HDDR 6320 Special Education and Dispute Resolution

Southern Methodist University

Annette Caldwell Simmons School of Education and Human Development
Dispute Resolution and Conflict Management
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January Term

Instructor Information

Instructor: Robert Otey, Ph.D., Laura Otey, M.Ed., LMFT Email: robertotey@nctv.com, lauraotey@nctv.com

Hours: By appointment, phone, or email

Class Time:

January 25-27, 2013 (Friday 4:00-9:00 pm, Sat/Sun 8:30-5:30) February 8-10, 2013 (same times as above)

Credit:

3 hours

Course Description

HDDR 6315 Education and Dispute Resolution

Conflict between school staff and parents of children with disabilities creates stress, distrust, and, in some cases, trauma. The conflict can impact instruction time, and reduces the likelihood that good educational decisions will be made for children. Teacher preparation programs do not typically provide training in dealing with parent disputes. Teachers may be caught off guard by an angry parent and rely on a fight/flight response rather than best practice skills. This course will provide insight into the unique characteristics of parent-school staff conflict and provides strategies and processes for working together collaboratively—both within the IEP process and outside of the IEP process.

http://smu.edu/education/disputeresolution/coursedescriptions.asp

Required Reading

Dressler, Larry (2006). *Consensus Through Conversation—How to Achieve High-Commitment Decisions*. San Francisco: Berrett-Koehler Publishers, Inc.

Gorman, Jean Cheng (2004). *Working With Challenging Parents of Students With Special Needs*. Thousand Oaks, California: Corwin Press.

Additional course materials will be provided. Copying fee may be required by SMU.

Objectives and Measurements:

1. Students will understand legal requirements within an educational setting for students with disabilities.

This objective will be evaluated though group discussion/presentation/written assignment.

2. Students will analyze challenges and sources of conflict within disputes between parents and educators.

This objective will be evaluated through group discussion and student presentations.

3. Students will identify and understand formal and informal options for resolving Special Education disputes.

This objective will be evaluated through group discussion and student presentations.

4. Students will analyze and discriminate between areas of disagreement within the IEP process and areas outside of the IEP process..

This objective will be evaluated through written analysis of case situations.

5. Students will analyze real case studies and develop options for resolution.

This objective will be evaluated through written analysis of parent/school conflicts.

6. Students will demonstrate skills and processes for resolving disputes between parents and school staff.

This objective will be evaluated through observation and in-class role plays.

TEACHING METHODS: This class is designed to build skills in analysis, critical thinking, communication & use of resolution processes in conflict situations in an educational setting. Students have *preferred* (and frequently different) learning and processing styles, therefore, this course will present information in a variety of ways. Learning will be active through discussion, reading, educational case analyses, role plays, presentations, and demonstrations.

CLASS SCHEDULE AND ASSIGNMENTS

Date	Topics	Readings
Friday January 25, 2013	Introduction to Course Review of Grading and Syllabus	
	Special Education Law 101	
Saturday January 26, 2013	Participants in the conflicts Sources of parent/school conflict Challenges to resolution Options for resolution Within IEP structure Outside the IEP structure Role of students in the conflict IEP Issues Issues outside of the IEP Student discipline and conflict with parents Collaborative relationships with parents	Reading Assignment TBA
Sunday January 27, 2013	Student Presentations: Alliances Trust/Mistrust Denial Parent dissatisfaction Non-participation Resistance Non-Traditional families Resistance	Working with Challenging Parents of Students with Special Needs in preparation of individual presentations.
Friday February 8, 2013	Case Studies What happened? What would you do?	Reading Assignment TBA
Saturday February 9, 2013	Skills for collaboration Role plays What would you do?	Reading Assignment TBA

	Consensus Documentation and conflict Managing the never-ending conflict	
Sunday February 10, 2013	IEP/ARD meeting facilitation Role Play—IEP meeting Case studies/What would you do?	Reading Articles TBA

Student Evaluation and Grading Policy

25% of your grade will be based upon your participation in our discussions and exercises.

The student regularly takes an active role in activities such as role-play, contributing to class discussions, class presentations and additional assignments as required. The student notifies the instructor within the first two weeks of the term if issues hinder participation (e.g., need for ADA accommodation, extreme shyness, cultural considerations, etc.) – such issues will not negatively affect the participation grade. Students must notify instructor prior to any absence and the reason for that absence as soon as possible. The instructor will determine whether or not the absence is excused or unexcused. Make up work will be expected for all absences.

25% of your grade will be based upon your preparation and presentation of a role play. (Instructions will be distributed in class)

50% of your grade will be based upon the preparation and submission of a written assignment. (Instructions will be distributed in class)

STUDENT EVALUATION AND GRADING SCALE

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.

77-79 = C+ Not	An unacceptable performance. Unable to engage in class discussions	
sufficient	and has little comprehension of theories.	

COURSE POLICIES

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Hand Book*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL 05 HC.asp

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Disabilities Accommodations

Students needing academic accommodations for disability must contact Ms. Rebecca Marin, Coordinator of Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or Billing. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be

changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

SMU EMERGENCY PREPAREDNESS

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.