

**CALIFORNIA STATE UNIVERSITY, FRESNO  
SYLLABUS**

**Title:** Counseling 240: Seminar in Counseling of Exceptional Children and their Parents  
**Semester:** Fall 2019  
**Credit:** 3 Units  
**Day & hour:** Wednesday 4-6:50pm  
**Room:** Kremen Education Bldg., Room ED153  
**Instructor:** Shimeka Conway  
**Office Hours:** Can be arranged by Appointment Only  
**Phone:** (559) 276-0280 Ext 50119  
**E-mail:** [shimekac@mail.fresnostate.edu](mailto:shimekac@mail.fresnostate.edu)

**Required Text:**

Fiedler, C.R., Simpson, R.L., & Clark, D.M. (2007). *Parents and families of children with disabilities*. Upper Saddle River, NJ: Pearson Education, Inc.

**Required Materials:**

A small binder and stationery supplies to make a Family Resource Binder for a family with a child that has exceptional needs.

**Course Description:** (CST- 2,6,7,13,22,27)

Theories and techniques in working with families of exceptional children; emphasis placed on individual and group counseling skills with families; direct contact with families, case study, and current legislation. (There are no prerequisites.)

**Expected Outcomes**

The student will:

1. Provide documentation of competence in collaborative activities, including knowledge of available resources, networking, and negotiation skills, with families, educational and other professionals and paraprofessionals. (CTC-7, 13, 17, 22, 27)
2. Collect data from families to guide collaboration that will support the academic and social/emotional progress of students. (CTC-2, 3, 5, 11, 21, 24)
3. Read, discuss, and apply (when applicable) research and policy pertinent to working with families and others in a collaborative process. (CTC-6, 18)
4. Demonstrate awareness of the various transitional challenges to students with special needs and their families, and knowledge of working sensitively and effectively with them during these periods. (CTC-2, 3, 5, 7)
5. Clearly communicate assessment information and its implications for general education classroom teachers, parents, and other professionals. (CTC-4, 23)
6. Develop and demonstrate strategies for forming family partnerships and possess effective communication skills for working with families, including conflict management
7. Demonstrate the ability to work knowledgeably, effectively, and sensitively with families whose culture and/or language differs from his or her own. (CTC-2, 3 Introduce)
8. Plan and present a meeting for families based on prior needs assessment. (CTC-4)

The above student outcomes exemplify in practice the broad goals of the KSOEHD as set out in the Knowledge Base, itself a compendium of the following four major dimensions.

- ❑ The Philosophical and Ideological Dimension
- ❑ The Cognitive and Reflective Dimension
- ❑ The Integration and Application of Knowledge Dimension
- ❑ The Diversity Dimension.

### **Course Expectations:**

**Attendance and Participation: Attendance, promptness, and active participation are essential to class. I do expect students to come prepared to actively discuss the assigned readings. More than two absences, or repeated late arrivals and/or early departures, will result in a lowered grade.**

- ❑ Please keep audible communication devices (cell phones and pagers) turned off during class. These devices distract others from the focus of the class session.
- ❑ Visitors in the class are only allowed with advanced permission by the instructor.
- ❑ Laptops are not allowed during guest speakers.
- ❑ Please utilize laptops appropriately during class. Class encompasses student interaction, group work and open discussions.

**Assignments:** Each student is responsible for the successful completion of the required standards demonstrated through the completion of assignments by the designated due date.

- ❑ Assignments received after the due date will be subjected to progressively lower grading, depending upon the degree of tardiness.
- ❑ Assignments should be typewritten or word-processed, double spaced, and in 12 point simple fonts.

**University Policies:** Please refer to the below web site:

[http://www.csufresno.edu/academic/policies\\_forms/instruction/RequiredSyllabusPolicyStatements.htm](http://www.csufresno.edu/academic/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm)

## **ASSIGNMENTS**

### **FAMILY CASE STUDY: 200 points (Family Resource Binder: 150 and Family Interview: 50)**

**(CTC-2, 3, 5, 6, 7,9, 11, 19, 27, 29 Practice & Assessment)**

- a. Initial meeting: Complete the Family Interview Report and obtain and review the child's records (if provided by the family). Summarize the findings of the initial interview in a written report (See below).
- b. Second: Monitor the child's current progress. Make contact with the family by phone or email. Review any changes that may necessitate additions to resource materials provided. (Note: If the child's IFSP or IEP should fall within the semester, and the family is amenable to your participation, this would suffice- Parental consent would be mandated, in this case. Additionally, if you are currently a teacher or school employee, a parent or family conference at the end of the first quarter would satisfy this requirement)
- c. Third Meeting: Provide family with the resource binder. Discuss any progress or setbacks that the child has made. Clarify for the family the resource material provided.

**FAMILY INTERVIEW REPORT: Total Points: 50** (CTC-3,4,7,23, Practice and Assess)

During the first meeting with your partnering family, you will try to understand the family and write up a summary of the information you've gathered. The summary should be approximately three to five pages typewritten (double-spaced)

**FAMILY RESOURCE BINDER: Total Points: 150** (CTC-3, 4, 18, 19, 25 Intro, Practice, & Assess)

The final product of your family partnership project will be a resource binder. This binder will provide the family with an organized body of information that you have gathered and tailored to their particular needs. You may choose to put this Binder together by yourself or with the family. The binder could include but is not limited to the following (\* indicates mandatory items):

- a. child's records
- b. relevant internet sites\*
- c. relevant written materials\*: general parenting issues (e.g., positive discipline, ways to encourage children, bedwetting) and parenting issues specific to child's exceptional needs (e.g., impact on families, nature of disability)
- d. pamphlets or other information from relevant community agencies
- e. names of appropriate books\*, including children's books and where they can be obtained (e.g., address of the nearest public library)
- f. relevant support groups\*
- g. names, phone numbers and email addresses of key educational personnel\* (highlight key names)
- h. work samples, photos of child
- i. resources available through the school district\* (e.g., after-school tutoring programs)
- j. opportunities for recreation, hobbies, social experiences\*
- k. relevant laws and policies
- l. information helpful for meeting urgent needs of family other than child's needs (e.g., employment, financial aid)
- m. business cards of relevant professionals
- n. any other information, materials, items of help and meaning to the family

**FINAL REFLECTION PAPER: Total Points: 50** (CTC- 2, 3, 4, 7, 9, 11, 18 23, 25, 31 Assess & 18 Practice )

Write a **3-4-page** (double-spaced) paper that addresses the following questions:

- a. What have you learned about families whose children have special needs?
- b. What implications does this have on your future actions as a counselor?
- c. What have you learned about yourself from this class and your Family Case Study?
- d. If you had it to do over again, would you change anything and, if so, what?
- e. What was of most value to you in terms of your future work?
- f. What suggestions do you have for improving this course?
- g. What guest speaker was more valuable to you?

**READINGS: Total Points: 100 points** (CTC-2,6, 11, 18 Introduction)

Readings from the textbook are assigned for each topic. It is expected that each student will have read the materials and will be able to contribute to class discussions. Additional readings and Blackboard assignments will be assigned during this course. Students will complete five chapter reviews: Submit a one to two page, double-spaced review on assigned chapters of the textbook. Identify any three to five crucial concepts from the chapter(s) that you will apply to your practice with families that have children with exceptional needs. **Chapter**

readings are due the day of class. Five points will be deducted for any chapter readings submitted after the due date (if you are not in class to turn in the chapter reviews you will also be deducted five points).

**CLASS PRESENTATION: Total Points: 100** (CTC-4,6, 11,18, 19 Practice & Assessment)

Students will make a 45 to 50-minute presentation on one of the following special needs. This presentation can be done either alone or in groups of 2 to 3. The presentation will include information on:

- the assessment and diagnosis
- etiology
- treatment/intervention
- relevant internet sites
- local agencies that address this special need
- types of services available from schools
- A bibliographic page citing references from at least three of the following categories: book, journal article, internet, and interview with a school personnel member. **The presentation will be submitted for review in a digital format (i.e. PowerPoint, Keynote, iMovie, etc.)**

Topics include the following: (CTC 11,12,13 Introduction)

1. Reading Disorder (Dyslexia)
2. Autism
3. Conduct Disorder
4. Mental Retardation
5. Emotional Disturbance
6. Pervasive Developmental Disorder
7. Mood/Anxiety Disorder
8. Depression
9. Oppositional Defiant Disorder
10. Bipolar Disorder
11. Other Limiting Conditions as Approved

**POINTS DISTRIBUTION:**

Course Activity	Maximum Pts.	Percentage
Family Resource Binder	150	33.3
Family Interview Report	50	11.1
Class presentation	100	22.2
Chapter Review 5x20	100	22.2
Final Reflection Paper	50	11.1
<b>Total</b>	<b>450</b>	<b>100</b>

**COURSE GRADING:**

**A** = 405-450 (90 -100 %); **B** = 360-404 (80 % -89%); **C** = 315-359 (70-79%); **D** = 270-314 (60-69%); **F** = 0 - 269 (0-59%)

**GRADING RUBRICS:**

Family interview report, family meeting journal, chapter review and final reflection paper will be graded according to the following scale:

Max Pts. 20	Max Pts. 50	Description
17-20	45-50	Excellent content; free of technical and stylistic errors; well-organized discussion.
13-16	40-44	Good content; some technical and stylistic errors; well-organized discussion.
9-12	35-39	Fair content; a number of difficulties with technical, stylistic, and organizational aspects of paper
5-8	30-34	Serious difficulties with content and a number of difficulties with technical, stylistic, and organizational aspects of paper.
1-4	25-29	Significant difficulties with content and a number of difficulties with technical, stylistic, and organizational aspects of paper.

The Family Resource Binder will be graded according to the following scale:

Points	Description
135-150	Excellent organization of Family Resource Binder. Strong evidence of effort in gathering Binder materials, including many optional items in the Family Resource Binder.
120-134	Good organization of Family Resource Binder. Good evidence of effort in gathering Binder materials, including some optional items in the Family Resource Binder.
105-119	Fair organization of the Family Resource Binder. Mandatory items are included in the Family Resource Binder.
90-104	Serious difficulties with content and organization of the Family Resource Binder.
0-89	Significant difficulties with content and organization of the Family Resource Binder.

**Group presentation will be evaluated according to the following:**

Points	Description
90-100	Excellent organization of information. Strong evidence of effort in gathering information, including pertinent information and quality resources, professional quality in the presentation of information in handouts, knowledgeable of materials, competent responses to questions raised by peers. Binder of covered of covered topic provided to instructor.
80-89	Good organization of information. Good evidence of effort in gathering information, good quality in the presentation of information in handouts, familiar with materials, good responses to questions raised by peers.
70-79	Fair organization of information. Some effort in gathering information, fair quality in the presentation of Information in handouts, some familiarity with materials, fair responses to questions raised by peers.
51-69	Serious difficulties with content and organization of the presentation.
0-50	Significant difficulties with content and organization of the presentation.

#### Extenuating situations

Any request for alternative arrangements to fulfill any course requirements due to extenuating situations must be made before the due dates in writing or via conversation with instructor.

#### Course Schedule

**Changes in the schedule will be announced in class. Students are responsible for checking announcements with their peers when they are absent from class.**

**Group Presentations during class address characteristics of specific disabilities, assessment, and diagnosis, treatment of choice, resources, and school services.**

Class discussions during the class meetings at CSU, Fresno address issues including, but not limited to the following: needs of the entire family, family strengths, system, and dynamics, diversity, professional-family relationships, family-community relationships, parallel relationships, the process of seeking and using outside assistance, collective efficacy, professionals' perspectives of families and vice versa.

**CONFIDENTIALITY** is to be exercised at all times, whether in the classroom or when interacting with your families.

### Counseling 240 Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
8/21/19	Introductions and Orientation to Class <ul style="list-style-type: none"> <li>● Discussion of the Assignments &amp; Overview of the Family Partnership Project</li> </ul>		
9/4/19	Defining a Special Needs Child: <ul style="list-style-type: none"> <li>● Common terms associated with Special Education programs</li> <li>● 504 Plan</li> <li>● In Class Assignment</li> </ul>		Group/Topic Assignment
9/11/19	Family Support Services in the Schools <ul style="list-style-type: none"> <li>● Historical Perspectives</li> <li>● Establishing and cultivating rapport with families</li> <li>● Diversity</li> <li>● Legal Safeguards/IEP's</li> <li>● BIP</li> </ul>	Chapters 1&2 Guest Speaker	
9/18/19	Relationships-Focused Intervention: <ul style="list-style-type: none"> <li>● Stress and Coping Models</li> <li>● Assessing of Family's Total Reality of Strength and Needs, School Services for Parents and Families.</li> <li>● Assignment</li> </ul>	Chapters 6&7 Guest Speaker	<b>Chapter Review 1</b> <b>(on chapters 1 &amp; 2)</b> <b>1<sup>st</sup> meeting with family</b>
9/25/19	Empowering Families: <ul style="list-style-type: none"> <li>● Cultural and Language Differences/Cultural Aspects</li> <li>● Parental Rights, Educational Support Services to Assist in Designing &amp; Implementing Positive Behaviors Interventions</li> <li>● Coaching</li> </ul> <b>Time to Work in Group</b>	Chapters 8&9	<b>Chapter Review 2</b> <b>(on 6&amp;7)</b>  <b>Assignment Due</b>
10/2/19	Emotional Support for Families <ul style="list-style-type: none"> <li>● Emotional, social, and relational aspects of support for children with special needs &amp; their parents and siblings</li> <li>● Sibling needs</li> </ul> Primary Responsibilities of School Staff  <b>Time to Work in Groups</b>	Chapters 3,4,5 Guest Speaker	<b>Chapter Review 3 Due</b> <b>(on chapters 8&amp;9)</b>
10/9/19	Collaboration and Partnership (School Support Services): <ul style="list-style-type: none"> <li>● Strengths Based Support</li> <li>● Eco-mapping</li> </ul> <b>Meet At EPU: 4440 N. First Street</b>	Chapter 10&11	<b>Chapter Review 4 Due</b> <b>(on chapter 3,4,&amp;5)</b>
10/16/19	<i>No Class-Meet with Family/Blackboard Assignment</i>		<b>Blackboard Assignment due by 10pm</b>
10/23/19	Fostering Effective Parent & Family Educational Advocacy: <ul style="list-style-type: none"> <li>● Conflict Management</li> <li>● Reasonable Advocacy</li> </ul>		<b>Chapter Review 5 Due</b> <b>(on chapters 10 &amp;11)</b>

	<i>Meet in the Fresno State Library-Students with Disabilities</i>		
10/30/19	<b>Group Presentations</b>		
11/6/19	<b>Group Presentations</b>		
11/13/19	<i>No Class-Meet with Family Blackboard Assignment (Due before 10pm)</i>		
11/20/19	<b>Group Presentations</b>		
11/27/19	<i>No Class-Happy Thanksgiving</i>		
12/4/19	Academic Intervention Programs/Psychosocial Aspects of Dev. Support Services to Assist Parents & Families in Transition Planning and Programming <b>Group Presentation</b>	Guest Speaker	Discuss Blackboard Assignment
12/11/19	LAST DAY OF INSTRUCTION	<b>Final Binder Due</b>	

*Note:*

*Counselor education students are evaluated throughout their time in the program. Any faculty member may present concerns regarding a student's academic progress, dispositional characteristics, emotional stability, and professional fit to the Clinical Review Committee at any time during the student's tenure in the program. Please see the program handbook for additional information regarding the Clinical Review process.*