

University of North Texas
EDSP 3240—Family Communication & Professional Collaboration
for Exceptional Learners
Tuesday & Thursday 9:30 – 10:50, Wooten Hall Room 218



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Office Hours: Monday 2:00 – 5:00; Tuesday 11:30 to 2:30 and other times by appointment.

Disability Accommodation: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

Student Evaluation of Teaching (SETE): Student feedback is important and an essential part of participation in this course. The Student Evaluation of Teaching (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

Tk20 Assignments: UNT's College of Education uses Tk20 Campus Tools™ as a comprehensive online data management system for all student activities in programs leading to certification for teachers or other school personnel. Students enrolled in certification programs are required to subscribe to Tk20 to complete course assignments and to facilitate evaluations for courses, field experiences, and student teaching or internship/practicum. The Tk20 assignments for this course are as follows: Interest in a Career Teaching Students with Disabilities Statement, Listening to Families Interview, and Practicum Journal. **Failure to submit these assignments to Tk20 as well as to Blackboard for assessment will result in an incomplete for the course.** More information on submission of assignments to Tk20 will be given in class.

1.0 Course Description:

This course is designed to provide an analysis of collaboration and communication models and strategies used in working with families, caregivers and professionals concerned about students with exceptionalities. Focus on the changing definition of family, community resources, advocacy groups, political forces, legal mandates and other factors are addressed that may impact students and their families.

2.0 Course Questions: (See CEC objectives related to course on the last pages of the syllabus.)

1. How is family defined?

2. How might variations in belief, tradition, and values differ among families?
3. What laws regulate how schools interact with families?
4. What concerns do families of individuals with disabilities have?
5. In what ways might we collaborate with families and other professionals for effective service delivery?
6. What factors promote or inhibit effective communication with families and other professionals?
7. What professionals and community organizations might be included in planning for individuals with disabilities?
8. Why should educators be concerned with the constructs of ethics, professionalism and respect?
9. What roles do paraeducators play in delivering services and education to individuals with disabilities?
10. What are some effective techniques for working with paraeducators?

3.0 Readings

Required

Sileo, N.M. & Prater, M.A. (2012). *Working with families of children with special needs: Family and professional partnerships and roles*. Upper Saddle River, NJ: Pearson Education.

Other readings as assigned will be provided on Blackboard.

4.0 Course Policies:

4.1 Attendance and Professionalism. Students are expected to arrive on time for class and practicum, remain in class and practicum for the duration of scheduled sessions, and demonstrate professional behavior*. During class time, computers and peripherals are to be used only for work related to the class. Students found using this equipment for purposes other than the assigned class activity will be asked to turn off their equipment and may not receive full participation points for that class session.

***Statement Regarding Professionalism.** It is expected that students will act in a professional manner in all matters related to this course. Professionalism is demonstrated when:

1. all assignments are completed independently, unless otherwise stated on the syllabus
2. all assignments are the original work of the student and created for this class only
3. you adhere to CEC Code of Ethics
4. you respect the rights and opinions of peers, instructors and guest speakers

4.2 APA Format for Assignments. Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing:

http://www.plagiarism.org/plag_article_preventing_plagiarism_when_writing.html

In all cases, written assignments should adhere to standard usage of English grammar and be free of typographical errors.

4.3 Late Assignments. Assignments should be submitted through Blackboard by 9:00 am on the day they are due, unless other directions are provided by the instructor. Assignments turned in

after the due date and time will be considered late. Five percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor **in hand or via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

4.4 Person-First Language. We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Reporting and Writing About People with Disabilities”
<http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

4.5 Sample Assignments. In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.

5.0 Course Assignments

6.1 Class Participation (75 points). During class sessions, students will participate in activities in small groups and with the instructor or guest speaker. Points will be assessed and given for participation in these activities. Students will be expected to arrive on time, stay for the duration of the session, and contribute with thought to discussion and analysis during class activities. As a courtesy, please email me to let me know if you will not be in class or notify me afterwards if something unexpected came up that prevented you from attending. Participation points cannot be made up if you miss class. Up to 5 participation points may be given for each class session. An extra 5 points is built into this assignment in essence giving students the opportunity for one absence without penalty.

6.2 Student Introduction (5 points). Students will answer questions on Blackboard regarding their contact information, their current position (work or student), and any questions they may wish to ask the instructor.

6.3 Interest in a Career Teaching Students with Disabilities Statement (IS) (45 points). Each student will write a personal statement of professional interest in working with students with disabilities. The statement should be 3 to 5 pages in length, and will be graded according to the criteria below:

- Content/Purpose
- Reason for choosing program
- Commitment to teaching

Specific experiences used to discuss beliefs
Dispositions toward diversity, all children, collaboration, lifelong learning
Reflection on need to improve

Expression/Voice

The statement is well focused with evidence of thought in composition, phrasing and structure. Audience is clear and is effectively addressed.

Organization

The statement is logically organized, using an appropriate format and written structure, with effective transitions between ideas.

Convention

The statement is completely free from spelling, punctuation and grammatical errors.

The interest statement will be submitted both to Blackboard's assignment function and Tk20.

6.4 Blackboard Discussions (5 @ 20 points each = 100 points). Students are responsible for completing online learning modules via Blackboard and participating in web-based group discussions. Each student will be responsible for working through the modules and responding as appropriate to discussions within the modules. These modules will replace face-to-face course content and participation is required.

There are five modules and discussions relevant to each module. The post will begin with a prompt by the instructor. Points will be earned by responding to the instructors post AND responding to your peers' posts. Only posts of substance will be considered for points. A response of "I agree", or "Good point" will not be considered for points unless it is followed with supporting information either from the readings, modules or personal experience. A minimum of 3 posts is expected (1 response to the instructors question and 2 responses to peers posts).

6.5 Listening to Families Interview (LF) (100 points). Identify a family with a child who has exceptionality and arrange an opportunity to listen to their family story. The purpose of listening to families is to gain a comprehensive understanding of (a) their family situation and (b) view of their perspectives of their strengths, preferences, and needs as a basis for providing personalized and relevant family support. Chapters 1-6 will provide a strong foundation for understanding the purpose and nature of this assignment. We will discuss the format for synthesizing family-systems information from your conversation.

This assignment will be submitted both through Blackboard's assignment function and to Tk20

6.6 Mini Paper (MP) (100 points). Each student will write a mini paper on the topic of their choice **RELATED TO FAMILIES OF INDIVIDUALS WITH DISABILITIES**. Guidelines for writing and submitting the paper are detailed below. Submit your paper to the assignment function of Blackboard.

- a. *Selecting your Topic*--There are many topics that **relate to parents, families, and/or communication in families with member who have disabilities**. Please **select one that matches your interests** or one that you would like to know more about. Below are examples of topic you might choose.

- | | |
|--|---------------------------------|
| *Grandparents Raising Grandchildren | *Transition Issues and Families |
| *Siblings of Children with Disabilities | *Home School Communication |
| *Effective Communication Strategies | *Homework and Families |
| *Financial Needs & Concerns of Families | *Homeless Families |
| *Cultural Aspects of working with Families | *Divorce among families |

Based on your topic, select and read eight articles. At least six of the articles should be from educational journals. The remaining two articles may be from journals in related fields or from the web.

Suggested Journals--(This is not a complete listing but a starting point. The field of special education is rich with quality journals.)

<i>Remedial and Special Education (RASE)</i>	<i>Exceptional Parent</i>
<i>Teaching Exceptional Children</i>	<i>Beyond Behavior</i>
<i>Journal of Learning Disabilities</i>	<i>Intervention</i>
<i>Journal of Special Education</i>	<i>Exceptional Children</i>

b. *Writing the Mini Paper*--Write a **five to six page paper** as a summary and reaction to the articles. The position paper should be a summary of information gathered on the single topic. At the conclusion of the paper please include your reaction/discussion concerning the topic. Reactions should include a summary of findings, a personal reaction to readings, and views on the future of this topic in the field of education. Some discussion may also be devoted to perceived lack of literature on the topic.

Following APA format your paper should begin with a cover page, followed by an abstract (summary of your paper), body (5-6 pages), and a reference list that includes the sources used in the paper. All work should be cited using APA format.

c. Submit your paper to the Turnitin Assignment function of Blackboard. More detail will be provided.

6.7 SEDL Webinar (SW) (75 points). Select and listen to or watch one of the nine webinars hosted by the Southwest Educational Developmental Laboratory (SEDL). SEDL's National Center for Family and Community Connections with Schools hosted the ***Achieving Excellence and Innovation in Family, School, and Community Engagement*** webinar (<http://www.sedl.org/connections/>) series to provide stakeholders Representing national, regional, and local organizations to learn about family, school, and community, engagement research, best practices from the field, and new innovations that are making a difference in school improvement and student learning. Provide 2-3 page narrative summary of the webinar that addresses the following: (a) why you selected the webinar, (b) major issues addressed, (c) research findings cited about the topic, (d) what are the practical implications for teachers, students and families (How might you use in a classroom).

6.8 Practicum Journal (PJ) (200 points: 100 points for Journal and 100 points for School Based Activities). Practicum placements will be through Communities in Schools (CIS). A volunteer application and criminal background check will be completed in class. You will be assigned to a school in a local district where you will volunteer at least once a week throughout

the semester. You will keep a journal, recording your observations each day you visit the school. An outline to follow and questions to answer will be provided on Blackboard. In addition to the journal, each student will keep a timesheet signed by the assigned school supervisor.

This assignment will be submitted both to the Blackboard assignment function and Tk20.

6.9 Paraeducators Project (50 points). Each student will be required to explore the Paraprofessional Symbaloo and submit a six to eight sentence paragraph summary of each of the four categories in the Symbaloo. The Paraprofessional Symbaloo can be accessed at <http://www.symbaloo.com/mix/paraprofessionalinsped>, and is arranged in the following four categories:

Orange – resources related to the professionalization of paraprofessionals.

Pink – resources on training of paraprofessionals

Blue – resources related to working with paraprofessionals

Green – resources related to paraprofessionals and disability categories

6.9 Chapter Quizzes (11 @ 20 points each = 200 points; lowest quiz grade will be dropped).

There will be 11 chapter quizzes, each worth 20 points. The content for the quizzes will come from the course text. Reading guides will be provided for each chapter. Quizzes will be taken in Blackboard. Each quiz will open Thursday evening at 9:00 PM and will need to be taken by 11:30 PM on the Friday evening they are due. Once the quiz is opened, it must be completed in 30 minutes.

6.10 Final Exam, 12/11 (8:00-10:00 AM) (50 points).

A written final exam covering the course will be administered during the university assigned final exam timeframe.

7.0 Evaluation. Assignments are evaluated according to rubrics. You can find the assignment description and rubrics in Blackboard. For all assignments, your instructor will grade the assignment and post the score you earned and comments to the Grade Center (My Grades in the left side navigation bar) on Blackboard. You can read the comments by clicking on the grade. If you have difficulty with an assignment, either in understanding or completing it, please contact me immediately to discuss this. The course point breakdown is:

Due Date	Item	Points Each	Total
Throughout Semester	Class participation (14 total) plus 1 “extra”	5	75
9/4	Student Introduction	5	5
9/11	Interest in a Career Teaching Students with Disabilities Statement*	45	45
Throughout Semester	Blackboard Discussions (5 total)	20	100
10/2	Listening to Families Interview*	100	100
11/6	SEDL Webinar	75	75
11/13	Mini Paper	100	100
12/4	Practicum Journal*	200	200
12/4	Paraeducators Project	50	50
Throughout Semester	Chapter Quizzes (11 total, lowest quiz grade dropped)	20	200
12/11 8 a.m. to 10 a.m.	Final Exam	50	50
	Total Points for Course		1000

*Must be submitted to Blackboard AND Tk20. An incomplete will be given for the course if not submitted to Tk20.

Grading Scale

93% - 100% = A

70% - 76% = D

85% - 92% = B

69% and below = F

77% - 84% = C

Please note that the grading scale for this course might be different from other courses you have or are taking.

Wk .	8.0 Course Schedule (schedule may change based on student need and speaker availability)		Chapter Quiz (due by 11:30 PM on date listed below; 30 minutes to complete; available 9 PM Thurs. to 11:30 PM Fri.)
1	8/26 Introductions / Syllabus / Special Ed. Review	8/28 Historical Perspectives Readings—Chapter 1: <i>History & Legal Foundations</i>	
2	9/2 Introduction to Special Education at UNT: Guest Speakers, Dr. Miriam Boesch, Dr. Endia Lindo, Dr. Bertina Combs, Faculty in Special Education/Educational Psychology at UNT	9/4 Current Perspectives Readings--Chapter 2: <i>Historical and Current Perspectives of Family Involvement</i> STUDENT INTRODUCTION DUE (SI)	9/5 Chapter 1
3	9/9 9/16 Family Roles Readings-- Chapter 3: <i>Family Members' Roles and Characteristics</i>	9/11 BLACKBOARD—No Class (online module) Module 1: Sibling Relationships Discussion for Blackboard module due 9/16 at 9 AM Readings-- Chapter 3: <i>Family Members' Roles and Characteristics</i> INTEREST STATEMENT DUE (IS)	9/12 Chapter 2
4	Communities in Schools-Guest Speaker: Albert Wright DISCUSSION FOR MODULE 1 DUE	9/18 Essentials of Communication Readings-- Chapter 4: <i>Communicating and Collaborating</i>	9/19 Chapter 3
5	9/23 Diversity and Cultural Competence Readings--Chapter 5: <i>Overview of Diversity Families and Professionals &</i>	9/25 Diversity and Cultural Competence Evidence Based Practices in Working with Families Readings--Araujo (2009)	9/26 Chapter 4
6	9/30 Practicum Time	10/2 Research Fundamentals-Speaker TBA Willis Library LISTENING TO FAMILIES DUE (LF)	10/3 Chapter 5
7	10/7 Practicum Time	10/9 BLACKBOARD—No Class (online module) Module 2: Diversity and Cultural Competence Discussion for Blackboard module due 10/14 at 9 AM Readings--Chapter 6: <i>Cultural Competence</i> and TBA	
8	10/14 Practicum Time DISCUSSION FOR MODULE 2 DUE	10/16 BLACKBOARD—No Class (online module) Discussion for midterm review on Blackboard due 10/21 at 9 AM Midterm Review	10/17 Chapter 6
9	10/21 Practicum Time DISCUSSION FOR MIDTERM EVALUATION MODULE DUE	10/23 BLACKBOARD—No Class (online module) Module 3: Facilitating Family Involvement through Volunteerism Discussion for Blackboard module due 10/28 at 9 AM Readings-- Chapter 7: <i>Family Perspective</i> and TBA	
10	10/28 Practicum Time DISCUSSION FOR MODULE 3 DUE	10/30 Preparing for the IEP Meeting Readings--Chapter 8: <i>Families and the IEP</i>	10/31 Chapter 7
11	11/4 Practicum Time	11/6 Practicum Time SEDL WEBINAR DUE (SW)	11/7 Chapter 8
12	11/11 Practicum Time	11/13 Families in Transition Readings--Chapter 11: <i>Postsecondary Students</i> MINI PAPER DUE (MP)	11/14 Chapter 11

13	11/18 BLACKBOARD —No Class (online module) Module 4: Ethics and Professionalism Discussion for Blackboard module due 11/25 at 9 AM Readings Chapter 9: <i>Ethical Considerations</i>	11/20 Early Childhood Intervention Readings--Chapter 10: <i>Birth through High School</i>	11/21 Chapter 9
14	11/25 Practicum Time DISCUSSION FOR MODULE 4 DUE	11/27 NO CLASS: THANKSGIVING	
15	12/2 BLACKBOARD —No Class (online module) Module 5: Working with Paraeducators Discussion for Blackboard module due 12/5 at 11:30 PM	12/4 Working with Paraeducators PARAEDUCATORS PROJECT DUE (PP) REFLECTIVE JOURNAL DUE (RJ)	12/5 Chapter 10 12/5 DISCUSSION FOR MODULE 5 DUE
16	12/9 NO CLASS: FINALS WEEK	12/11 Final exam due by 10 AM (Online: available 12/4 at 11 AM)	

10.0 University Policies

10.1 ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

10.2 ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <http://deanofstudents.unt.edu>.

10.3 ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at <http://www.my.unt.edu>. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: <http://eagleconnect.unt.ed>

10. 4 EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at <http://www.my.unt.edu>. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton are suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

10.5 RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>

10.6 SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.

To learn more about campus resources and information on how you can achieve success, go <http://success.unt.edu/>.

Knowledge and Skills Statements:

Learner objectives for this course were derived from the six domains contained in the *CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers*.

CC = Common Core Domain

K = Knowledge

S = Skill

CC1: To demonstrate knowledge of Philosophical, Legal, and Foundations of Special Education, students will:

- 2.1 Describe variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling. (K2)
- 2.2 Identify rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs. (K5)
- 2.3 Articulate a personal philosophy of special education including its relationship to/general education. (S1)

CC2: To demonstrate knowledge of the Characteristics of Learners, students will:

- 2.4 Describe the characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse and neglect, and substance abuse. (K5)

CC3: To demonstrate knowledge of Assessment, Diagnosis, and Evaluation of individuals with disabilities, students will:

- 2.5 Demonstrate methods to collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs. (S1)
- 2.6 Demonstrate ways to gather background information regarding academic, medical, and family history. (S3)
- 2.7 Identify ways to report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills. (S6)
- 2.8 Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environment. (S7)

CC6: To demonstrate strategies for Managing Student Behavior and Social Interaction Skills, students will:

2.9 Identify applicable laws, rules, and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with exceptional learning needs. (K1)

2.10 Explain strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world. (K6)

CC7: To describe Communication and Collaborative Partnerships, students will:

2.11 Identify factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program. (K1)

2.12 Describe typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns. (K2)

2.13 Describe the development of individual student programs working in collaboration with team members. (K3)

2.14 Identify the roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program. (K4)

2.15 Describe ethical practices for confidential communication to others about individuals with exceptional learning needs. (K5)

2.16 Demonstrate the use of collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments. (S1)

2.17 Demonstrate strategies to communicate and consult with individuals, parents, teachers, and other school and community personnel. (S2)

2.18 Describe methods to foster respectful and beneficial relationships between families and professionals. (S3)

2.19 Identify ways to encourage and assist families to become active participants in the educational team. (S4)

2.20 Demonstrate how to plan and conduct collaborative conferences with families or primary caregivers. (S5)

2.21 Describe methods to collaborate with general education classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments. (S6)

2.22 Demonstrate ways to communicate with general education teachers, administrators, and other school personnel about characteristics and needs of individuals with specific exceptional learning needs. (S7)

CC8: To describe professionalism and ethical practices, students will:

2.23 Identify personal cultural biases and differences that affect one's teaching. (K1)

2.24 Describe ways to engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or other colleagues. (S6)