

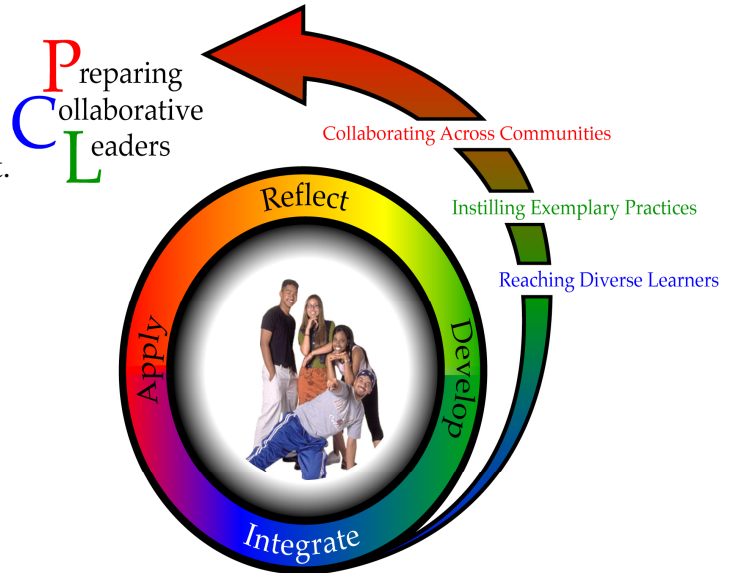
University of Wisconsin-Eau Claire  
College of Education & Human Sciences  
Department of Special Education  
Eau Claire, WI 54702

**SPED 402/602 Parent and Family Involvement**

Fall 2009

Section 1 – Tuesday, 3:00-5:45, HSS 179

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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

Fall06

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

## 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.

**Course Objectives:**

<b>Objectives</b>	<b>WTS</b>	<b>Artifacts</b>
<b>The student will:</b>		
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:**

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

Turnbull, A., Turnbull, R., Erwin, E., and Soodok, L, (2006). *Families, professionals, and exceptionality* (5<sup>th</sup> ed). Upper Saddle River, NJ: Merrill-Prentice Hall.

- The lead authors are **parents of an adult son with cognitive disabilities**. The **mother is a professor of special education** and the **father is a professor of special education law**. The book is written from the perspective of parents with a child with special needs.

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.

McEwan, E.K. (2005). *How to deal with parents who are angry, troubled, afraid, or just plain crazy* (2<sup>nd</sup> ed). Thousand Oaks, CA: Corwin Press.

- The author is a **former teacher, principal and assistant superintendent**. The book is written from the perspective of a person with significant administrative experience and interaction with parents.

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 (3<sup>rd</sup> 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.iaf-world.org/i4a/pages/index.cfm?pageid=3387> 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.
- 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.

**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 @ 50 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 **left** corner.
- The presentation **must** be between 30 and 40 minutes in length.
- The instructor reserves the right to stop the presentation at 40 minutes.
- Questions from the audience are also expected.

Presenter  
Source Title  
Chapter #

**Professional Presentation Grading Rubric**

1. Professional, quality, multimedia presentation format	0	1	2	3	4	5	6							
2. How well did the presentation explain the topic?	0	1	2	3	4	5	6	7	8	9	10			
3. Information presented in a professional manner	0	1	2	3	4	5	6	7	8	9	10			
4. quality/quantity of discussion questions	0	1	2	3	4	5	6	7	8	9	10			
5. Handout – Professional appearance/one-page minimum	0	1	2	3	4	5	6	7						
6. Handout – Detailed/user-friendly information	0	1	2	3	4	5	6	7						
50 Possible Points	Total _____													

3. **Article Reviews – Parent-Family Issues** (8 @ 15 points each = 120 total points)

- 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 one page (minimum), **bulleted overview** of the most significant aspects of the source. **Use APA format to cite the document.**
- Topic #7 Current Parent-Family Issues – Must use a source from 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 journal 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. Siblings
  4. Parental denial
  5. Non-traditional families
  6. Angry parents
  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 your city agency or school district, county, state, or region/CESA. Select one national resource.** Cut and paste and number each website 1-5. 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.

5. **Child Abuse and Neglect**

- Read the document – *The School’s Role in Preventing Child Abuse and Neglect* – located on the Wisconsin DPI website – One page minimum of bulleted highlights (15 points).  
 OR
- Mandated Reporting Law for child abuse and neglect – One page minimum 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.

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**

Absences	
1	A-
2	B-
3	C-
4	D-
5 or more	F

7. **Self-Reflection Paper** (1 @ 25 points)

This assignment is designed to assist the candidate reflect on information gathered from this course. **The Self-Reflection Paper must be a minimum of two double-spaced pages.** Large group discussion will be utilized to disseminate the project information. **Also provide two copies of the Self-Reflection Paper for the instructor.** You may include the following examples in your Self-Reflection Paper:

- Has your philosophy of parent/family issues changed? How has it changed?
- Has your attitude toward parents and family changed? If so, how/why?
- What was the most beneficial information you learned and how will you use it in the future?
- What did you learn that you did not expect to learn?
- Other?

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 a copy of all assignments.
- Candidates who do not hand in all required assignments will receive a failing grade.

Name SPED 402 Assignment Title Date
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#### 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 should contact the instructor and the Services for Students with Disabilities Office.*

15. **All electronic communication devices must be turned off during scheduled class time.**

16. **SPED 402 is an interactive, intensive and challenging course. The instructor has high expectations for each student. Therefore, you are expected to be an active participant 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.

**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. <b>Quizzes</b> (estimated)			
1.	10	_____	_____
2.	10	_____	_____
3.	10	_____	_____
4.	10	_____	_____
5.	10	_____	_____
2. <b>Professional Presentation</b>			
1.	50	_____	_____
3. <b>Article Reviews – Parent-Family Issues</b>			
Current Parent-Family Issues 1.	15	_____	_____
Cultural Issues 2.	15	_____	_____
Siblings 3.	15	_____	_____
Non-traditional Parents 4.	15	_____	_____
Parental Denial 5.	15	_____	_____
Angry Parents 6.	15	_____	_____
Current Parent-Family Issues 7.	15	_____	_____
<i>The Dance of Partnership</i> 8.	15	_____	_____
4. <b>Parent-Family Resources Internet Activity</b>			
School District/City Agency 1.	5	_____	_____
County 2.	5	_____	_____
State 3.	5	_____	_____
Region/CESA 4.	5	_____	_____
National 5.	5	_____	_____
5. <b>Child Abuse and Neglect</b> <i>The School’s Role in Preventing Child Abuse and Neglect</i> OR Selected State – Mandated Reporting Law	15	_____	_____
6. <b>Attendance</b> # of Absences _____		_____	_____
7. <b>Self-Reflection Paper</b>	25	_____	_____
8. <b>Comprehensive Final Examination (weighted)</b>	100	_____	_____
9. <b>Miscellaneous Activities</b> Participation _____	_____	_____	_____
<b>TOTALS</b>	_____	_____	_____

## Course Grading

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

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

### 14. 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.

**SPED 402 – Parent and Family Involvement – Example Final Exam Topics**  
**Subject to Change**  
**100 points**

Communicating, considerations and strategies for:

1. A parent who is angry (25 points)
  2. A parent who is in denial (25 points)
- 
3. Other (25 points) \_\_\_\_\_
    - a parent who says, “I know my child better than you.”
    - a parent who exhibits antagonistic behavior
    - a parent who behaves in a “know it all” manner
    - a parent who exhibits dissatisfaction/complains frequently
    - a parent who exhibits negative behavior
    - a parent who is shy, unresponsive or is nonparticipating
    - a parent who is illiterate
    - a parent of diversity
    - a parent who is in poverty
    - a homeless parent
    - a nontraditional parent
    - promoting collaborative relationships with parents
    - a parent who does not trust you or the school

Family Characteristics

Family Life Cycle

Family Interaction

Family Roles

Family Function

Siblings

Compare/contrast differing/similar views presented by the various text authors

Elements of FERPA

Elements of mediation and due process hearings

Elements of the Mandated Reporting laws

Guest presentations

Article reviews

Web site assignment

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4. Case Study (25 points)

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**Suggestions for answering the final exam questions:**

- Frame your answers in the context of a job interview.
- 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?
- What strategies would you use? Why?
- Justify the rationale you selected in detail. “I selected this because...”
- What questions would you ask parents? Why?

**Tentative Course Calendar for SPED 402/602**  
**Subject to Change**

9/8 (14)	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Review Syllabus</li> <li>• Who are we?</li> <li>• Sign up for work groups and work partners</li> <li>• Draw numbers and sign up for presentations</li> <li>• Discuss – The Basic Facilitation Primer (Skills)</li> <li>• The word parent means . . .</li> <li>• Surrogate parent means . . .</li> <li>• Miscellaneous parenting information</li> </ul> <p><b>Parents-Families – Law Related Issues</b></p> <p><b>Family Education Rights and Privacy Act – FERPA</b></p> <ul style="list-style-type: none"> <li>• Family Education Rights and Privacy Act (FERPA)</li> <li>• Parents Guide to the Family Education Rights and Privacy Act: Rights Regarding Children’s Education Records</li> <li>• Learning About the Family Education Rights and Privacy Act (FERPA)</li> <li>• FERPA Memorandum – Access to Test Protocols and Test Answer Sheets</li> <li>• Forum Guide to the Privacy of Student Information – A Resource for Schools</li> </ul> <p><b>Mediation</b></p> <ul style="list-style-type: none"> <li>• Special Education in Plain Language – pages 44-47</li> <li>• Request for Special Education Mediation – Form</li> </ul> <p><b>Due Process Hearings</b></p> <ul style="list-style-type: none"> <li>• Special Education in Plain Language – pages 47-49</li> <li>• Request for a Due Process Hearing – Form</li> </ul> <p><b>What Parents Need to Know or Do</b></p> <ul style="list-style-type: none"> <li>• Special Education in Plain Language – pages 10-39</li> <li>• Develop two sets of questions (Set 1-parents, Set 2-professionals)</li> </ul>
9/15 (13)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> </ul> <p><b>Article Review #1 – Current Parent-Family Issues – Due – Discussion</b></p> <ul style="list-style-type: none"> <li>• Review group questions from week one – Discussion</li> <li>• Miscellaneous topic – time permitting</li> </ul>
9/22 (12)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> </ul> <p><b>Presentations/Discussion</b></p> <ul style="list-style-type: none"> <li>• <i>Developing Cross-Cultural Competence</i></li> <li>• Chapter 5 – Families with American Indian Roots (1)</li> <li>• Chapter 6 – Families with African American Roots (2)</li> </ul> <p><b>Internet Activity – Due – Discussion</b></p> <ul style="list-style-type: none"> <li>• Miscellaneous topic – time permitting</li> </ul>

9/29 (11)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> <li>• <b>Presentations/Discussion</b></li> <li>• <i>Developing Cross-Cultural Competence</i></li> <li>• Chapter 7 – Families with Latino Roots (3)</li> <li>• Chapter 8 – Families with Asian Roots (4)</li> <li>• <b>Article Review #2 – Cultural Issues – Due – Discussion</b></li> <li>• Miscellaneous topic – time permitting</li> </ul>
10/6 (10)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> <li>• <b>Presentations/Discussion</b></li> <li>• <i>Developing Cross-Cultural Competence</i></li> <li>• Chapter 11 – Families with Middle Eastern Roots (5)</li> <li>• <i>Families, Professional, and Exceptionality</i></li> <li>• Chapter 1 – Family Characteristics (6)</li> <li>• Miscellaneous topic – time permitting</li> </ul>
10/13 (9)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> <li>• <b>Presentations/Discussion</b></li> <li>• <i>Families, Professional, and Exceptionality</i></li> <li>• Chapter 3 – Family Functions (7)</li> <li>• Chapter 9 – Communicating and Collaborating Among Partners (8)</li> <li>• <b>Article Review #3 – Siblings – Due – Discussion</b></li> <li>• Miscellaneous topic – time permitting</li> </ul>
10/20 (8)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> <li>• <b>Presentations/Discussion</b></li> <li>• Sibshops (9)</li> <li>• <i>Working with Challenging Parents of Students with Special Needs</i></li> <li>• Chapter 2 – Dealing with Anger (10)</li> <li>• Miscellaneous topic – time permitting</li> </ul>

10/27 (7)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> <li>• <b>Presentation/Discussion</b></li> <li>• <i>Working With Challenging Parents of Students with Special Needs</i></li> <li>• Chapter 3 – Dealing with Denial (11)</li> <li>• Chapter 5 – Dealing with Nonparticipation and Resistance (12)</li> <li>• <b>Article Review #4 – Parental Denial – Due – Discussion</b></li> <li>• Miscellaneous topic – time permitting</li> </ul>
11/3 (6)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> <li>• <b>Presentation/Discussion</b></li> <li>• <i>Working With Challenging Parents of Students with Special Needs</i></li> <li>• Chapter 6 – Dealing with Mistrust (13)</li> <li>• Chapter 7 – Working with Non-Traditional Families (14)</li> <li>• Miscellaneous topic – time permitting</li> </ul>
11/10 (5)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> <li>• <b>Presentation/Discussion</b></li> <li>• <i>How to Deal with Parents Who Are Troubled, Afraid, or Just Plain Crazy</i></li> <li>• Chapter 1 – Why So Many Parents Are Angry, Troubled, Afraid, or Just Plain Crazy (15)</li> <li>• Chapter 2 – Defusing and Disarming Out-of-Control Parents (16)</li> <li>• <b>Article Review #5 – Non-traditional Families – Due – Discussion</b></li> <li>• Miscellaneous topic – time permitting</li> </ul>
11/17 (4)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> <li>• Video – <i>Introduction to Special Education-Wisconsin DPI</i> – 10 minutes</li> <li>• Video – <i>IEP - The Movie - Burlington, WI School District</i> – 16 minutes</li> <li>• Write five statements/questions for each video.</li> </ul>

11/24 (3)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> <li>• <b><i>How to Deal with Parents Who Are Troubled, Afraid, or Just Plain Crazy</i></b></li> <li>• Chapter 3 – Solving Problems That Make Parents Angry (17)</li> <li>• <b>Article Review #6 – Angry Parents – Due – Discussion</b></li> <li>• Child Abuse and Neglect <ul style="list-style-type: none"> <li>• <b><i>The School’s Role in Preventing Child Abuse and Neglect – (Wisconsin)</i></b> (State requirements for reporting child abuse and neglect – Mandated Reporting Law) OR Select the state you most like will be employed – <b>Discussion – Due</b></li> </ul> </li> <li>• Review for Final Comprehensive Examination</li> <li>• Candidates receive the case study to be used in the final examination</li> <li>• Miscellaneous topic – time permitting</li> </ul>
12/1 (2)	<ul style="list-style-type: none"> <li>• Guest speaker _____</li> <li>• Topic _____</li> <li>• Affiliation _____</li> <li>• <b>Article Review #7 – Current Parent-Family Issues – Due – Discussion</b></li> <li>• <b>Article Review #8 – <i>The Dance of Partnership: Why Do My Feet Hurt?</i> – Due – two-page, double spaced, bulleted reflection and discussion</b></li> <li>• Miscellaneous topic – time permitting</li> <li>• <b>Self-Reflection Paper – Due – Discussion</b></li> <li>• Review for Final Comprehensive Examination</li> </ul>
12/8 (1)	<ul style="list-style-type: none"> <li>• LAST CLASS</li> <li>• Course Evaluation</li> <li>• Graduate Presentation(s) as needed</li> <li>• Complete Presentations/Discussions as needed</li> <li>• Review for Final Comprehensive Examination</li> </ul>
12/18	<p>FINAL COMPREHENSIVE EXAMINATION Friday, December 18, 1:00-2:50 p.m.</p>