involve parents and families in the education of the child with a disability.	WTS 10	Quizzes, exam, article reviews, discussion
4. Identify appropriate resources for families with special needs.		Internet activity, discussion, exam
5. Apply specific effective communication and collaborative skills for working with families and other professionals.	WTS 10	Class simulation activity, presentations, discussion
6. Explain parent rights guaranteed under federal and state law.		Internet assignment, discussion
7. Summarize the Mandated Reporting Law in relation to child abuse and neglect.		Internet activity, discussion, exam

The above artifacts are required in SPED 402 and may be used at the discretion of the student to demonstrate the performance requirements for the baccalaureate and/or teacher education portfolios.

- Prerequisites:**
- Admission to Teacher Education required
 - Other prerequisites listed in the UW-Eau Claire catalogue

Texts:

Berry, J.O. (2009). *Lifespan perspectives on the family and disability* (2nd ed). Austin, TX: Pro-ed.

Gorman, J.C. (2004). *Working with challenging parents of students with special needs*. Thousand Oaks, CA: Corwin Press.

- The author is a **former elementary education teacher** who **currently is a licensed psychologist**. Her interests include collaborating with parents from culturally diverse backgrounds and parents of children with special needs. The book reflects her experience and beliefs.

Lynch, E.W. & Hanson, M.J. (Eds) (2006). *Developing cross-cultural competence: A guide for working with children and their families* (3rd ed). Baltimore: Brookes Publishing Company.

Texts are available in the McIntyre Library and in the Department of Special Education's Resource Center – HSS 247.

Required Documents: (Download)

1. **Family Education Rights and Privacy Act (FERPA)** (2 pages)
<http://www.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html>
2. **Forum Guide to the Privacy of Student Information – A Resource for Schools** (14 pages)
National Forum on Education Statistics,
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004330>

3. **Parents' Guide to the Family Educational Rights and Privacy Act: Rights Regarding Children's Education Records** (3 pages)
<http://www.ed.gov/print/policy/gen/guid/fpco/brochures/parents.html>
4. **Request for a Due Process Hearing – Form** (1 page), Wisconsin Department of Public Instruction, <http://dpi.wi.gov/sped/dueproc.html>
5. **Request for Special Education Mediation – Form** (1 page), Wisconsin Department of Public Instruction, <http://dpi.wi.gov/sped/wsems.html>
6. **Special Education in Plain Language**, June 2009 (3rd ed revised) (64 pages), Wisconsin Department of Public Instruction, <http://www.specialed.us/pl-07/pl07-index.html>
7. **The Basic Facilitation Primer (Skills)** (May 2002) (20 pages), The International Association of Facilitators, <http://www.iaf-world.org/i4a/pages/index.cfm?pageid=3387>
8. **The Dance of Partnership: Why Do My Feet Hurt?** Janice Fialka
<http://www.danceofpartnership.com/DanceArticleSept06.pdf> or Young Exceptional Children: Vol. 4, Number 2, Winter 2001
9. **The Schools Role in Preventing Child Abuse and Neglect** (24 pages), Wisconsin Department of Public Instruction, <http://dpi.wi.gov/sspw/doc/sswchildabuse.doc>
10. **FERPA Memorandum: Access to Test Protocols and Test Answer Sheets** (2 pages)
<http://www.fetaweb.com/04/ferpa.rooker.ltr.protocols.htm>

Course Description:

Rationale, efficacy, methods, and materials for involving parents and family members through collaborative activities. Community resources, communication skills, legal issues, and effective team membership are also studied.

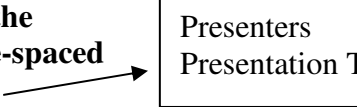
- This is seminar, discussion, participation based course.
- Candidates will be placed in teams. Teams will sit together during each class for the purpose of collaboration, analysis and problem solving.
- The instructor and the Department of Special Education have high professional expectations for candidates enrolled in SPED 402/602. Simply attending this class does not insure an A. Additionally, even though the candidate may accumulate enough points to earn an A on the various written assignments, it does not guarantee that you will receive an A for the course. As previously stated SPED 402/602 is a seminar, discussion, and participation-based course. If you choose not to discuss or ask questions, then you will not receive an A. In other words, SPED 402/602 is not a “spectator sport.”

Instructional Methods:

The course may include lectures, candidate presentations, guest speakers, video tapes, small and large group discussions, and analysis. Candidates will be placed in teams. Teams will sit together during each class for the purpose of collaboration, analysis and problem solving.

The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

Course Information:

1. **Quizzes** (10 @ 10 points each = 100 points- estimated)
Unannounced quizzes **may** be given over the text reading and related assignments.
2. **Professional Presentations** (1 @ 25 points)
Candidates will develop and present an assigned topic from an assigned source.
The **PowerPoint Presentation** must include:
 - Be concise yet explanatory of the material.
 - Questions for the audience throughout the presentation. (5 minimum)
 - A one-page (minimum) handout must be provided for each class member prior to the presentation. **Provide two copies for the instructor.** The handout must include the following **single-spaced** information in the upper **right** corner. 
 - The presentation **must** be between 40 and 45 minutes in length.
 - The instructor reserves the right to stop the presentation at 45 minutes.
 - Questions from the audience are also expected.
 - What did you learn you did not expect to learn?
 - Cultural related presentations must focus on the “educational” aspects of parent/family interaction.
 - Each presenter must have equal “presentation time.”

Presenters
Presentation Topic

Professional Presentation Grading Rubric

1. Professional, quality, multimedia presentation format	0	1	2	3		
2. How well did the presentation explain the topic?	0	1	2	3	4	5
3. Information presented in a professional manner	0	1	2	3	4	5
4. quality/quantity of discussion questions	0	1	2	3	4	
5. Handout – Professional appearance/one-page minimum	0	1	2	3	4	
6. Handout – Detailed/user-friendly information	0	1	2	3	4	
25 Possible Points	Total _____					

3. **Article Reviews – Parent-Family Issues** (8 @ 15 points each = 120 total points)
 - All members of your group must have a different article.
 - Review **professional journals** (on and off line) and other professional sources and texts specific to parent and/or family issues related to children with disabilities.
 - Focus on strategy, problem solving, and proactive-based sources.
 - Develop a two page minimum and three page maximum, **bulleted, detailed overview** of the most significant aspects of the source.
 - After reading the article, select a minimum of the five most significant points discussed in the article. After each point, discuss how the information specifically impacts you as a teacher.
 - Number each article point selected. Below the point selected, indent and bullet your response on how the article specifically impacts you as a teacher.

Article Review Format (example)

Name
 Article #
 Topic
 Date

Article Title

1. The article indicates that ...
 - As a teacher I would ... Until now I had not considered ...

- Topic #7 Current Parent-Family Issues – Candidates **must** use a source from the Parent/Family section of the Special Education Resource Center located in HSS 247.
- The overview will be used as the basis for class discussion.
- Utilize a minimum of two different sources for the assignment. In other words, do not use the same source for all of the article reviews.
- Staple the overview to the article as the cover page.
- Topics to be addressed in the following order:
 1. Current Parent-Family Issues
 2. Cultural issues
 3. Non-traditional families
 4. Angry parents
 5. Parental Denial
 6. Siblings
 7. Current Parent-Family Issues (Resource Center)
 8. *The Dance of Partnership: Why Do My Feet Hurt?*

4. **Parent-Family Resources Internet Activity** (5 @ 5 points each = 25 total points)
 Search the World Wide Web to find five web pages which relate to resources for parents/families of children with disabilities. **Select four resources which are available in 1) your city agency or school district, 2) county, 3) state, or 4) region/CESA. Select one 5) national resource.** Cut and paste and number each website 1-5 in the order presented. Make a copy of the information from each selected webpage. **The material must be specific enough to provide detailed information.** This information will be utilized as the basis for class discussion during the semester. Each resource must be on a separate page.

5. **Child Abuse and Neglect**

- Read the document – *The School's Role in Preventing Child Abuse and Neglect* – located on the Wisconsin DPI website – Two page minimum of bulleted highlights (15 points).
- OR
- Mandated Reporting Law for child abuse and neglect – Two page minimum and three page maximum of bulleted, single spaced highlights (15 points). For those who may not want to teach in Wisconsin, select the state you most likely will be employed.

Answer the following questions using the format displayed below.

STATE: _____

1. **What is child abuse?**
2. **What is child neglect?**
3. **Who is considered to be a mandated reporter?**
4. **What is the timeframe for reporting?**
5. **What is the process for reporting? ... What is your responsibility and who do you contact? ... What do you report?**
6. **How does the mandated reporting process function in a school building?**
7. **What are the specific symptoms of the various types of abuse?**
 - physical
 - sexual
 - emotional
 - neglect
8. **What is the impact of Mandated Reporting Laws specifically related to you or an education?**
9. **Other significant points...**

6. Attendance

In accordance with University expectations, enrollment in a class implies attendance at each class session. Daily attendance will be recorded by the use of an Attendance Sheet.

Candidates must sign your own name on the attendance form each class session. Candidates who sign another person's name will be in violation of the University Academic Misconduct Policy. Candidates who are late or leave early may receive a reduced grade.

Attendance Grading Criteria

Unexcused Absences	
1	B
2	C
3	D
4 or more	F

Student's Responsibility

Because class participation is an integral component of the development of a successful learning community, all students are expected to attend all class sessions of courses in which they are enrolled. While attendance is expected, it is recognized that absences are at times unavoidable. If an absence is necessary, a student should take responsibility for contacting her/his instructor(s) as soon as possible to discuss the ramifications of being away from class. In some instances, significant personal issues result in the need to seek additional assistance.

It is important for the student to realize that when classes are missed she/he may be at a disadvantage as it is often impossible for the instructor to reconstruct activities that took place in the classroom, laboratory, or field during the absence. Additionally, missing any classes may result in lower grades because the student may miss foundational material needed to succeed in the class. Even under the best of circumstances, extended absences can

be problematic, with the real possibility that the student may not be able to complete the course successfully.

Authorized Absences

The determination of what constitutes an authorized absence involves a joint effort between the offices of the College Dean and the Dean of Students. Authorized absences include: (1) participation in an approved field trip listed in the catalogue as a requirement for a course in which the student is enrolled; or (2) participation in an authorized extra-curricular activity on the regularly approved calendar of university events [such absences are reported by the Dean to each Department at least 48 hours in advance of the trip or event]; or 3) Labor Day employment; or (4) active military service; or (5) illness, injury, or emergency of such severity as to prevent the student from being able to attend class.

In the case of severe illness, injury, or emergency, instructors should be kept apprised of the situation through direct communication with the student and/or via the Dean of Students Office which will assist students and communicate with instructors as needed.

When absences are authorized, instructors are obligated to work with students to determine the best way for students to resume participation in the class without a penalty. If the absences are lengthy, the student, instructor, College Dean, and Associate Dean of Students should work together to determine if it will be possible for the student to successfully complete the course.

Medical Excuses

Excuses will not be issued by Student Health Services for course related activities. Specifically, Student Health Services will not provide “medical excuses” for missed classes, missed examinations, or the late completion of assignments. Faculty and students should together resolve the dilemmas resulting from an illness or injury based on the student’s own explanation of the problem.

In some situations, clinicians at Student Health Services will give students specific advice impacting their ability to attend class or complete assignments. At the clinician’s discretion, written advice may be given. Students may wish to share this advice with instructors, but they are not required to do so. Student Health Services personnel will routinely call the Dean of Students Office on the student’s behalf if an absence is expected to be longer than two days. That office will then inform the student’s instructors.

7. **Self-Reflection Paper** (1 @ 15 points)

This assignment is designed to assist the candidate to reflect on information gathered from this course. The **Self-Reflection must be a minimum of two and maximum of three double-spaced pages**. Large group discussion will be utilized to disseminate the project information. **Also provide a copy of the Self-Reflection for the instructor.**

Self-Reflection Paper Format:

Candidates must include the following template in your Self-Reflection Paper:

- **Heading**

- **Questions must be bold.**

- 1. Has your philosophy of individuals with disabilities changed? How has it changed?**

- Your response

- 2. Has your attitude toward individuals with disabilities changed? If so, how/why?**

- Your response

- 3. What was the most beneficial information you learned and how will you use it in the future?**

- Your response

- 4. What did you learn that you did not expect to learn?**

- Your response

- 5. Other information not addressed in questions 1-4?**

- Your response

- 8. Comprehensive Final Examination (1 @ 100 points)**

Refer to page 10 for an example of the final examination. The final examination is a “weighted” examination. For example: To receive an A for the course, you must earn a minimum of 94% on the final examination. To receive an A- for the course, you must receive a minimum of 90% on the final exam. Essentially, the SPED 402 final exam is similar to the Bar Exam. A law student may earn a 4.0 GPA in law school course work; however, if they do not pass the Bar they cannot practice law. The premise is the same for SPED 402. The final exam is designed to be a “comprehensive capstone” experience. For example, if a candidate has an “A” going into the final, you must earn an “A” on the exam to earn an “A” in the course.

- 9. Miscellaneous Activities**

An undetermined number of points may be given at the discretion of the instructor. This includes regular class participation and contributions.

- 10. Guest Speakers**

Several guest speakers will be presenting during the semester. Candidates are expected to be professional, be active learners and be actively involved in question and answer portions of the presentation.

- 11. Course Assignment Information**

- The candidate is expected to be current on assigned reading.
- All assignments must be typed and double-spaced unless otherwise specified.
- Font must be Times Roman or Courier, 12 point
- Assignments must be printed on a quality printer.
- Staple all assignments as needed in the upper **left** corner.
- **Type the following information (single spaced) in the upper left corner of all assignments.** →
- All assignments are due at the beginning of class on the specified day.
- Late assignments will be lowered by one letter grade for each day they are late.
- **Assignments not fulfilling stated requirements will not be accepted.**
- Keep an electronic copy of all assignments.

Name
SPED 402
Assignment Title
Date

- Candidates who do not hand in all required assignments will receive a failing grade for the course.

12. **Extra Credit**

There is no “extra credit” accepted in this course.

13. If you are having difficulty with aspects of the course, do not wait until the end of the semester. Arrange an appointment with Dr. Dempsey as soon as you suspect difficulty.
14. “Any student who has a disability and is in need of classroom accommodations, please contact the instructor and the Services for Students with Disabilities Office in Old Library 2136 at the beginning of the semester.”

15. **Working with Non-Native Speakers**

To determine eligibility for accommodations, English proficiency is evaluated by the Academic Skills Center (for U. S. permanent residents/citizens) or by the Department of Foreign Languages (for international students). Students approved for the accommodation are given a verification form to present to their course instructors.

16. **Disposition and Electronics Policy**

Candidates must be prepared each class meeting and actively engage in lectures, presentations, and discussions to receive full credit. Participation in class does not include, reading a magazine, talking with peers, listening to music, surfing the Internet, or using any non-academic electronic devices during class.

Please Note:

- All electronic communication devices must be turned off during scheduled class time.
- The use of laptops for any purpose other than SPED 402 note taking will result in a deduction of points. The instructor will use their discretion to determine appropriate use of laptops in class.
- It is expected that the classroom will be a safe and respectful learning environment. Any behaviors contrary to this expectation will be considered a negative dispositional issue and address accordingly.
- Points will be deducted for distracting/disrespectful behaviors and dispositional issues at a rate of 10 points per occurrence. Issues will be documented and recorded by the instructor with points being deducted from the final grade. It is the student’s responsibility to make an appointment to meet with the instructor if he/she would like to discuss dispositional issues.
- SPED 402 is an intensive and challenging course. The instructor has high expectations for each student. Therefore, you are expected to be an active learner during each class. In other words, class time is not nap time.

17. **Academic Misconduct Policy**

All candidates are subject to the University rules and regulations as written in the UW-Eau Claire Student Services and Standards Handbook under “Academic Misconduct Policy.”

UWS 14.03 Academic Misconduct Subject to Disciplinary Action

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized material or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

UWS 14.04 Disciplinary Sanctions

- (1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of UWS 14.05, 14.06, or 14.07:
- (a) An oral reprimand;
 - (b) A written reprimand presented only to the student
 - (c) An assignment to repeat the work, to be graded on its merits;
 - (d) A lower or failing grade on the particular assignment or test;
 - (e) A lower grade in the course;
 - (f) A failing grade in the course;
 - (g) Removal of the student from the course in progress;
 - (h) A written reprimand to be included in the student's disciplinary file;
 - (i) Disciplinary probation; or
 - (j) Suspension or expulsion from the university.
- (2) One or more of the disciplinary sanctions listed in Sub. (1) may be imposed for an incident of academic misconduct.

18. Course Grading

Grades will be determined by total points on the following percent scale.

A	=	94%	-	100%	C	=	73%	-	76%
A-	=	90%	-	93%	C-	=	70%	-	72%
B+	=	87%	-	89%	D+	=	67%	-	69%
B	=	83%	-	86%	D	=	63%	-	66%
B-	=	80%	-	82%	D-	=	60%	-	62%
C+	=	77%	-	79%	F	=	59%	-	and below

Graduate students will be expected to complete an additional project worth 100 points applying the knowledge and techniques in an actual classroom setting. Each project must be approved by Dr. Dempsey based on individual consultation with each graduate student. Graduate students will be required to present their research findings. The project is due the second to the last class of the semester. Graduate grading does include +'s and -'s.

Additionally, graduate students must meet with Dr. Dempsey within the first two weeks of the semester to discuss the project.

TEACH YOUR CHILDREN
Crosby, Stills, Nash & Young
by Graham Nash

You who are on the road
Must have a code that you can live by
And so become yourself
Because the past is just a good-bye.
Teach your children well,
Their father's hell did slowly go by,
And feed them on your dreams
The one they picks, the one you'll know by.
Don't you ever ask them why, if they told you, you will cry,
So just look at them and sigh and know they love you.
And you, of tender years,
Can't know the fears that your elders grew by,
And so please help them with your youth,
They seek the truth before they can die.
Teach your parents well,
Their children's hell will slowly go by,
And feed them on your dreams
The one they picks, the one you'll know by.
Don't you ever ask them why, if they told you, you will cry,
So just look at them and sigh and know they love you.

Course Points

It is a student’s responsibility to keep a record of your total points so you know your current grade.

SPED 402/602

	Total Points	My Points	Grade
1. Quizzes (estimated)			
1. 10	10	_____	_____
2. 10	10	_____	_____
3. 10	10	_____	_____
4. 10	10	_____	_____
5. 10	10	_____	_____
2. Professional Presentation			
1. 25	25	_____	_____
3. Article Reviews – Parent-Family Issues			
Current Parent-Family Issues 1.	15	_____	_____
Cultural Issues 2.	15	_____	_____
Non traditional Parents 3.	15	_____	_____
Angry Parents 4.	15	_____	_____
Parental Denial 5.	15	_____	_____
Siblings 6.	15	_____	_____
Current Parent-Family Issues 7.	15	_____	_____
<i>The Dance of Partnership</i> 8.	15	_____	_____
4. Parent-Family Resources Internet Activity			
School District/City Agency 1.	5	_____	_____
County 2.	5	_____	_____
State 3.	5	_____	_____
Region/CESA 4.	5	_____	_____
National 5.	5	_____	_____
5. Child Abuse and Neglect			
<i>The School’s Role in Preventing Child Abuse and Neglect</i> OR Selected State – Mandated Reporting Law	15	_____	_____
6. Attendance # of Absences _____		_____	_____
7. Self-Reflection Paper	15	_____	_____
8. Comprehensive Final Examination (weighted)	100	_____	_____
9. Miscellaneous Activities			
Participation	_____	_____	_____
_____	_____	_____	_____
TOTALS	_____	_____	_____

Welcome to Holland

I am often asked to describe the experience of raising a child with a disability - to try to help people who have not shared that unique experience to understand it, to imagine how it would feel.

It's like this. . . When you're going to have a baby, it's like planning a fabulous vacation trip - to Italy. You buy a bunch of guidebooks and make your wonderful plans. The Coliseum, the Michelangelo David, the gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting. After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes and says "Welcome to Holland." "Holland?" you say. "What do you mean Holland? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy." But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place full of pestilence, famine and disease. It's just a different place. So you go out and buy new guidebooks. And you must learn a whole new language. And you will meet a whole new group of people you would never have met. It's just a different place. It's slower paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around, and you begin to notice that Holland has windmills, Holland has tulips, Holland even has Rembrandts. But everyone you know is busy coming and going from Italy, and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say, "Yes, that's where I was supposed to go. That's what I had planned." The pain of that will never go away, because the loss of that dream is a very significant loss. But if you spend your life mourning the fact that you didn't get to Italy, you will never be free to enjoy the very special, very lovely things about Holland.

- by Emily Pearl Kingsley

Heaven's Very Special Child

A meeting was held quite far from Earth.
It was time again for another birth
Said the Angels to the Lord above –
“This special child will need much love.
Their progress may be very slow,
Accomplishment they may not show
And they'll require extra care
From the folks they meet down there.
They may not run or laugh or play
Their thoughts may seem quite far away,
So many times they will be labeled
'different,' 'helpless' and 'disabled.'
So, let's be careful where they're sent.
We want their life to be content.
Please, Lord, find the parents who
Will do a special job for you.
The leading role they are asked to play.
But with this child sent from above
Comes stronger faith, and richer love.
And soon they'll know the privilege given
In caring for their gift from heaven.
Their precious charge, so meek and mild
Is heaven's very special child.”

- Edna Massimilla

Name _____

Example

SPED 402 – Parent and Family Involvement – Final Exam Topics
100 points

Communicating, considerations, strategies and statements for:

1. A parent who is angry (25 points)
2. Interventions to keep a meeting on track (25 points)

3. List and discuss five “parent perspective” issues generated from SPED 402 and discuss the implications for you as the child’s teacher (25 points)

4. Case Study (25 points)

Suggestions for answering the final exam questions:

- Frame your answers in the context of a job interview.
- What are the issues which need to be addressed?
- What... Why... How...
- Answer the questions in detail, justify and use examples.
- List, discuss, and give examples of strategies.
- What would you say? Why?
- What would you do? Why?
- Justify the rationale you selected in detail. “I selected this because...”
- What questions would you ask parents? Why?
- Are there any cultural issues to be addressed? If so, what are they?

DO NOT REPEAT INFORMATION IN ANY OF YOUR RESPONSES.

Tentative Course Calendar for SPED 402/602
Subject to Change

<p>1/25 (15)</p>	<ul style="list-style-type: none"> • Introduction • Review Syllabus • Who are we? • The word parent means . . . • Surrogate parent means . . . • Miscellaneous parenting information <p>Parents-Families – Law Related Issues</p> <p>Family Education Rights and Privacy Act – FERPA</p> <ul style="list-style-type: none"> • Family Education Rights and Privacy Act (FERPA) • Parents Guide to the Family Education Rights and Privacy Act: Rights Regarding Children’s Education Records • Learning About the Family Education Rights and Privacy Act (FERPA) • FERPA Memorandum – Access to Test Protocols and Test Answer Sheets • Forum Guide to the Privacy of Student Information – A Resource for Schools <p>Mediation</p> <ul style="list-style-type: none"> • Special Education in Plain Language – pages 44-47 • Request for Special Education Mediation – Form <p>Due Process Hearings</p> <ul style="list-style-type: none"> • Special Education in Plain Language – pages 47-49 • Request for a Due Process Hearing – Form <p>What Parents Need to Know or Do</p> <ul style="list-style-type: none"> • Special Education in Plain Language – pages 10-39 • Develop two sets of questions (Set 1-parents, Set 2-professionals) – time permitting
<p>2/1 (14)</p>	<ul style="list-style-type: none"> • Guest speaker _____ • Topic _____ • Affiliation _____ • Assign groups • Article Review #1 – Current Parent-Family Issues – Due – Discussion • Discuss – The Basic Facilitator Primer (Skills) • Miscellaneous topic – time permitting
<p>2/8 (13)</p>	<ul style="list-style-type: none"> • Guest speaker _____ • Topic _____ • Affiliation _____ • Child Abuse and Neglect • <i>The School’s Role in Preventing Child Abuse and Neglect – (Wisconsin)</i> (State requirements for reporting child abuse and neglect – Mandated Reporting Law) OR select the state you most like will be employed – Due – Discussion • Miscellaneous topic – time permitting

2/15 (12)	<ul style="list-style-type: none"> • Presentations/Discussion • <i>Developing Cross-Cultural Competence</i> • Chapter 5 – Families with American Indian Roots (1) • Chapter 6 – Families with African American Roots (2) • Internet Activity – Due – Discussion • Miscellaneous topic – time permitting
2/22 (11)	<ul style="list-style-type: none"> • Presentations/Discussion • <i>Developing Cross-Cultural Competence</i> • Chapter 7 – Families with Latino Roots (3) • Chapter 11 – Families with Middle Eastern Roots (4) • Miscellaneous topic – time permitting • Article Review #2 – Cultural Issues – Due – Discussion
2/29 (10)	<ul style="list-style-type: none"> • Presentations/Discussion • Families with Hmong Roots (5) (Handouts from Dr. Dempsey) • <i>Working with Challenging Parents of Students with Special Needs</i> • Chapter ? – Working with Nontraditional Families (6) • Article Review #3 – Nontraditional Families – Due – Discussion • Miscellaneous topic – time permitting
3/7 (9)	<ul style="list-style-type: none"> • Presentations/Discussion • <i>Working with Challenging Parents of Students with Special Needs</i> • Chapter 2 – Dealing with Anger (7) • Article Review #4 – Angry Parents – Due – Discussion • Miscellaneous topic – time permitting
3/14 (8)	<ul style="list-style-type: none"> • Presentations/Discussion • <i>Working with Challenging Parents of Students with Special Needs</i> • Chapter 3 – Dealing with Denial (8) • Article Review #5 – Parental Denial – Due – Discussion • Miscellaneous topic – time permitting
3/21	NO CLASS – Spring Break
3/28 (7)	<ul style="list-style-type: none"> • Presentations/Discussion • <i>Lifespan Perspectives on the Family and Disabilities</i> • Chapter 4 – Family Stress, Coping, and Support (9) • Article Review #6 – Siblings – Due – Discussion • Miscellaneous topic – time permitting
4/4 (6)	<ul style="list-style-type: none"> • Guest speaker _____ • Topic _____ • Affiliation _____ • Presentations/Discussion • <i>Working with Challenging Parents of Students with Special Needs</i> • Chapter 6 – Dealing with Mistrust (10) • Miscellaneous topic – time permitting

4/11 (5)	<ul style="list-style-type: none"> • Guest speaker _____ • Topic _____ • Affiliation _____ • Presentations/Discussion • Poverty – (11) (Handout from Dr. Dempsey) • Article Review #7 – Current Parent-Family Issues (Resource Center) – Due – Discussion • Begin – Parent Behavior Scenario – Group Activity • Miscellaneous topic – time permitting
4/18 (4)	<ul style="list-style-type: none"> • Guest speaker _____ • Topic _____ • Affiliation _____ • Video – <i>Introduction to Special Education-Wisconsin DPI</i> – 10 minutes • Video – <i>IEP - The Movie - Burlington, WI School District</i> – 16 minutes • Write a minimum of five statements/questions for each video - Discussion • Continue – Parent Behavior Scenario – Group Activity • Miscellaneous topic – time permitting
4/25 (3)	<ul style="list-style-type: none"> • Guest speaker _____ • Topic _____ • Affiliation _____ • Article Review #8 – The Dance of Partnership: Why Do My Feet Hurt? – Due – Discussion • Review for Final Comprehensive Examination • Candidates receive case study to be used in the final examination • Complete – Parent Behavior Scenario – Group Activity • Miscellaneous topic – time permitting
5/2 (2)	<ul style="list-style-type: none"> • Guest speaker _____ • Topic _____ • Affiliation _____ • Parent/Family Scenario Analysis – Discussion • Self – Reflection Paper (two copies) – Due – Discussion • Review for Final Comprehensive Examination • Parent Behavior Scenario – Group Interaction • Miscellaneous topic – time permitting
5/9 (1)	<ul style="list-style-type: none"> • LAST CLASS • Course Evaluation • Graduate Presentation(s) as needed • Complete Presentations/Discussions as needed • Review for Final Comprehensive Examination • Parent Behavior Scenario – Group Interaction
5/16	<p>FINAL COMPREHENSIVE EXAMINATION Wednesday, May 16, 7:00-8:45 p.m.</p>