

SPED 535: Collaboration with Families of Young Children with Disabilities (3 credits)

Instructor:

Email:

Office Hours:

Class Day/Time:

Class Location:

CONCEPTUAL FRAMEWORK

Michael D. Eisner College of Education
California State University, Northridge
(Approved May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other

Important Notice: The department office CANNOT take messages for professors. If you need to contact me, please email me directly. I will try my best to get back to you within 24 hours of receiving your message. I am rarely online during weekends due to other commitments. Do your best to plan the timing of your questions accordingly. All official communication will be by e-mail to your CSUN email account.

Students with Disabilities

Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES). Registration and completion of a services agreement must occur each semester. Staff within DRES will verify the existence of a disability based on the

documentation provided and will approve accommodations for which the student is eligible. Students who are approved for test-taking accommodations must provide a proctor form to their faculty member signed by a DRES counselor before making testing arrangements. I cannot provide you with any accommodation(s) unless you are registered with DRES and show me paperwork verifying your disability. DRES is located in Bayramian Hall, room 110. Staff can be reached at (818) 677-2684.

Additional Campus Resources and Support

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from **CSUN with A HEART** (<https://www.csun.edu/heart>). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

General Requirements

Attendance: A critical aspect of any learning experience is the active and sustained participation by the learner. You are required to attend and participate in the class sessions.

Student Conduct Code: All students must abide by CSUN Student Conduct Code. Detailed information can be found at <http://catalog.csun.edu/policies/student-conduct-code/>. Plagiarism and cheating will not be tolerated. It is not the role of the instructor to judge the intent behind copied work or other dishonest conduct but only to report it to the University. If you are not clear on what constitutes plagiarism, see this resource from the Oviatt Library: <https://libguides.csun.edu/journalism/plagiarism>

People-First Language: Unless otherwise noted, please use People-First (or Person-First) Language in your speaking and writing. Examples are “child with a disability” instead of “disabled child”; “child with autism” instead of “autistic child”; “child with language impairments” instead of “language-delayed child”; “child who has an intellectual disability” instead of “mentally retarded child.” For more information, please see: <https://www.cdc.gov/ncbddd/disabilityandhealth/materials/factsheets/fs-communicating-with-people.html>

Student Conduct Code: All students must abide by CSUN Student Conduct Code. Detailed information can be found at <http://catalog.csun.edu/policies/student-conduct-code/>. Plagiarism and cheating will not be tolerated. It is not the role of the instructor to judge the intent behind copied work or other dishonest conduct but only to report it to the University. If you are not clear on what constitutes plagiarism, see this resource from the Oviatt Library: <https://libguides.csun.edu/journalism/plagiarism>

Course Description

Recommended and evidence-based practices for working with families of infants, toddlers, and preschoolers receiving early intervention and early childhood special education services. An emphasis is placed on family-centered and culturally-responsive practices that promote the family’s roles in the child’s development and the family systems model in designing and

implementing effective services. Interviewing and active listening techniques are included.

Course Objectives


After completing this course, the students will be able to:



1. Reflect upon one’s own attitudes, beliefs, and stereotypes and how they may influence interactions with families and their young children with disabilities.
2. Demonstrate an understanding of family and parenting function as a lifelong developmental process beginning before conception.
3. Discuss relevant research on the family’s role in the development of the child and on the impact of a child with disabilities on the family.
4. Identify the potential negative impact of multiple separations and/or multiple family placements on early development.
5. Use a family systems approach (structures, dynamics, cultural influences, and family functioning) in serving families and young children with disabilities.
6. Demonstrate knowledge of how families may react to the diagnosis that their child has a disability and about potential influences that a child with a disability may have on the family system.
7. Demonstrate ability to work effectively and sensitively with all families, including those of diverse cultural and linguistic backgrounds in ways that nurture their strengths and emerging capacities.
8. Recognize the significance of socio-cultural and political contexts on the development of infants and young children from diverse backgrounds including the impact of poverty and disability.
9. Use individualized planning, counseling techniques, and communication skills to establish and maintain a positive and facilitative relationship with families.
10. Demonstrate the ability to select strategies based on parent concerns, priorities and resources, including consideration for culture, language and education.
11. Demonstrate knowledge of strategies and resources to support families and their young children with special needs across transitions, including from hospital to home, from early intervention services to preschool and from preschool to kindergarten.
12. Demonstrate knowledge of relevant federal and state legislation related to the family role in the development and components of: (a) Individualized Family Service Plans (IFSPs) for infants and toddlers with disabilities and (b) Individual Education Programs (IEPs) for preschoolers with disabilities.

Texts

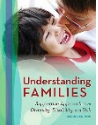
<https://www.bkstr.com/csunorthridgestore/shop/textbooks-and-course-materials>

Required Texts

	<p>Harry, B, (2010). <i>Melanie. Bird with a broken wing. A mother's story</i>. Baltimore: Paul H. Brookes</p>
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	<p>SPED 535/Connie Wong - SIMPACT Voucher Simulator Voucher: This course will have a SIMPACT simulation activity. Students will need to buy a voucher at the bookstore for \$5 for the simulation exercise, and turn it in <u>prior</u> to the simulation.</p>
	<p>Additional required readings will be posted on Canvas.</p>

Recommended Texts

	<p>Hanson, M.J. & Lynch, E.W. (2013). <i>Understanding Families: Approaches to Diversity, Disability and Risk.</i> (2nd ed.). Baltimore: Paul H. Brookes</p>
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Course Requirements

Melanie reflection	20
Resources Presentation	40
Family Project Draft	10
Family Project	80
Attendance/Participation	150
Total Possible Points	300

**Detailed information for each of the following will be provided throughout the course.

Melanie Reflection Paper (20 points)

Students will read the book, *Melanie: Bird with a Broken Wing*, and write a three-page paper. Students will read about a parent’s experience with her child with a disability and consider how those experiences have implications for practice as a professional in early childhood special education, reflecting on information that has been presented in this course.

Resources Presentation (40 points)

ECSE: 6.7

ECSE: 1.5

In small groups of three to four, students will select a topic that will be of interest to families of young children with disabilities and create a brief, family-friendly resource sheet. Topics may include the IFSP/IEP process, local community resources, parent support/advocacy groups, the importance of play, etc. All topics must be approved.

Family Project (80 points, + Draft 10 points)

ECSE: 2.2, 4.9, 6.9

ECSE: 1.1, 1.5, 4.5, 4.8

This assignment will provide students with an opportunity to gather information, to listen sensitively to a family story, and to observe a typical activity of a family with a young child with a disability. Students will develop appropriate questions to ask the family. With this information, students will write a report and propose an individualized and relevant family plan.

- **Attendance/Participation (10 points each class):** Classes will meet once a week. Students

are expected to attend and participate in the class activities. If students are unable to attend class, they can check in with classmates, review the slides, and complete the class activities afterwards.

GRADING STANDARDS

A	95-100%	A-	90-94.9%		
B+	87-89.9%	B	83-86.9%		
B-	80-82.9%	C+	77-79.9%		
C	70-76.9%	D	60-69.9%	F	59.9% and below

Grading

It is important that each student set professional goals for achievement, and pursue reading, and assignments with his/her professional development as the focus. However, this class is graded per Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation. The following is the Department of Special Education's grading policy:

- A = Outstanding.** Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written.
- B = Very Good.** Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.
- C = Satisfactory.** Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.
- D = Barely passing.** Performance reflects the attainment of some competencies.
- F = Failing.** Performance does not meet expectations for basic competency attainment.

Online Instruction

This entire course is online with both synchronous and asynchronous activities, using primarily Zoom <https://www.csun.edu/it/zoom> and Canvas <https://canvas.csun.edu/> for class activities. If you are having difficulties, please contact technical support at <https://www.csun.edu/it/need-help>. If a synchronous section is disconnected, please check your email and Canvas.

Submission of Assignments

- Assignments are submitted by uploading them to Canvas. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges.
- Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as Microsoft Word documents (.doc or .docx). CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: <https://www.csun.edu/it/microsoft-office>
- **Writing:** Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting. If you

need additional assistance with writing, please visit the University Writing Center at:
<https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center>

- **Extra Credit:** In this course, extra credit is given through the opportunity to revise and resubmit assignments based on feedback with a chance to raise their grade if the revision is submitted before the beginning of Finals week.

Withdrawal and Incompletes

It is the students' responsibility to monitor their performance as they will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be completed with a passing grade before incomplete can be considered.

SPED 535 Fall 2020 Course Schedule

Date	Topic	Readings	Assignment Due Dates
Week 1	Introduction, Families today ECSE: 6.1	(Hanson Ch.1 Families in the 21 st Century & 4 Traditional & Evolving Family Roles & Functions) <i>Melanie</i>	
Week 2	Diversity, socio-cultural/political contexts, & conceptual frameworks ECSE: 6.1	(Hanson Ch.2 Cultural, ethnic, and linguistic diversity & 3 Families in context: Conceptual frameworks for understanding and supporting families)	
Week 3	Establishing Relationships Communication for Collaboration & Coaching ECSE: 1.5, 2.2, 4.5, 4.9, 4.13, 6.5, 6.7, 6.9, 6.12 ECSE: 1.5	(Hanson Ch.10 Communicating and collaborating with families)	
Week 4	Creating family-professional alliances Strategies for supporting families ECSE: 1.5, 2.2, 6.17	(Hanson Ch.9 Creating family-professional alliances & 11 Strategies for supporting families)	Resources Group Project Due
Week 5	Family Engagement ECSE: 6.10	Iris module on Family Engagement	
Week 6	Families with Children with Disabilities- Challenges & Family Growth	(Hanson Ch.5 Families with children with disabilities)	
Week 7	Families with Children with Disabilities- Policies, Teaming, & Transitions ECSE: 1.5, 2.2, 3.8, 6.2, 6.4, 6.5, 6.6, 6.9		
Week 8	Partnering with families in the IFSP/IEP process ECSE: 1.5, 1.11, 4.5, 4.8, 4.9, 6.2, 6.3, 6.4, 6.6, 6.7		Melanie Reflection Due
Week 9	Family Resource Centers & Parent Voices		
Week 10	Families Living in Poverty Family Life at Risk	(Hanson Ch.6 Families living in poverty & 7 Family life at risk: Pressure from outside and turmoil within)	

Week 11	Family Project work time		Family Project DRAFT due
Week 12	Infant/Family & Early Childhood Mental Health	(Hanson Ch.8 Infant/family and early childhood mental health)	
Week 13	Communication practice ECSE: 1.5, 4.5		
Week 14	SIMPACT simulation: Parent Conference ECSE: 1.1, 1.2, 1.3, 1.5, 4.5, 4.8, 4.9, 4.13, 6.7		
Week 15	Collaboration with Paraprofessionals & other Professionals ECSE: 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18 Review		
Finals	Final: <i>No In-Person Exam</i>		Family Project DUE

**Schedule, topics, & assignments subject to change with notice*

SPED 535 Syllabus linking page:**Instructions requested that only the "I" will be linked:****TPE1-ECSE:**

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1.11-pg 7

TPE 2-ECSE:

2.2-pg 7

TPE3-ECSE:

3.8-pg 7

TPE 4-ECSE:

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TPE 6-ECSE:

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