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RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
DEPARTMENT OF SPECIAL EDUCATION
SPED 440: Home School Collaboration

1. COURSE INFORMATION

Course Description: 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 concurrently 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 families and communities. This course provides participants with an opportunity to collaborate with peers in developing working collegial relationships, problem-solving and planning, creating IEPs, and developing approaches to family-professional-community partnership.

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 concurrently 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, language and communication development, 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 previously examined special education legislation, terminology within 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 to share their knowledge and skills in instruction and classroom management, FBA development, and family/school/community support and collaborative 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 IEPs and building a repertoire of family-professional collaboration strategies. Participants are expected to utilize the Internet to facilitate access to resources, information and course communication. Issues pertaining to cultural diversity are explored and integrated through discussions based upon best practice and the direct teaching experience of course participants.

Prerequisites: Concurrent enrollment in Special Education 419 or 428 or consent of Special Education Department Chairperson.

2. COURSE TEXTS AND MATERIALS

No course text is required. See *References* for reading list and related materials and resources. Each student is required to obtain a copy of the RIC Department of Special Education Exit Portfolio Guidelines found at <http://www.ric.edu/specialEducation/portfolios.php> along with a copy of the RI Department of Education IEP and the IEP Guidebook found at www.ritap.org. Follow the link under the title "What we do" to the "Individualized Education Program." Follow that link to the "Publications and Resources" page and the IEP and Guidebook documents will be on the left hand side of the page. Samples of completed IEPs are also found there, but students are not required to print them. Student teaching documents and information may also be found at <http://studentteachinginfo-ric.wikispaces.com>

4. COURSE OUTCOMES	RIPTS	CEC General Curriculum Standards
1. Students will list and describe the collaborative roles and functions of the special educator and their collaborative nature.	10	GC3 S2 GC7 K3
2. Students will demonstrate knowledge and skills in assessment, teaching and school-based problem solving.	7	GC8 K2,4
3. Students will describe the implications of cultural diversity for teacher and home-school/community collaboration for the referral, evaluation and FBA process.	7, 11	GC1 S2
4. Students will identify various roles and functions of the collaborative teacher with families of students with disabilities.	7	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.	9	GC5 S2
6. Students will explore applications of assistive technology by special educators.	8	GC5 K3
7. Students will describe the various roles and functions of families with regard to the education of students with disabilities.	7	GC7 K4
8. Students will demonstrate knowledge of sources of support and advocacy for diverse families of students with disabilities.	7, 11	GC7 K2
9. Utilize a reflective, collaborative approach to case studies involving home and the community.	7	GC7 K4
10. Develop team-building skills, applying practices in the areas of self-awareness, communication, cooperation, affirmation, peer helping, feedback and conflict resolution.	7, 10	GC7 K3

In conjunction with the course outcomes the course sessions will enable students to:

- Practice a results-focused approach to their own professional development, through self-assessment, goal-setting and a reflective approach to teaching and learning consistent with the FSEHD Conceptual Framework and the reflective practitioner model of teacher preparation.
- Understand steps in the developmental process of collaboration and teaming, and exemplify the application of these steps in building partnerships with diverse colleagues, parents and students.
- Practice team-building skills, applying practices in the areas of self-awareness, communication, cooperation, affirmation, peer helping and feedback and conflict resolution.

- Function in the seminar group as a facilitator and participant in team problem-solving processes focused on generating successful learning and behavioral strategies for children or for working with adults in student-teaching sites.
- Describe the special education referral-evaluation-service process under IDEA and the relationship between this process and RIDE's "Response to Intervention" (RTI) initiative.
- Participate as team members in the development of a working Functional Behavioral Assessment (FBA) for one student with a disability, using site observation, assessment data and consultation with a peer team.
- Develop an individual educational program (IEP) based on a student from their student teaching placement

5. COURSE REQUIREMENTS

a.) In-class participation: Full attendance and active practice in the roles of facilitator and participant in group activities within seminar sessions and follow-through on group agreements. Class attendance and participation are essential to achieving course outcomes. Achievement of the objectives depends on participation in in-class opportunities and experiences. Grades will be based on in-class demonstration of competencies indicated in the course outcomes as well as on written products. Collaboration with classmates in problem-solving and completing projects is encouraged and required, for some projects, and class activities are designed to provide students with this opportunity to share materials, developing knowledge and skills, problems and solutions.

b.) Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) for one student: Participation in all in-class cooperative work and fulfillment of project guidelines are required.

c.) IEP Project: Candidates must submit an IEP for a student from their student teaching placement. A RIDE approved IEP must be used and all sections must be fully and accurately completed. Present Level of Performance/Annual Goal Pages must be written in at least two areas of curriculum and/or behavioral need. PLOPs and AGs must be written consistent with the format provided by Mrs. Abbott. All relevant sections of the IEP must be completed.

d.) Exit Portfolio: A Rhode Island College Exit Portfolio is required by every student prior to graduation. The Exit Portfolio reflects the compilation of artifacts (listed in table below) that are completed during the candidate's special education student teaching, as well as a reflective essay, in which the candidate reflects on his/her readiness for a career in special educator and as a life long learner. **This Portfolio must be submitted to the Departmental Secretary by the last day of classes**

PERFORMANCE ASSESSMENT

Performance	RIPTS	CEC Standards	Conceptual Framework	Advanced Competencies
Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) for one student	6, 9	4, 5	<i>Knowledge: Domain-Specific, Practice: Reflective Problem-Solving, Professional Practice, Diversity: Individual & Cultural Differences</i>	KNOWLEDGE: Domain Specific Knowledge PRACTICE: Diversity of Practice KNOWLEDGE: Professional Awareness
IEP Project	1, 4, 9, 11	3,4, 7, 8, 9	<i>Knowledge, Domain-Specific</i>	PRACTICE: Diversity of Practice KNOWLEDGE: Domain Specific Knowledge

Policies:

- Classroom Interactions: All interactions in this class will be respectful of the confidentiality of the students, teachers and families encountered during student teaching.
- Accommodations: Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The Student Life Office is located in Rm. 127 in Craig-Lee Hall. The telephone number is 456-8061. To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with the professor at the beginning of the semester.
- Academic Honesty: Please refer to Rhode Island College Handbook policies and procedures on Academic Honesty. Plagiarism on a paper or cheating on a test or quiz results in automatic failure of that assignment and disciplinary action.

6. COURSE EVALUATION

The following table is provided to show course assignments and percent of course grade. Additionally, it provides information regarding requirement of the IEP course assignment to the Exit Portfolio.

REQUIREMENTS	COURSE ASSIGNMENT	EXIT PORTFOLIO ARTIFACT
Individual Education Program	X (40 % of course grade)	X
Teacher Candidate Work Sample		X
Two Related Lesson Plans and Reflections		X
Professionalism Rubric		X
Reflection Essay		X
Functional Behavior Assessment/Intervention	X (30 % of course grade)	
In class assignments, class participation & meeting deadlines	X (30 % of course grade)	

Grading

100-94	A	83-80	B-	69-67	D+
93-90	A-	79-77	C+	66-64	D
89-87	B+	76-74	C	63-60	D-
86-84	B	73-70	C-	59-0	F

7. References

Blue-Banning, M., Summers, J.A., Frankland, H., Nelson, L.L., Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children*, 70, 167-184.

DiMeo, J.H. (2000). *Teacher Support Team: Guide to effective practices*, SALT WORK Resource. RI:Rhode Island Department of Education

DiMeo, J.H. (1996). Collaborative Teaching: An Introduction for the practitioner, Monograph IV. *Accommodating Children's Unique Learning Needs in the Least Restrictive Environment*. Providence, RI: RI Technical Assistance Project.

Jensen, E. (2005) *Teaching with the Brain in Mind*. Alexandria, Virginia: Association for Supervision and Curriculum Development

McCarney, S., Wunderlich, K, Bauer, A. (1994). *The Teacher's Resource Guide*. Columbia, MO; Hawthorne

Rhode Island Department of Education.(2004) Effective use of teacher assistants: A module for policy and practice development http://www.ritap.org/ta/resources/resources_effective.html

Rhode Island Grade Level Expectations, Grade Span Expectations, and Alternate Grade Span Expectations: http://www.ridoe.net/assessment/Assmt_Acct_Default.htm

Internet Resources

Council for Exceptional Children: <http://www.cec.sped.org/>

Rhode Island Technical Assistance Project: <http://www.ritap.org/>

National Center on Accessing the General Curriculum: <http://www.cast.org/ncac/>

National Institute for Direct Instruction: <http://www.nifdi.org/>

Rhode Island Department of Education: <http://www.ridoe.net>

Schwab Learning: <http://www.SchwabLearning.org>

Universal Design for Learning: <http://www.cast.org/udl/>

US Dept. of Education, Office of Special Education:
<http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>