SOUTHEASTERN LOUISIANA UNIVERSITY
SPECIAL EDUCATION 581
THE EXCEPTIONAL FAMILY
CREDIT: 3 Hours

PREREQUISITES: SPED 200 or 600 or permission of Department Head

COURSE DESCRIPTION:
This course is designed to enhance the student's knowledge and empathic understanding of family dynamics in American Society. Special emphasis is given to families with atypical children whose presence demands frequent adaptive maneuvers and long-term adjustments. Study of counseling methods applied to the exceptional child and family will constitute a major portion of the course. Appropriate for teachers, counselors, nurses, social workers, and others serving the exceptional family.

Conceptual Framework:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of the Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

COURSE OBJECTIVES:
By the conclusion of this course, the student will have developed knowledge and understanding of:
1. Models, theories, and philosophies that form the basis for special education practice. (CC1; K1) (PS, KL, SM, CK)
2. Relationship of special education to the organization and function of educational agencies. (CC1, K3) (CK, D)
3. Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC1, K5) (KL, SM, CK)
4. Family systems and the role of families in the educational process. (CC1, K6) (KL, CK, D)
5. Historical points of view and contributions of culturally diverse groups. (CC1, K7) (KL, CK)
6. Impact of the dominant culture in shaping schools and the individuals who study and work in them. (CC1, K8) (CK, D)
7. Potential impact of differences in values, languages, and customs that can exist between the home and the school. (CC1, K9) (KL, CK, D)
8. Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice. (GC1, K3) (PS, KL, SM, CK, D)
9. The legal, judicial, and educational systems to assist individuals with disabilities. (GC1, K4) (CK, D)
10. Continuum of placement and services available for individuals with disabilities. (GC1, K5) (CK)
11. Laws and policies related to provision of specialized health care in educational settings. (GC1, K6) (CK)
12. Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities. (GC1, K7) (KL, CK, D)
13. Principles of normalization and concept of least restrictive environment. (GC1, K8) (CK)
14. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development. (CC2, K3) (CK)
15. Effects an exceptional condition(s) can have on an individual’s life. (CC3, K1) (KL CK)
16. Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling (CC3, K3) (PS, KL, CK, D)
17. Ways specific cultures are negatively stereotyped. (CC5, K9) (KL, CK, D)
18. Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (CC6, K3) (KL, CK, D)
19. Laws and policies regarding referral and placement procedures for individuals with disabilities. (GC8, K2) (CK)
20. Types and importance of information concerning individuals with disabilities available from families and public agencies (GC8, K3) (KL, CK)
21. Personal cultural biases and differences that affect one’s teaching (CC9, K1) (SM, CK, D)
22. Continuum of lifelong professional development (CC9, K3) (PS, KL, SM, CK)
23. Sources of unique services, networks, and organizations for individuals with disabilities*. (GC9, K1) (CK)
24. Organizations and publications relevant to individuals with disabilities. (GC9, K2) (CK)
25. Models and strategies of consultation and collaboration (CC10, K1) (SM, CK)
26. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. (CC10, K2) (KL, CK)
27. Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns. (CC10, K3) (KL, CK)
28. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. (CC10, K4) (KL, CK, D)
29. Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities. (GC10, K3) (CK)

**LEARNER OUTCOMES:**

By the conclusion of this course, the student will be able to:

1. Involve the individual and family in setting instructional goals and monitoring progress. (CC7, S3) (PS, KL, SM, CK)
2. Practice within the CEC Code of Ethics and other standards of the profession. (CC9, S1) (PS, KL, SM, CK)
3. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. (CC9, S2) (PS, KL, SM, CK)
4. Act ethically in advocating for appropriate services. (CC9, S3) (PS, KL, SM, CK)
5. Use verbal, nonverbal, and written language effectively (CC9, S8) (SM, CK)
6. Access information on exceptionalities. (CC9, S10) (CK, T)
7. Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues. (CC9, S12) (CK)
8. Participate in the activities of professional organizations relevant to individuals with disabilities. (GC9, S1) (CK)
9. Ethical responsibility to advocate for appropriate services for individuals with disabilities. (GC9, S2) (PS, KL, CK)
10. Maintain confidential communication about individuals with exceptional learning needs. (CC10, S1) (CK)
11. Foster respectful and beneficial relationships between families and professionals. (CC10, S3) (EC) (PS, KL CK)
12. Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. (CC10, S4) (KL, CK)
13. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. (CC10, S5) (PS, KL, SM, CK)
14. Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. (CC10, S6) (PS, KL, SM, CK)
15. Use group problem solving skills to develop implement and evaluate collaborative activities. (CC10, S7) (PS, KL, CK)
16. Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. (CC10, S9) (KL, CK)
17. Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. (CC10, S10) (EC) (PS, KL, CK)
18. Use local, community, and state and provincial resources to assist in programming with individuals with disabilities. (GC10, S1) (CK)
19. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (EC:2,S4) (PS, SM, KL, CK, D)
20. Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities. (EC:7,S2) (PS, KL, CK)
21. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (EC:7,S3) (PS, KL, CK, D)
22. Assist families in identifying their resources, priorities, and concerns in relation to their child’s development. (EC:7,S4) (PS, KL, CK)
23. Involve families in assessing and planning for their children, including children with special needs. (EC:7,S6) (PS, SM, KL, CK)
24. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood special educators. (EC:8,S2) (PS, KL, CK)

REQUIRED FIELD EXPERIENCES:
None

REQUIRED UNIT/PROGRAM ASSESSMENTS:
None

STUDENT EVALUATION

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>100 pts.</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Miniproject</td>
<td>20 pts.</td>
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<tr>
<td>Project</td>
<td>90 pts.</td>
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TOTAL POINTS POSSIBLE = 310


**JOURNALS:**

*Exceptional Children*
*Teaching Exceptional Children*
*Journal of Special Education*
*Intervention in School and Clinic*