



# MISSISSIPPI STATE UNIVERSITY™

## COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

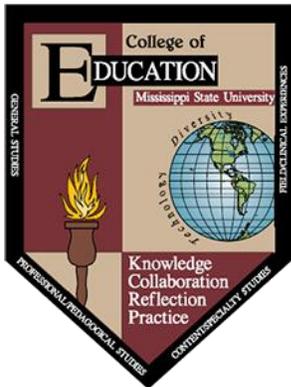
### EDX 4413/6413 Working with Parents of Exceptional Children

**Credit Hours:** Three (3) credit hours

**Method of Instruction:** Lecture

**Catalog Description:** A study of the development, goals, and objectives of organized parent education groups. A study of problems of parents of children who have disabilities.

#### College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

#### Course Objectives

Upon completion of the course, students will be able to:

1. Demonstrate knowledge of the different family systems. (INTASC 2; CFPO 3; CAEP R1.1; CEC 1; CRT 1.1, 3.1, 5.1; ISTE 1)
2. Demonstrate knowledge of family dynamics. (INTASC 2; CFPO 3; CAEP R1.1; CEC 1; CRT 1.1, 3.1, 5.1; ISTE 1)
3. Demonstrate knowledge of the impact of children with disabilities on the family. (INTASC 3; CFPO 2; CAEP R1.1; CEC 1; CRT 1.1, 3.1, 5.1; ISTE 1)
4. Demonstrate knowledge of the means of family adaptation to children with disabilities. (INTASC 2; CFPO 2; CAEP R1.1; CEC 1; CRT 1.1; ISTE 1)
5. Demonstrate knowledge of the parents' role in special education. (INTASC 7, 10; CFPO 5; CAEP R1.3, R1.4; CEC 7; CRT 1.1, 7.1; ISTE 1)
6. Demonstrate knowledge of the parent-professional relationship in the education of children with disabilities. (INTASC 10; CFPO 3; CAEP R1.4; CEC 7; CRT 1.1, 7.1; ISTE 1)
7. Demonstrate knowledge of the modes of communication between parents and the school. (INTASC 6; CFPO 5; CAEP R1.3; CEC 7; CRT 7.1; ISTE 1)

8. Design and implement parent-teacher conferences. (INTASC 10; CFPO 9; CAEP R1.4; CEC 7; CRT 3.1, 7.1, 8.1; ISTE 6)
9. Demonstrate ability to assess parents' strengths and needs. (INTASC 8; CFPO 9; CAEP R1.3; CEC 7; CRT 2.2, 4.1; ISTE 7)
10. Differentiate between parent education, parent training, and parent counseling. (INTASC 10; CFPO 3; CAEP R1.4; CEC 7; CRT 2.2, 4.1; ISTE 1)
11. Demonstrate knowledge of parent education programs. (INTASC 10; CFPO 3; CAEP R1.4; CEC 7; CRT 7.1; ISTE 1-7)
12. Demonstrate knowledge of parent training programs. (INTASC 10; CFPO 3; CAEP R1.4; CEC 7; CRT 7.1; ISTE 1-7)
13. Demonstrate knowledge of parent-teacher cooperatives. (INTASC 10; CFPO 9; CAEP R1.4; CEC 7; CRT 7.1; ISTE 1-7)
14. Demonstrate knowledge of collaborating with regular education teachers in serving children with disabilities and their families. (INTASC 10; CFPO 9; CAEP R1.4; CEC 7; CRT 7.1; ISTE 1-7)

### **Detailed Course Outline/Topics Covered in the Course**

1. The family (3 hours)
2. The impact of children with disabilities on the family (5 hours)
3. Family adaptation to children with disabilities (5 hours)
4. The parents' role in special education (4 hours)
5. The parent-professional relationship (4 hours)
6. Parent-school communication (4 hours)
7. Parent-teacher conferences (3 hours)
8. Assessment of parents' strengths and needs (4 hours)
9. Parent education programs (3 hours)
10. Teacher education programs (3 hours)
11. Parent counseling (3 hours)
12. Parent involvement (4 hours)

### **Text(s)/Course Material**

Turnbull, A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2011). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson, Merrill, Prentice-Hall.

### **Description of Instruction**

The methods of instruction include interactive lecture, class discussions, student presentations, and focused field assignments.

### **Mississippi State University Honor Code**

"As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to*

*MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcode>.

### **Technology**

Technology will be used in both the delivery of the course content and through course requirements completed by students. All course assignments will be completed using appropriate software. Students will be required to use Power Point for chapter presentations and disability presentations. Students will be required to use Skype, Tango, or other technologies for parent discussions.

### **Diversity**

This class will focus on the diversity of families (including homeless families, families in poverty, adoptive families, foster families, families with gay/lesbian parents, families headed by family members other than parents). Discussions of how to meet the needs of diverse families will expose students to this reality.

### **Accommodations for Students with Disabilities**

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

### **Field Component**

The following field assignment is completed over the course of a semester.

**Family Interview Project** - This course and project are done the semester before the field intensive courses in this major/the special education block. The purpose of this project is to see how a child with a disability affects a family system. The Family Interview Project (depending on the length of the interview), should take three or fewer hours to complete. The quality of the child description and interview summary will determine grades. Each item is graded separately and together the two items are approximately 6% of the final grade.

**Instructions for Project** - Conduct interview with family who has a school-aged son or daughter who is receiving special education services. Follow these guidelines:

1. Develop a one to two paged typed list of open-ended questions which includes family/school collaboration issues.
2. Get formal instructor approval of questions before the interview.
3. Interview the family.
4. Submit the typed questions/answers.
5. Write a one to two page typed description of the child with exceptional learning needs using positive, people-first language which documents the student characteristics, communication, and family/school collaboration. Entitle this as "Child Description". (This is a separate document from the interview summary.)
6. Write a one to two paged summary of the family interview demonstrating your understanding of effective communication, family/school collaboration, and professional/ethical considerations. Entitle this as "Interview Summary". (This is a separate document from the child description)

## Evaluation of Student Progress

### Student Assignments/Assessments:

1. *IDEA quizzes*: Each week a separate five page portion of the IDEA will be assessed, discussed with special attention on the implications for families and schools. (8 IDEA quizzes, drop lowest: 7 x 5 points each = 35 points)
2. *2 exams*: The midterm and final will focus on the contents of the book and PowerPoint. (2 x 75 points each = 150 points)
3. *Class participation*: On time attendance and class involvement will be measured. (15 points)
4. *Extension assignments*: Students will choose six of nine possible extension assignment, such as visiting and writing a one page description of the National Center for Children in Poverty.(6 x 5 points each = 30 points)
5. *Electronic article/posts*: Each week students will bring in and discuss one article on special education. The articles (approximately 40/week-of the 40, they choose only one to bring in) are available free from Smart Brief on Special Education. (5 posts @ 2 points each = 10 points)
6. *Presentation/handout on assigned disability*: Each student will do a presentation on a rare disorder. They are evaluated equally by students and staff. A rubric is used to grade this item. (20 points)
7. *Summary of local parenting resources*: Each student visits a local parenting center and summarizes their services in a one to two page document. (5 points)
8. *Family Interview Project*: The family interview project goes through five steps prior to writing the child description and interview summary. The two documents are the only graded items in the project. The quality of the child description and interview summary determine their grades. (2 summaries x 10 points each = 20 points)
9. *Worksheets*: Making Action Plans for Partnerships and Personal Action Plan - The worksheets focus on personal planning and planning for a family with a disability. (5 points)
10. *Research paper*: Each student will write an 8 page research paper focused on the same rare disability used in their presentation. (30 points)
11. *Chapter presentation*: Groups of students will lead the discussion on one chapter of the text. (10 points and up to 10 bonus points for parent speaker)

**TOTAL POINTS = 330**

### Grading Scale

A = 92-100%	303-330 points
B = 82-91%	270-302 points
C = 72-81%	237-269 points
D = 62-71%	204-236 points
F = <62%	<204 points

### Attendance Policy

In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor (by text) and provide appropriate documentation (such as a doctor's note or a receipt from a medical office) within two weeks following the absence.

### Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of

sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, and at <http://students.msstate.edu/sexualmisconduct/>.

### **University Safety Statement**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

### **Mississippi Educator Code of Ethics**

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at [https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf)

### **Mississippi College and Career-Ready Standards**

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

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