

Syllabus for  
**SED 323/GSED 523—Parents and Families of Students with Special Needs**  
3.0 Credit Hours  
Fall 2004

*The Mission of the Oral Roberts University School of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

I. COURSE DESCRIPTION

A study of counseling techniques and counseling theories, community resource agencies, and the use of the multidisciplinary team applied to counseling exceptional individuals and their parents.

Prerequisite: SED 353

II. COURSE GOALS

The goal of this course is to provide the teacher candidate in Special Education with information techniques needed to counsel students with exceptionalities and their parents in modifying and structuring the students' education.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSES

A. Terminal Objectives

Upon successful completion of this course, the teacher candidate will be able to do the following:

1. identify the roles of parents and professionals in the identification, placement, and program planning of special needs students.
2. discover the impact of exceptionality on family functions.
3. explore characteristics of families and define the family unit, including family subsystems.
4. identify communication facilitators and demonstrate ways of communicating with parents.
5. describe methods of empowering parents and families through reliable collaboration.
6. identify theories and techniques for extending learning into the home and community.
7. define traditional counseling approaches found in education.
8. explore characteristics of effective helpers in a counseling situation.
9. discuss methods for increasing parent attendance, participation, and volunteering at school.
10. identify factors of cultural diversity that influence the relationship between school and home.
11. interact with parents as guest speakers and interviewees.
12. review laws, safeguards, and regulations for working parents and families of special needs children.

#### Objectives for Students in Teacher Preparation Program

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Subject Competencies 1, 2, and 6; Early Childhood Special Education Subject Competency 11; and Institutional Standards (IS) 6, 14, 15.

1. Subject Competencies (SC): Mild-Moderate
  - SC 2: Demonstrate a working knowledge of philosophical, historical, and legal foundations of special education, including: trends and issues in special education, special education policies and procedures, and legislation and regulations regarding special education.
  - SC 7: Demonstrate knowledge of characteristics of learners with mild-moderate disabilities in the following areas: cognitive, physical, cultural, communication, medical, and social/emotional.
  - SC 15: Demonstrate knowledge and skills in managing student behavior and social interaction skills in the following areas: continuum of aggression, appropriate intervention, and ethical considerations; systematic behavior management using a variety of interventions and techniques; environmental, psychoeducational, developmental, communication, cognitive, and health factors that influence behavior; social skills and adaptive behaviors of age appropriate, positive interactions.
2. Subject Competencies (SC): Early Childhood Special Education
  - SC 11: Collaborates and consults regularly with families, other team members, and agencies to enhance and support children's learning and development by: assisting families in identifying resources, priorities, and concerns, and in accessing appropriate services; respecting parent's choices and goals for their children; implementing services for children and their families consistent with laws, regulations, and procedural safeguards.
3. Institutional Standards (IS):
  - IS 6: The candidate understands the central concepts, tool of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
  - IS 14: The candidate understands and develops an assessment system that aggregates data collected from multiple formal and informal assessment instruments to evaluate student learning and instructional practices and informs program improvement.
  - IS 15: The candidate uses technological resources to plan instruction and maintain assessment systems, and incorporates technology in student (research) learning activities.

#### IV. TEXTBOOKS

##### A. Required Textbook

Lambie, R. (2000). *Family systems within educational context (2<sup>nd</sup> Edition)*. Denver:

Love Publishing Company.

B. Optional Textbooks and Reading Material

Turnbull, A. P. and Turnbull, H. R. III. (1997). *Families, professionals, and exceptionality: A special partnership* (3rd ed.). Columbus: Merrill.

Ehly, S. (1985). *Working with parents of exceptional children*. Boston: Houghton Mifflin.

Seligman, M. E .P. (1989). *Families with a handicapped child*. New York: Grune & Stratton.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

B. Course Policies and Procedures

1. Evaluation Procedures

- a: The final grade will be a composite of performance on the following:

Unit Examinations	40%
Classroom Activities	15%
Attend one parent meeting	15%
And write-up reflection on speakers	
Final Exam-Parent Handbook	30%
- b: The grading scale will be:

95 - 100	A
85 - 94	B
75 - 84	C
65 - 74	D
0 - 64	F

2. Portfolio Requirement

Parent Handbook developed by student (SC: 1, 11)

3. Other Policies and/or Procedures

- a. Four exams are scheduled during the semester. Tests may consist of some combination of multiple choice, matching, true-false, short answer, and short-essay questions. More definite information concerning test composition will be given near exam times.
- b. Three student-selected experiential activities (20 points each) are required during the semester. Suggested activities are as follows:
  - (1) SED workshops in-services/conferences (1+ page typed

- (2) summary and signed activity sheet);
  - (2) SED classroom observation (1+ page typed summary and assigned activity sheet).
  - (3) Typed abstract of recent (since 1996) professional journal families and parents of the disabled are required. Points are awarded based on content of the abstract and quality of the report (spelling, grammar, neatness, etc.).
  - (4) Review of TV specials, movies, books related to topic of counseling the families of the exceptional individual (1+ page typed summary)
  - (5) Interview with parent of child identified as one of the exceptional categories we have studied (1+ page typed summary)
  - (6) Interview with special education teacher (1+ page typed summary)
  - (7) Tutoring a child identified with an exceptionality (1+ page typed summary)
  - (8) Attending support group meeting (1+ page typed summary and signed activity sheet)
  - (9) Other—see instructor.
- c. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies will be included as part of the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
- d. Incompletes—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the School of Education. Very few incompletes will be granted.
- e. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. One letter grade will be deducted for every school day the assignment is late. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Any test taken late will incur a \$10 late-test fee. These responsibilities will assist the student in professional development.
- f. Extra Credit—Students should not expect extra credit to help raise a grade.

## VI. COURSE CALENDAR

<b>Session</b>	<b>Assignment</b>
1	Description of the family
2	Family Life Cycle
3	Family Interaction Pattern
4	Review Chapters 1-3
5	<b>Exam I (Chapters 1-3)</b>
6	Historical Factors
7	Emotional Intelligence – Role Play
8	At-Risk Students – Study guide
9	<b>Exam II (Chapters 4-5)</b>
10	<b>Fall Break</b>
11	Nontraditional Families
12	Speaker on Culture Diversity
13	Application of family system
14	<b>Exam III (Chapters 6-7)</b>
15	Family System – Case Studies
16	Parent Handbook Work Preparation
17	Final Exam Presentations

**Note:** This schedule of course readings, subjects, and exam dates is meant to serve as a suggested guide for class coverage, and may be amended as necessary. If changes to the syllabus schedule are made, students will be informed with as much advance notice as possible. Hence, in order to be aware of any changes, it will be the student's responsibility to attend class. The student is responsible for (a) keeping track of changes, even if you miss the announcement in class, (b) completing all assignments on time, and (c) completing all assigned reading material.

# Course Inventory for ORU's Student Learning Outcomes

## *(SED 323/GSED 523—Parents and Families of Students with Special Needs) (Fall 2004)*

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines the outcomes & proficiencies/capacities.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
<b>1</b>	<b><i>Outcome #1 – Spiritually Alive</i></b>				
	<i>Proficiencies/Capacities</i>				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior	X			

<b>2</b>	<b><i>Outcome #2 – Intellectually Alert</i></b>				
	<i>Proficiencies/Capacities</i>				
2A	Critical thinking		X		
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity			X	

<b>3</b>	<b><i>Outcome #3 – Physically Disciplined</i></b>				
	<i>Proficiencies/Capacities</i>				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	

<b>4</b>	<b><i>Outcome #4 – Socially Adept</i></b>				
	<i>Proficiencies/Capacities</i>				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity		X		