

**SPED 5060**  
**Consulting with Parents and Teachers**

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Office Hours: Thursday 3:00-4:30 or by appointment  
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Course Description: This course provides preservice professionals with strategies for communicating with parents and other teachers as members of the multidisciplinary team. Students will learn to assist parents in communicating feelings and needs, in accessing resources, and in advocacy. Students will learn strategies for collaborative problem solving with other teachers including monitoring student progress in the regular classroom and assisting the regular teacher in adapting material. Students will work in small groups at least once a week in problem solving or role playing issues of families or professionals.

<b>NCATE Standard</b>	<b>Course Objectives</b>	<b>Learning Activities</b>	<b>Evaluation</b>
CC7: K1	1. The student will define/describe/state the conceptual base of, rationale for, and stages of collaboration in the education of students with disabilities.	Course readings Case study	Exam
CC6: K2, K3, S3	2. The student will describe appropriate strategies for assessing learning and behavior problems in regular classrooms.	Course readings Case study	Exam
CC3: S7 CC6: K3	3. The student will describe behavior management strategies and instructional adaptations that can be successfully employed in the regular classroom.	Course readings	Classroom observation and summary
CC7: K1, K3, S1, S2	4. The student will use effective interpersonal communication and collaborative problem solving skills in simulations.	Course readings	Group role plays and CD-ROM exercise
CC4: K7 CC7: K4	5. The student will demonstrate how to differentiate parental, regular, and special educators' responsibility for productive resolution of problems that arise with children.	Course readings Case study	Exam
CC7: S5, S6, S7	6. The student will practice and describe strategies for effective interviewing of parents and other professionals.	Course readings	Role play and interview assignment
CC5: S6	7. The student will define roles and responsibilities for all classroom staff.	Course readings	Exam
CC5: S7	8. The student will describe training and feedback systems for supervising classroom assistants.	Course readings and video	Exam
CC7: K1 S3, S4	9. The student will describe the stages of the grieving process that parents may go through upon the confirmation and/or diagnosis of their child's disability and describe several ways in which the professional can provide assistance in helping parents through the grieving process in lessening the stress of raising a child with disabilities	Course readings, videos, Case study	Exam
CC1: K5 CC7: K2 CC8: S5,S8	10. The student will describe the type of information, where the information is or should be located, and other individuals (including other parents) that might be used as resources in assisting parents of children with disabilities.	Course readings	Paper and exam
CC2: K5 CC3: S1 CC7: S3,S4, S5	11. The student will state the common needs that parents of children with disabilities may have and what resources might be made available in meeting those needs and assisting the parent in being an active team member.	Course readings Case study	Role plays, Exam
CC1: K2 CC2: K5	12. The student will describe parent perspectives on several life issues regarding raising a child with disabilities to include but not be limited to: euthanasia, withholding treatment, civil rights, sterilization, sex education, respite care, wills, etc.	Course readings	Paper and exam
CC4: S6	13. The student will state methods, both verbal and nonverbal, of facilitating open communication with parents and ways to avoid possible communication breakdowns with parents.	Course readings Case study	CD-ROM exercise, role plays
CC8: K1, S2, S3	14. The student will use effective communication and demonstrate positive regard for diversity (culture, religion, gender, etc.) in classroom simulations.	Course readings Case study	Role plays and exam

## Texts

Fishbaugh, M.S. (2000). *The collaboration guide for early career educators.* , Baltimore: Paul H. Brookes Publishing Co..  
Turnbull, A, Turnbull, R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust.* (5<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall

### Week Topic & Readings

1. Overview of families,  
Turnbull et al., Ch. 1.
2. Family system- interaction and functions,  
Turnbull et al., Ch 2 & 3
3. Family system- life cycle & roles of parents,  
Turnbull et al., Ch 4 & 5
4. Policies shaping school reform & partnerships,  
Turnbull et al., Ch 6 & 7
5. Partnerships and communication,  
Turnbull et al., Ch 8 & 9
6. Meeting families needs & partnering on student evaluations  
Turnbull et al., Ch 10 & 11

No class

7. Partnering on student IEPs and services,  
Turnbull et al., Ch 11 & 12, Fishbaugh, Ch 5
8. Collaboration models,  
Fishbaugh, Ch 1 & 2

### SPRING BREAK

9. Co-teaching,  
Fishbaugh, Ch 3
10. Para-educators,  
Fishbaugh, Ch 4
11. Para-educators,  
Fishbaugh, Ch 4
12. Communicating effectively,  
Fishbaugh, Ch 6 & 7
13. Resolving conflicts and IEPs,  
Fishbaugh, Ch 8
14. Equity & reality in collaboration  
Fishbaugh, Ch 9 & Ch 10

## Assignments

Paper	100 points
Paper Presentation	25 points
Parent Resource Handbook	80 points
Monitoring in the Regular Classroom	100 points
Interview Assignment	40 points
Acropolis IEP assignment	80 points
2 tests	115 points each
Final	120 points
Participation/Attendance	70 points
Professional Behavior	55 points
(timely assignments, correct ways to seek help, etc.)	
TOTAL	900 points

Grading Criteria Grades will be computed on a percentage basis using the following scale:

95 - 100 = A	78 - 80 = C+
91 - 94 = A-	74 - 77 = C
88 - 90 = B+	71 - 73 = C-
84 - 87 = B	60 - 70 = D
81 - 83 = B-	Below 60 = F

Any assignment that is late (without 8 hours prior permission of the instructor) will have points deducted for every day after the due date. Assignments are due at the beginning of class.

"All students should be aware that effective June 15, 1990, the application for teacher certification includes a section that asks if the applicant has ever been convicted of violating any law (except traffic violations).