

**Practical Applications: Five through Eight
SPED 63954
Fall 2009**

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Course Description

The purpose of this course is to help students understand and apply the principles of effective collaborative teaming as related to their professional roles and responsibilities in a variety of educational settings serving young children with disabilities. A range of topics will be addressed throughout the course, including giving and receiving feedback, reflective practices, effective meeting, conflict resolution and communication skills, developing and providing quality professional development, supervising, coaching, mentoring, working with para-professionals, itinerant teaching, service coordination, and consulting with general educators.

The experiences, knowledge, ideas, and opinions of students are respected and welcomed as an integral part of the course.

General Instructor and Course Information

Instructor: Sandra Hess Robbins, M.Ed.

E-Mail: srobbin4@kent.edu

Office Hours: By appointment

Skype Contact: sandy.robbins1

Office: 300J White Hall

Phone: 216-952-9107

Teaching Assistant: Diane Salverson, M.S. Ed.

E-mail: dsalvers@kent.edu

Office Hours: By appointment

Skype Contact: morningrun

Office: 300J White Hall

Course Format: Online

Course Location: vista8.kent.edu

NOTE: *The best way to contact your instructor is through Flashline e-mail.* You can also use SKYPE to send an instant message or to meet via web-cam. If you'd like to set up a face to face appointment, send your request via Flashline e-mail or SKYPE. You are also welcome to call if you have an emergency.

Technology Support

Accessing the course

Class information including syllabus, description of assignments, weekly lectures/handouts, course policies, supplemental readings, tips, and related links are posted on the WWW. You can obtain desired course information using any Internet browser and going to <http://vista8.kent.edu>

Once you've arrived at the site, click on the KSU hyperlink, then on the log in button. When prompted, enter your user name and password (same as @kent address). Click on the course and enter the space. You may be promoted to download JavaScript etc. To access files posted in VISTA you will need PowerPoint software (can purchase from KSU bookstore) and Acrobat Reader (can download for free).

If you have trouble logging in to Vista or need help with your Flashline username and password, please contact the Kent State Help Desk (330-672-HELP; helpdesk@kent.edu).

Options for communicating with others online

VISTA Chat

Vista chat allows section members to communicate and collaborate with each other in real time by sending text messages, creating drawings, and sharing images. The chat room contains both chat and whiteboard functions.

Google Talk

Google Talk is a program that supports online discussion and instant messaging features. Each student will need to create a Google account in order to download the Google Talk program.

Students can use instant messenger without additional equipment, but online communication requires a headset with microphone that can be purchased at local computer supply stores for under \$20.00. As students create accounts, please share your Google name.

- Setup a Google Talk Account: <http://www.google.com/talk>
- Further Information About Google Talk: <http://www.google.com/talk/about.html>

SKYPE

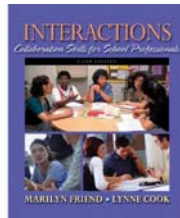
SKYPE is another option for online discussions and instant messaging communication. What is different between SKYPE and Google Talk, is SKYPE will allow you to talk with more than one person (i.e., conference calling feature). A headset is also needed to be able to use SKYPE.

- Setup a SKYPE Account: <http://www.skype.com/useskype/>

Required and Recommended Texts

Required Text

After the second week of class, I will not provide you with readings from the following book. You will need to buy or borrow the book in order to meet the requirements for the course



Friend, M. & Cook, L. (2007). *Interactions: Collaboration Skills for School Professionals* (5th Edition). Boston, MA: Allyn & Bacon.

Recommended Texts

I will provide you with readings from the following books. If the reading is good and you want to read further, I suggest you buy them

Buyse, V. & Wesley, P. (2005). *Consultation in Early Childhood Settings*. Baltimore, MD: Brookes Publishing Co.

Fishbaugh, M.S.E. (2000). *The Collaboration Guide for Early Career Educators*. Baltimore, MD: Brookes Publishing Co.

Snell, M.E. & Janney, R. (2005). *Collaborative Teaming*. Baltimore, MD: Brookes Publishing Co.

Additional readings, including those listed in the course calendar, will be posted weekly in the course vista space.

Course Competencies

The readings, class discussions, activities, and assignments of this course are intended to provide you with opportunities to develop these skills, as outlined by the CEC Special Education standards:

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Knowledge:	<i>Competency Description:</i>
CC1K3	Relationship of special education to the organization and function of educational agencies.
CC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
CC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.
CC9K3	Continuum of lifelong professional development.
CC10K1	Models and strategies of consultation and collaboration.
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
EC10K1	Dynamics of team-building, problem-solving, and conflict resolution.
Skills:	
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
CC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
CC9S4	Conduct professional activities in compliance with applicable laws and policies.
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
EC9S4	Apply models of team process in early childhood.
EC9S6	Participate in activities of professional organizations relevant to the field of early childhood special education.
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
CC10S11	Observe, evaluate and provide feedback to paraeducators.
EC10S3	Apply models of team process in early childhood settings.
EC10S4	Apply various models of consultation in early childhood settings.

Course Calendar

Date	Topic	Readings	Assignments
Week 1 August 31 Through September 6	Introductions Syllabus/Course Assignments Introduction to Collaboration	Syllabus Course Assignments	Set up blog Set up Skype Introduce yourself Read Syllabus and Course Assignments and post questions PPT and quiz
Week 2 September 7 Through September 13	Giving and receiving feedback Developing reflective practices	Interactions Chapters 9 & 10 Larrivee, B. (2000)	Reading reflection/blog PPT and quiz
Week 3 September 14 Through September 20 Rosh Hashanah	Effective meeting, conflict resolution, and communication skills	Interactions Chapter 8 Snell, M. & Janney, R. (2005). Chapter 3	Sign up for panel discussion groups Read and prepare for panel discussion
Week 4 September 21 Through September 27	Effective meeting, conflict resolution, and communication skills	Interactions Chapters 2 & 11 Snell, M. & Janney, R. (2005). Chapter 7	Panel Discussion
Week 5 September 28 Through October 4 Yom Kippur	Adult Learning Principles	Garmston, R. (2005). Chapter 1	Reading reflection/blog PPT and quiz

Date	Topic	Readings	Assignments
Week 6 October 5 Through October 11	Developing and providing quality professional development	Interactions Chapter 7 Garmston, R. (2005) Chapter 2 Ohio Standards for Professional Development	Online Discussion
Week 7 October 12 Through October 18 DEC conference	NO CLASS		Choice Project 1 Professional development plan topic
Week 8 October 19 Through October 25	Consultation Model	Buysse, V. & Wesley, P. (2005). Chapter 1 Interactions Chapter 4	Picture Project
Week 9 October 26 Through November 1	Supervising, coaching, mentoring	Bellm, Whitebook, & Hnatiuk (1997). Skills for effective mentoring Hanft, B.E., Rush, D.D., Sheldon, M.L. (2004)	PPT and quiz
Week 10 November 2 Through November 8	Working with para-professionals	Interactions Chapter 6 Fishbaugh, M. (2000) Chapter 4	Reading reflection/blog
Week 11 November 9 Through November 15	Co-teaching	Interactions Chapter 5 Fishbaugh, M. (2000) Chapter 3	Online Discussion Sign up for web-quest groups

Date	Topic	Readings	Assignments
Week 12 November 16 Through November 22 NAEYC conference	Itinerant teaching	Buysse, V. & Wesley, P. (2005) Chapter 2 Buysse, V. & Wesley, P. (2005) Chapter 12	Choice project 2 Reading reflection/blog
Week 13 November 23 Through November 29 Thanksgiving	Service coordination with other professionals and agencies	Interactions Chapter 12 Bruder, M.B. (2005)	Web-Quest
Week 14 November 30 Through December 6	Facilitating Transitions	Pianta, R.C. & Sayre, M.K. (2003)	Online Discussion
Week 15 December 7 Through December 13	Facilitating inclusion	Jorgensen, C. (2006) DEC/NAEYC position paper Professional roles (ECRII, 1998)	Reading reflection/blog PPT and quiz
Finals Week December 14 Through December 18			Professional Development Plans