

Rhode Island College
School of Education and Human Development
Department of Special Education
Spring 2005

Course: **Special Education 440-03** **Collaboration: Home, School and**
Community

Class: Thursday 4:00-6:50 PM, Horace Mann 189

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Course Descriptions
Catalog

This course prepares students for the collaborative role of the special educator. Students examine purposes, models, strategies, and collaborative functions of the contemporary special education teacher. Application of collaborative planning, teaching, and assessment strategies are required. Collaborative teaching and parent interactions are also included. This course is taken concurrent with special education student teaching.

Extended

The theme of this course is collaboration. The role of the special educator has continued to evolve from that of the self-contained classroom teacher, to resource instructor, consultant, and more recently, collaborator with general education teachers, related service providers and parents. This course provides participants with an opportunity to work with peers in general and special education to engage in comprehensive lesson planning, individualized educational program development as well as parent-teacher collaborative strategy formulation.

Relationship to Professional Program

This is the culminating course in all the professional sequences of courses within the Department of Special Education. As noted above, the course is taken concurrent with special education student teaching. Typically, students taking this course are graduating seniors. The course serves to integrate prior learning from the introductory course, behavior management, assessment, curriculum courses with direct experience gained while completing student teaching in general and special education.

Relationship to Conceptual Model and FSEHD

This course is taken concurrently with student teaching. Course participants have already examined special education legislation, terminology with the field, behavioral interventions and evaluation procedures as well as principles and procedures for assessment of children with disabilities. Participants are expected to work collaboratively in groups of four to share their knowledge and skills in lesson planning, IEP development, and parent-teacher communication strategies and resources. An application of the PAR Model is incorporated within all aspects of the course, especially through assignments including lesson planning, development of IEP's and as well as the summary of parent-teacher communication strategies. Participants are expected to utilize the Internet for lesson planning and development, parent-teacher communication strategies as well as the development of community resources. Issues pertaining to the cultural diversity are explored through discussions based upon the direct teaching experience of course participants.

Course Information

Prerequisites: Concurrent enrollment in Special Education 419 or 428 or consent of department chair

Sources:

Rhode Island Department of Education: IEP's: Purpose, Process, Product and Relationship to LRE RIDE.

<http://www.ride.net/standards/default.htm> (standards)

http://www.ed.gov/offices/OSERS/OSEP/IEP_Guide/ (US Department of Education)

http://www.ridoe.net/Special_needs/ieps.htm newest web page for the guidelines and IEP Form

Pierangelo, R. (1994) A Survival Kit for the Special Education Teacher. New York: The Center for Applied Research in Education.

Course Objectives:

1. Students will list and describe the collaborative roles and functions of the special educator and their collaborative nature. **RIBTS 10.4 GC3 S2 GC7 K3**
2. Students will demonstrate knowledge and skills in assessment, teaching and school-based problem solving. **RIBTS 4.1, 4.7, 7.1 GC3 S2 GC8 K2,4**
3. Students will discuss the implications of cultural diversity for teacher and home-school/community collaboration for the referral, evaluation and IEP process. **RIBTS 7.1, 11.1, 11.3 GC1 S2**
4. Students will identify various roles and functions of the collaborative teacher with families of students with disabilities. **RIBTS 10.4 GC7 K3**
5. Students will demonstrate an effective and direct relationship between assessment and evaluation and the development, implementation, and evaluation of an individualized educational program. **RIBTS 8.3, 9.2 GC6 S2**
6. Students will explore applications of assistive technology by special educators. **RIBTS 8.3 GC5 K3**
7. Students will describe the various roles and functions of families with regard to the education of students with disabilities. **RIBTS 7.1, 7.4, 11.3 GC7 K4**
8. Students will demonstrate knowledge of sources of support and advocacy for diverse families of students with disabilities. **RIBTS 7.3, 11.3 GC7 K2**
9. Utilize a reflective, collaborative approach to case studies involving home and the community. **RIBTS 7.3, 9.2 GC7 K4**
10. Practice team-building skills, applying practices in the areas of self-awareness, communication, cooperation, affirmation, peer helping, feedback and conflict resolution. **RIBTS 7.1, 10.4 GC7 K3**

Course Schedule, Topics, Readings and Assignments

Week I 02 September

Introduction

- A. Assessment of the Group: Present Roles and Future Directions
- B. Overview: Emerging Roles of the Special Educator
- C. Overview: Course Objectives, Content & Requirements
- D. The PAR Approved: Implications for the Special Educator

Week II 27 January

Contemporary Resource Models, Historical Context

- A. Collaborative teaching
Co-teaching options: parallel teaching, supportive instruction, teach teaching, complementary instruction
- B. Definitions, rationale

Week III 03 February

Resource Teacher Roles

- A. Direct instruction
- B. Assessment
- C. Collaboration
- D. Instructional manager

Week IV 10 February

Teamwork: Small Group Work: In Preparation for the Behavior Management Reflective Essay (Foundations of 310) Graphic Organizers

Week V 17 February

Teamwork: Small Group Work in Preparation for the Behavior Management Reflective Essay (Behavioral Intervention Strategies identified in General and Special Education Settings (Based upon Student Teaching Experience – Graphic Organizers)

Week VI 24 February

IV. Collaborative planning and development of the comprehensive Individual Education Program

- A. Internal consistency
- B. Common flaws
- C. Common omissions
 - 1. Assistive technology
 - 2. Transition planning
 - 3. School survival skills
- D. Severe discrepancy statements for learning disabilities
- E. Integrating school and life survival skills within the IEP

Week VII 03 March

Week VIII 10 March

PROJECT I DUE: collaborative IEP

Week IX 24 March

V. Modification strategies

- A. Curriculum modification model
- B. Assessment modification options
- C. Effective instruction practices in the general education setting
Effective lesson structure, effective presentation techniques

Week X 31 March

Project II Completion of Behavior Management Reflective Essay Graphic Organizers: (10% of the final grade)

Week XI 07 April

VI. Principles of Collaboration with families and professionals

- A. Efficient and effective strategies for collaboration
Written communications, conferencing, demonstrations, communication
- B. Reasonable goal setting
- C. The culturally and linguistically different family

Read: P: Sections 26-35

Week XII 14 April

VII. Management strategies

- A. Scheduling
- B. Modifying grading
- C. Efficient and effective communications

Project III Due: Behavior Management Reflection (20% of the final grade)

Week XIII 21 April

VIII. Collaborative intervention: school and life survival skills

- A. Personal development skills time management, self monitoring and self reinforcement, bringing and managing appropriate materials
- B. Student process skills: learning from text, note taking, memorizing strategies, test taking strategies, producing written reports

Week XIV 28 April

PROJECT IV DUE: HOME, SCHOOL COMMUNITY POWERPOINT PRESENTATIONS

IX. Technology applications for collaboration

- A. Instructional management
- B. Communication strategies
- C. Information management strategies
- D. Assessment strategies

Week XV 05 May

PROJECT IV DUE: HOME, SCHOOL COMMUNITY POWERPOINT PRESENTATIONS

Course Requirements:

The class time is divided into lecture, small and large group discussion, cooperative learning group activities (re: course projects), student presentations and discussion of reading assignments.

Students do best who are actively engaged in small and large class discussion as well as cooperative teams. Students are expected to complete readings in advance of class discussion.

Class time will be apportioned to facilitate team project brainstorming, review of drafted work, revision of drafts and coordination of presentations. Your regular attendance is a critical ingredient for teamwork. Please respect our class time.

Students are also encouraged to share their experiences derived from general and special education student teaching placements.

1.0 Readings as assigned.

Course participants are encouraged to submit drafts of work several days prior to a project due date in order to obtain guidance from the instructor. Drafts may be submitted through e-mail (scimber1@aol.com).

2.0 **Project I: Collaborative IEPS (25% of the final grade). Due March 10** RIBTS 4.4, 7.1, 9.2, 11.1

The instructor will divide the class into groups. One member of each group will supply cognitive scores including full scale IQs, verbal IQs index scores as well as subtest scores. In addition, test scores; results of informal assessment and other information will be submitted in *a manner that protects the student's confidentiality*. Please note that cognitive results should include the following information: verbal, performance and full scale IQ@ scores, IQ index scores, and individual verbal and performance subtest scores where applicable. Educational test results should include standard scores, percentile scores, grade and age level scores.

Members of the group will prepare an IEP consistent with RIDE guidelines. Present levels of performance goals, objectives, and evaluation procedures will be included. The group will distribute the respective responsibilities for drafting the IEP. Ultimately, the group will be responsible for the overall IEP. An original IEP as well as the collaborative IEP based upon guidelines and examples illustrated by the RIDE Handbook will be submitted for review.

Areas for IEP development should include separate present levels of performance, goals, short term objectives and evaluation procedures for *each* of the following areas: reading recognition skills, reading comprehension skills, listening comprehension skills, mathematical computational skills, mathematics applications, written expressive language skills (expression of thoughts as well as technical aspects of writing) social skills, behavioral skills, study and organizational skills as well as skills in other academic areas such as in science or social studies. Other areas may be included. Normally, each goal will include at least four objectives; however, more than four objectives may be needed to address a student's unique needs.

The IEP will incorporate current technological methodology. Participants will use Sherman IEP form (based upon a class training session) or the State IEP form which may be downloaded from the Internet (RIDE). **The course instructor will provide a model for the IEP. Please insure that all team members follow the format from the model including present levels of performance, goals, measurable objectives, and evaluation procedures. For students at the secondary level, complete the transitions page.**

3.0 **Project II: Behavior Management Graphic Organizers (10% of the final grade) Due March 31.**

4.0 **Project III: Behavior Management Reflection (20% of the final grade: due April 14th.(This project may be revised).**

All undergraduate and graduate students who are required to complete an Exit Portfolio will follow the Exit Portfolio Guidelines for developing one reflection and one project for Special Education 440: (1) behavior management reflection (2) Home, School and Community Project. **The behavior management reflection is**

counted for 20% of the final course grade in 440. The behavior management reflection essay is due on April 14 (Project III).

Graduate students who are not required to complete an Exit Portfolio will complete an individual portfolio. This portfolio will include: a resume, philosophy of education statement relevant to the field of Special Education (philosophy of teaching, individualization, behavior management, inclusion, parent-teacher communication, etc.), sample lesson plans and evaluation rubrics, pictures of you and your students during lessons (parental permission will be needed due to issues of confidentiality), sample evaluation reports and IEP's, and behavior management programs which you have designed and implemented. Portfolio development will be explored in class. Please use the written

portfolio guidelines from Special Education 440. RIBTS 7.1, 7.3, 10.4

- 5.0 In class **teacher parent collaboration project. (35% of the final grade).**The class will work groups to develop a comprehensive approach to parent teacher communication and collaboration. This activity will be completed in outline during class time. Please refer to 440 written guidelines for preparing a compilation of home-school and community support. Each team will present their compilation through a {PowerPoint Presentation. RIBTS 7.3, 11.3 Project IV) The presentations will be scheduled for April 28 and May 5. Please include a hard copy of the group's PowerPoint Slides (the per page) for each course participant on the day of the presentation.
- 6.0 Class participation (10% of the final grade) **General participation in large group (10% of the final grade).** Attendance for all classes is expected. However, attendance alone is not a sufficient criterion for participation. All class members are expected to participate actively in teams as well as in large group discussions.

Participant Evaluations:

Project I (COLLABORATIVE IEP)	25%	8 th class	March 10
Project II (Behavior Management Graphic Organizers	10%	10 th class	March 31
Project III (Behavior Management Reflections)	20%	12 th class	April 14
In class teacher-Parent collaboration Project	35%	14 ^h class	April 28 & May 5th
General Class Participation	<u>10%</u>	all classes	100%

PLEASE NOTE: Projects must be submitted on their respective due dates. Late projects will result in loss of _ grade (e.g. A to A-) per calendar day.

93-96 = A	90-92 = A-	87-89 = B+
83-86 = B	80-82 = B-	77-79 = C+
73-76 = C	70-72 = C-	67-69 = D+
63-66 = D	60-62 = D-	-60 = F

Supplementary Readings:

Friend, M. & Cook, L. (1992). The new mainstreaming. *Instructor*, 30-37.

Jackson, M. (1992). *Resourcing: Handbook for special education resource teachers.* Council for Exceptional Children: VA.

Lewis, R. and Doorlang, D. (1991). 3rd edition. *Teaching special students in the mainstream.* Merrill: Columbus, OH.

Merryfield, Merry; Jarchow, Elaine; and Pickert, Sarah (1997). *Preparing Teachers to Teach Global Perspectives*. California: Corwin Press.

Polloway E., Patton, J., Payne, J. & Payne, R.A. 1989). 4th Edition. "Enhancing Learning Through Microcomputer Technology" in *Strategies for teaching learners with special needs*. Merrill: Columbus, OH.

Selected Bibliography

Evans, S., Evans, W. & Mercer, C. (1986). *Assessment for instruction*. Boston, MA: Allyn & Bacon.

Fisher, R. (1988). *Learning difficulties, strategies for helping students*. Kendall/Hunt: Dubuque, Iowa.

Friend, M. & Cook, L. (1992). The new mainstreaming. *Instructor*, 30-37.

Jackson, M. (1992) *Resourcing: Handbook for special education resource teachers*. Council for Exceptional Children: VA.

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Polloway E., Patton, J., Payne, J., & Payne, R.A. (1989). 4th Edition. "Enhancing Learning Through Microcomputer Technology" in *Strategies for teaching learners with special needs*. Merrill: Columbus, OH.

Retish, P., Hitchings, W., Horvath, M., & Schmalle, B. (1991). *Students with mild disabilities in the secondary school*. Longman: New York.

Salend, S., & Taylor, L. (1993). Working with families: *A cross-cultural perspective*. *Remedial and Special Education*. 14, 25-32, 39.