

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
**NEW COURSE** or MODIFICATION OF AN EXISTING COURSE

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Department/School: **School of Education**

Date: **September 5, 2012**

Course No. or Level: **EDUC 775**

Title: **Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals.**

Semester hours: **3** Clock hours: **45** Lecture: **45** Laboratory: **0**

Prerequisites: **None**

Enrollment expectation: **20**

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: **Dr. Karen Coughenour**

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation: **Spring 2013**

Date of School/Department approval \_\_\_\_\_

**Catalog description:** This course will prepare special educators and prospective special educators for the collaborative processes that are an integral part of early childhood special education. Specific information on building and maintaining partnerships with parents, school personnel, and service providers from outside agencies will be provided. Participants will have the opportunity to develop the skills necessary for effective teamwork, including the skills to promote active parental involvement on IFSP/IEP teams and in the transition process. This course provides an overview of the history of collaboration in special education. It also outlines the roles and responsibilities of families, school personnel, and community agencies in the educational process for young children with disabilities ages birth to six years.

- Purpose: **with**
1. For Whom: **Teachers (public, private and daycare) working with young children with disabilities ages birth to 6 years and community service providers also working with this population.**
  2. What should the course do for the student? **This course will provide basic knowledge of the collaborative processes that are an integral part of early childhood special education and strategies to promote culturally responsive collaboration between families, educators, service providers and community agencies involved in the education of young children with disabilities ages birth to 6 years.**

Teaching method planned: **Lecture and demonstration**

Textbook and/or materials planned (including electronic/multimedia):

There will not be a required text for this course. Required readings will consist of selected articles designated by the course instructor.

## **EDUC 775 Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals Spring 2013**

**Professor:** Karen Coughenour, Ph. D.

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**Office hours:** By Appointment

**Class Meets:** Online

**Course Description:** This course will prepare special educators and prospective special educators for the collaborative processes that are an integral part of early childhood special education. Specific information on building and maintaining partnerships with parents, school personnel, and service providers from outside agencies will be provided. Participants will have the opportunity to develop the skills necessary for effective teamwork, including the skills to promote active parental involvement on IFSP/IEP teams and in the transition process. This course provides an overview of the history of collaboration in special education. It also outlines the roles and responsibilities of families, school personnel, and community agencies in the educational process for young children with disabilities ages birth to six years.

### **Conceptual Framework**

The School of Education prepares *competent* and *caring* teachers.

The graduate level educator will demonstrate *teacher competencies* as measured by the following:

- IA. Knowledge of content in their area of teaching
- IB. Professional knowledge and skills
  - 1. Ability to plan instruction
  - 2. Ability to apply skills and knowledge in a clinical setting
  - 3. Ability to cause learning in P -12 students
  - 4. Ability to assess learning and learners
  - 5. Ability to work with children of poverty
  - 6. Ability to use technology

The graduate level educator will demonstrate attributes of a *caring teacher* who will:

- IIA. Exhibit professional attributes
- IIB. Respect the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
- IIC. Uphold Ethical and Professional Standards
- IID. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.

### **Expected Outcomes:**

As a result of class attendance and participation, completion of assigned readings, written assignments and field observation, students should:

- Demonstrate understanding of family systems and the role of families in the educational process CC1K7
- Demonstrate understanding of family systems and the role of families in supporting development CC2K4
- Demonstrate understanding of the concerns of families of young children with disabilities ages birth to 6 years and strategies to help address these concerns CC10K3
- Demonstrate sensitivity for the culture, language, religion, gender, disability, and socioeconomic status of young children ages birth to 6 years CC9S6
- Demonstrate knowledge of cultural perspectives influencing the relationships among families, schools, and communities as related to instruction CC3K5
- Demonstrate understanding of culturally responsive factors that promote effective communication and collaboration with young children with disabilities ages birth to 6 years, families, school personnel, and community members CC10K4
- Demonstrate knowledge of the roles of young children with disabilities ages birth to 6 years, families, and school personnel, and community members in the planning of an individualized program CC10K2
- Demonstrate understanding of the structures supporting interagency collaboration, including interagency agreements, referral, and consultation EC10K1
- Explain models and strategies of consultation and collaboration CC10K
- Demonstrate commitment to engage in evidence-based practices CC9S13
- Demonstrate the ability to apply evidence-based and recommended practices for young children with disabilities ages birth to 6 years, including those from diverse backgrounds EC9S6
- Demonstrate the ability to model techniques and coach others in the use of instructional methods and accommodations CC10S8
- Demonstrate the ability to use group problem-solving skills to develop, implement, and evaluate collaborative activities CC10S7
- Demonstrate the ability to communicate with school personnel about the characteristics and needs of young children with disabilities ages birth to 6 years CC10S9
- Demonstrate the ability to collaborate with school personnel and community members in integrating young children with disabilities ages birth to 6 years into various settings CC10S6
- Demonstrate the ability to develop family-oriented services based on the family's identified resources, priorities, and concerns EC10S3
- Demonstrate the ability to assist the families of young children with disabilities ages birth to 6 years in becoming active participants in the educational team CC10S4

- Demonstrate the ability to assist the family in planning for transition EC10S8
- Demonstrate understanding of the roles and responsibilities of the paraeducator related to instruction, intervention, and direct service CC7K5
- Demonstrate the ability to structure, direct, and support the activities of paraeducators, volunteers, and tutors CC5S15
- Demonstrate the ability to observe, evaluate, and provide feedback to paraeducators CC10S11
- Demonstrate the ability to practice the CEC Code of Ethics and other standards of the profession CC9S1

**Required Text:** There will not be a required text for this course. Required readings will consist of selected articles designated by the course instructor.

### **Methods of Presentation**

Each class will be a combination of lecture, simulation, group discussions, analysis of case studies, and problem solving activities. Students will have opportunities to work independently and collaboratively.

### **Course Requirements**

1. Read required assigned readings.
2. Participate in class discussions.
3. Purchase headphones and a microphone for simulated IFSP meeting and designated discussions.
4. Complete group and individual assignments including:

#### **1. Quizzes**

There will be a quiz on the information presented in each module. Each quiz will consist of multiple choice items and a brief essay item. Quizzes must be completed independently and by the designated due date and time.

#### **2. Discussion Board Activities**

Participants will respond to prompts in 3 different modules involving issues related to collaboration. Prompts will be posted by the instructor, on the discussion board in blackboard. Responses should be detailed and address all parts of the prompt (minimum of 150 words). Responses to prompts may also contain questions for other readers to ponder and respond to. Participants are responsible for reading the responses of others and responding to the posts of at least 2 others. A rubric for discussion board activities will be provided.

#### **3. Collaborative Lesson Plans**

Following a discussion of models of collaboration and consultation and co-teaching, participants will work with a partner and develop two lesson plans for use during co-teaching. Lesson plans must address knowledge or skills appropriate for young

children with disabilities, ages birth to 6 years. One lesson plan should include the use of technology. The partners may choose the co-teaching model. The lesson plan format will be provided by the instructor.

#### 4. Group Problem Solving Activity

Following a discussion of conflict and problem solving culturally responsive communication participants will be provided with a short case study involving a diverse family of a young child with a disability in a conflict with the school. One team member will assume the role of the family member, teacher, school administrator, related services provider, and community agency representative. Team members will work together to provide suggestions for resolving the conflict.

#### 5. Paraeducator Plan

Following a discussion of the roles and responsibilities of paraeducators and tips for directing and supporting paraeducators, participants will watch a video of a paraeducator and compile an annotated list of responsibilities and a prospective weekly schedule.

#### 6. Simulated IFSP Meeting

As a culminating activity, participants will work in teams to simulate an IFSP meeting for a culturally diverse child. The plan will be based on a case study provided by the instructor. The plan developed must address the priorities, concerns, and resources of the family, and must meet the academic and social needs of the student. Team members will role play to simulate the meeting during Module 5. Headphones and a microphone are required for this activity.

Assignment	Points
Quizzes <b>5 @ 20 points each</b>	100
Discussion Board Activities <b>3 @ 25 points each</b>	75
Collaborative Lesson Plans <b>2 @ 25 points each</b>	50
Group Problem Solving Activity	50
Paraeducator Plan	25
Simulated IFSP Meeting	50
<b>TOTAL POINTS</b>	<b>350</b>

The following scale will be used to determine the final grade for the course

Grade	Percentage Range	Points	Descriptor
A	93 - 100%	324 -350	Distinction
B+	85% - 92%	296 -323	
B	80% - 84%	279 -295	Acceptable
C+	75% - 79%	261- 278	
C	70%- 74%	244 - 260	Marginal
F	Below 70%	243 or less	No Credit

#### Topic Outline

**Module 1** Historical Context of Collaboration

Legal Basis of Collaboration in Early Childhood Special Education  
Roles and Responsibilities of Persons/Agencies Involved in Collaboration

**Module 2** Models of Collaboration/ Consultation/ Co-teaching

Working Together to Meet the Needs of all Students  
The Group Problem Solving Process  
What IF Problem Solving is Not Successful?

**Module 3 Cultural** Issues in Collaboration

Potential Barriers to Collaboration with Families  
Family Structure and Characteristics  
Attitudes and Understandings of Collaborators  
Cultural and Linguistic Diversity among Families  
5 Step Process for Building Home/School Partnership

**Module 4 Collaborating** During the IFSP/IEP Process

The Team Process  
Collaboration During Referral  
Collaboration in Assessment  
Collaboration in Program Planning  
Collaboration in Evaluation  
Collaboration in Transition  
Promoting Parent Involvement

**Module 5 Collaborating** with Paraeducators, Student Interns, Tutors and Volunteers

Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service (An Aide is not a Maid).  
Roles and responsibilities of tutors and volunteers related to instruction, intervention, and direct service  
Tips for Structuring, Directing, and Support the Activities of Paraeducators, Volunteers, and Tutors  
Modeling Instructional Techniques and Coaching Others in the Use of Instructional Methods and Accommodations  
Communicating with, Evaluating, and Providing Feedback to Paraeducators and Others