Chapter 4

1. Read about the “Sibling Support Project” at [www.siblingsupport.org](http://www.siblingsupport.org). Within the site there are multiple links to videos and articles that provide information about how the “Sibling Support Project” and its “Sibshops” address the concerns of the siblings of children with disabilities. Watch some of the videos and read a few of the articles…enough to get a clear understanding of what the project includes.

Explain the goals of the project, and then write a brief reflection describing what you think the benefits of such a program would offer to siblings of individuals with disabilities in your community. Be sure to check the website for a list of Sibshops in the United States as well as multiple other countries. NOTE: If your community has a Sibshop already established, what benefits have been realized by the program.

Chapter 4 Objective(s):

Summarize the effects of an individual with a disability on family members.

CEC Standard(s):

Standard 5: Instructional Planning and Strategies

5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

Standard 6: Professional Learning and Ethical Practice

6.3: Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic II: Legal and Societal Issues

1. The school’s connections with the families, prospective and actual employers, and communities of students with disabilities
2. cultural and community influences on public attitudes toward individuals with disabilities
3. Log onto the online module “All About Culturally and Linguistically Diverse Families” at [www.unco.edu/cetl/TracyMueller/Cultural/awareness.html](http://www.unco.edu/cetl/TracyMueller/Cultural/awareness.html) On the module’s homepage, review the objectives of the module, take a look at the “I wonder…” questions and their responses, then begin working through each component of the module. As you navigate through each module chapter, carefully consider the information presented, take time to view each of the video clips, and complete the activities at the end of each module chapter.

Opportunities to share activity responses with classmates will be provided.

Chapter 4 Learning Objective

Explain how a family’s cultural and linguistic background influences its reaction to a disability.

CEC Standard(s):

Standard 1: ­Learner Development and Individual Learning Differences

1.1: Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic II: Legal and Societal Issues

1. The school’s connections with the families, prospective and actual employers, and communities of students with disabilities

4. cultural and community influences on public attitudes toward individuals with disabilities

1. Go to the Support for Families of Children with Disabilities website at [www.supportforfamilies.org](http://www.supportforfamilies.org) Access the “Resources” link from the homepage. Review the types of information that is listed under each category located in the Resource Guide for Families.

Select at least five categories and prepare a mini-resource guide for parents of students with special needs in your district. You should include a minimum of 12 resources. For each item you include in your guide, be sure to list the name of the resource, the address, email, phone and fax numbers and a brief description of services provided.

Chapter 4 Objective(s):

Developing parent-professional partnerships

CEC Standard(s):

Standard 6: Profession Learning and Ethical Practice

6.5: Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic II: Legal and Societal Issues

1. The school’s connections with the families, prospective and actual employers, and communities of students with disabilities
   * 1. teacher advocacy for students and families, developing student self-advocacy
2. interagency agreements