EEX 4754: Family Focused Involvement in Early Childhood and Early Childhood Special Education

3 credits

Fall 2015

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Office hours: By appointment

Class meetings: Wednesdays, 12:50 – 3:50pm

NRNA 2327


Course Description:

This course is designed to facilitate appreciation of the concerns, needs, and contributions of families with children who have special needs. The family systems perspective and family-centered approaches to intervention will be emphasized. Communication and collaboration strategies will be shared.
Course Objectives:

The Division for Early Childhood of the Council for Exceptional Children

DEC Recommended Practices in Early Intervention / Early Childhood Special Education

www.dec-spied.org/recommendedpractices

Family practices encompass three themes:

1. **Family-centered practices** treat families with dignity and respect; are individualized, flexible, and responsive to each family’s unique circumstances; provide complete and unbiased information used to make informed decisions; and involve family members in acting on choices to strengthen child, parent, and family functioning.

2. **Family capacity-building practices** include the participatory opportunities and experiences afforded to families to strengthen existing parenting knowledge and skills and promote the development of new parenting abilities that enhance parenting self-efficacy beliefs and practices.

3. **Family and professional collaboration** practices build relationships between families and professionals who work together to achieve mutually agreed upon outcomes and goals that promote family competencies and support the development of the child.

Students will understand and ability apply the following family practices for practitioners:

**F1.** Build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.
F2. Provide the family with up-to-date, comprehensive, and unbiased information in a way that the family can understand and use to make informed choices and decisions.

F3. Be responsive to the family’s concerns, priorities, and changing life circumstances.

F4. Work together with families to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.

F5. Support family functioning, promote family confidence and competence, and strengthen family-child relationships by recognizing and building on family strengths and capacities.

F6. Engage the family, in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence, in ways that are flexible, individualized, and tailored to the family’s preferences.

F7. Work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.

F8. Provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child’s growth and development.

F9. Help families know and understand their rights.

F10. Inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.
Course Objectives:

Approved New ESOL Standards for EEX 4754

Domain 1: Culture Standard (Cross-Cultural Communication)

Standard 1: Culture as a Factor in ELL’s Learning

Teachers will know and apply understanding of the theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Performance Indicators:

1.1e Understand and apply knowledge about home-school connections to build partnerships with ELL’s families.

Course Objectives F1, F3, F6, F8

Readings


**Videos**

Dr. Cynthia Lundgren. Creating a welcoming class environment. www.colorincolorado.org/educators/reachingout/welcoming


Partnering with Latino Parents https://youtu.be/i8mj1F0zLiw

Reaching Out to Latino Families https://youtu.be/DT664G_HmDs

Dr. Pedro Noguero Building relationships with ELL families. https://youtu.be/wjJNx6zEdi4

Succeeding with ELLs and their families. https://youtu.be/sCcTC1A0OUw?list=PLoU659hwTdBMBMdi26oAy0UaY8k6B

**Case Studies**

The Disney Connection www.cmiproject.net/Recipes/disney_connection.htm


Grading: Grades are computed by totaling the number of points received on all assignments and exams. Letter grades are assigned based on the percentage of points received.

In-class Discussion Activities (10 activities, 25 points each) 250 points
Exam 1 50 points
Improving Collaboration Activity 50 points
Exam 2 50 points
Cultural & Linguistic Diversity Activity 50 points
Total 450 points

Grading Scale:  
A 93 – 100% of total points 
A- 91 – 92% 
B+ 88 – 90% 
B 83 – 87% 
B- 80 – 82% 
C+ 78 – 79% 
C 73 – 77% 
C- 70 – 72% 
D+ 68 – 69% 
D 63 – 67% 
D- 61 – 62% 
E/F below 61% of total points
Class Schedule (tentative):

08/26  Class overview; Family Outcomes
        **Case Study:** What’s Going on with Tomasito?

09/02  **Turnbull Chapter 1** Family Characteristics
        **Article:** Sensitive Family Information Gathering

09/09  **Turnbull Chapter 2** Family Interaction
        **Article:** A framework for providing culturally responsive early intervention services.
        **Case Study:** The Disney Connection

09/16  **Turnbull Chapter 3** Family Functions
        **Article:** Understanding the Latino experience.

09/23  **Turnbull Chapter 4** Family Life Cycle
        **Article:** Fostering collaboration with culturally and linguistically diverse families of children with moderate to severe disabilities.

09/30  **Turnbull Chapter 5** Families Historical & Current Roles
        **Turnbull Ch 6** Public Policies and Family / Professional Partnerships
        **Case Study:** El Puede Aprender (He Can Learn): Maria’s Story

10/07  Review for Exam 1

10/14  Exam 1

10/21  Guest Speakers
        **Assignment Due:** Cultural & Linguistic Diversity Activity

10/28  **Turnbull Chapter 7** Seven Principles of Partnerships
        **Turnbull Chapter 8** Families and Professionals as Partners in Communicating and Collaborating
        **Case Study:** The Blooming of Rose
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<th>Date</th>
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<td>11/04</td>
<td><strong>Turnbull Chapter 9</strong> Families as Partners in Evaluating a Student</td>
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<td><strong>Turnbull Chapter 10</strong> Families as Partners in Developing Individualized Plans</td>
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<td>11/11</td>
<td><strong>Turnbull Chapter 11</strong> Meeting Families Basic Needs</td>
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<td><strong>Articles:</strong> Community mapping in action: uncovering resources and assets for</td>
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<td>young children and their families.</td>
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<td>Using eco-mapping to understand family strengths and resources.</td>
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<td>11/18</td>
<td><strong>Turnbull Chapter 12</strong> Professionals and Families as Partners for Student</td>
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<td>Outcomes</td>
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<td><strong>Article:</strong> The “True Directions” model</td>
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<td>11/25-28</td>
<td><strong>Happy Thanksgiving!</strong> (No Class)</td>
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<td><strong>Assignment Due:</strong> Parents with Disabilities Activity</td>
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<td>12/02</td>
<td>Review for Exam 2</td>
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Detailed Description of Course Assignments

Cultural & Linguistic Diversity

You have read three case studies of families whose native languages are not English: The Disney Connection, El Puede Aprender (He can Learn): Maria’s Story, and What’s Going on with Tomasito.

Please spend approximately 5 pages (double-spaced) discussing the ways that you could improve on the services being provided to these three families. In your discussion, please address the following:

I. The family-centered practices you would utilize. While you might not comment on each of the ten practices within the family domain of the DEC Recommended Practices, you should touch on family-centered practices, family capacity-building practices, and family/professional collaboration.

II. The family outcomes you would be promoting. Please reference the at least three of the five Family Outcomes described by the Early Childhood Outcomes Center:

1) Families understand their children’s strengths, abilities, and special needs.
2) Families know their rights and advocate effectively for their children
3) Families have support systems.
4) Families are able to gain access to desired services, programs, and activities in their community.

III. The approved ESOL performance indicator for EEX 4754:

1.1e Teachers will understand and apply knowledge about home-school connections to build partnerships with English Language Learners’ families.
Detailed Description of Course Assignments

Parents with Disabilities

You have read two case studies of families whose native languages are not English: The Blooming of Rose and An Orange Raincoat.

Please spend approximately 5 pages (double-spaced) discussing the ways that you could improve on the services being provided to these three families. In your discussion, please address the following:

I. The family-centered practices you would utilize. While you might not comment on each of the ten practices within the family domain of the DEC Recommended Practices, you should touch on family-centered practices, family capacity-building practices, and family/professional collaboration.

II. The family outcomes you would be promoting. Please reference the at least three of the five Family Outcomes described by the Early Childhood Outcomes Center:
   1) Families understand their children’s strengths, abilities, and special needs.
   2) Families know their rights and advocate effectively for their children
   3) Families have support systems.
   4) Families are able to gain access to desired services, programs, and activities in their community.

III. The approved ESOL performance indicator for EEX 4754:
   1.1e Teachers will understand and apply knowledge about home-school connections to build partnerships with learners’ families.