

CFSS&C Faculty Project Survey SPED

Course and expected outcomes	Specific Readings	Focused Assignments
<p>SPED 468</p> <p>By the end of the course, students will demonstrate through role-playing of simulated problems in special education (or videotape of such situations in real life) the skills necessary to successfully collaborate with diverse families...</p>	<p>Turnbull, A., Turnbull, H. R., Erwin, E. Soodak, L. (2006). <i>Families, professionals & exceptionality: Positive Outcomes through Partnerships and Trust</i>. Upper Saddle River, NJ: Merrill/Prentice Hall</p> <p>Harry, B. Developing Cultural Self-Awareness. http://www.casenet.org/library/culture/culture-aware.htm</p> <p>Family/Educator Handbook http://www.k12.wa.us/SpecialEd/publications.aspx</p>	<p>Role plays</p> <p>Final – resource bulletin board for families</p>
<p>SPED 467b</p> <p>Demonstrate through role-play the ability to work as a member of a team to meet common objectives, and understand the roles and responsibilities of special education and related services/ agency professionals.</p> <p>Organize and lead a (mock) IFSP meeting, including presentation of meeting purpose, completion of family statement, explanation of assessment summaries, and collaborative goals/objectives/outcomes generation with family member(s).</p>	<p>Lynch, E. & Hanson, M. (2004). <i>Developing cross-cultural competence: A Guide for working with children and their families</i> (3rd ed). Baltimore: Brookes.</p>	<p>Role play final</p> <p>Small group activity to identify, compare/contrast specific aspects of one’s own culture.</p> <p>Activity-based intervention matrices, including home-based interventions.</p>
<p>SPED 463d</p> <p>Each student will demonstrate in writing and discussion a working knowledge of assessment practices including Washington State alternative assessment procedures, MAPS, and other formal/informal assessment activities.</p> <p>Each student will demonstrate in writing knowledge of community resources and support services available to students and their families from birth through early adulthood.</p>	<p>Snell, M. E., & Brown, F. (2006). <i>Instruction of students with severe disabilities</i> (6th ed). Upper Saddle River, NJ: Prentice-Hall, Inc. (Chapter 2)</p>	

CFSS&C Faculty Project Survey SPED

<p>SPED 360 Students will be familiar with organizations and resources available to teachers, parents, students, and with professional literature through chapter readings and responses</p>	<p>Hallahan, D.P., & Kauffman, J.M. (2006). <i>Exceptional Learners: Introduction to Special Education 10th ed.</i> Boston: Allyn and Bacon.</p>	<p>Chapter responses</p>
<p>EDU 301 Understand how individual experiences and prior learning, language, culture, and family and community values influence students' learning. This will be demonstrated through performance on objectively scored exams (multiple choice and essay questions), through case study analysis, in reflective papers and during in-class discussions/debates.</p>	<p>Woolfolk, A. (2004). <i>Educational Psychology. 9th edition (Active learning edition)</i>. Allyn and Bacon. (Part One) (chapter 3)</p>	<p>Case study analysis: You will be asked analyze <u>three</u> case studies using the information provided in lecture and in the text.</p>
<p>SPED 467a Each student will develop a written outline for developmentally appropriate, family-centered instructional strategies.</p>	<p>Slentz, K. & Krogh, S. (2000). <i>Variations in early development</i>. New York: Lawrence Erlbaum. (each chapter begins with a section on family context)</p>	<p>Resource Portfolio: Each student will collect resource guides on an area in ECE.</p>
<p>SPED 466a Each student will demonstrate through role-play and discussion an understanding of the roles of different professionals, parents, and students in the assessment process.</p>	<p>Gibb, G. S., & Dyches, T. T. (2000). <i>Guide to writing quality individualized education programs: What's best for students with disabilities?</i> Needham Heights, MA: Allyn & Bacon.</p>	<p><i>Objective Writing:</i> Write three short-term objectives using the format presented in class. The goal of this assignment is to ensure that you can write measurable short-term objectives which families can understand.</p>
<p>SPED 463b The student will describe strategies for fostering relationships with parents of students with behavior problems.</p>		
<p>SPED 469b Apply Bronfenbrenner's ecological model to analysis of P-12 students' classroom, school, family, and community context; apply conceptual framework vulnerability and resiliency to same; review related content in behavior management, TESOL, ecological model, working with families, exploring legal issues and writing IEPs; access new information such as RTI (knowledgeable, effective)</p>	<p>Lodico, M.G. & Voegtle, K.H. (2005). <i>Child and adolescent stories: Perspectives from youth, parents, and teachers</i>. Thousand Oaks, CA: Sage.</p>	<p>Midterm paper on student case context , including family structure, risk and protective factors, integrating contextual factors into instructional plan); self-assessment against IDES and PPA home/family/community standard (and all standards);</p>

CFSS&C Faculty Project Survey SPED

<p>Practica and expected outcomes</p>	<p>Activities with and or for families</p>	<p>Requirements</p>
<p>SPED 390 To observe and potentially participate in effective models of collaboration with teachers, paraprofessionals, families, support staff, administration, and community agencies and observe its impact on students in Special Education To observe a variety of service delivery models</p>		<p>Observation of positive collaboration models in middle schools.</p>
<p>SPED 480 – Reading Practicum</p>	<p><u>Student Progress Reports.</u> You are expected to monitor the progress of each student in your reading group and write a professionally prepared progress report to hand in to your cooperating teacher and to your practicum supervisor and potentially the student’s family</p>	<p>Submit student progress reports to families</p>