Syllabus
Special Education
University of Nevada Las Vegas
Preparing professionals for changing educational contexts

I.	**Prefix & Number**	ESP 772-001
II.	**Title**	Family Education in Early Childhood Special Education
III.	**Credit**	3 hours
IV.	**Semester**	
V.	**Instructor**	
VI.	**Office Location**	
	Class Location	
VII.	**Office Hours**	
VIII.	**Telephone**	
	E-mail	

IX.   Prerequisite Course(s)
Students must have completed ESP 771 – Perspectives on Early Childhood Special Education or have the consent of the instructor.

X.   Course Description
Review of average family structure and interaction patterns, roles, expectations and conflicts; mother-infant, family-infant bonding patterns; general and specific problems and needs of families of children with disabilities; programs developed for family involvement and education; national, state and local program models and evaluation. The course includes discussion of strategies and practice for involvement of families in Part C and Part B (P.L. 108-446) services.

XI.   Course Objectives

InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practice
- Standard 10.0 Leadership and Collaboration

DEC (CEC) Standards Addressed:

- Standard 1: Foundations
- Standard 2: Development and Characteristics of Learners

- Standard 3: Individual Learning Differences
- Standard 5: Learning Environments and Social Interactions
- Standard 6: Language
- Standard 9: Professional and Ethical Practice
- Standard 10: Collaboration

NAEYC Standards Addressed:

- Standard 2: Building Family and Community Relationships

XI.   Course Objectives:

Knowledge:

1. Each participant will demonstrate knowledge of federal and state legislation regarding child and family involvement in ECSE. InTASC9(j), ICC1K4
    Measurement/Evaluation: Family Resource Paper and Exams

2. Each participant will demonstrate knowledge of the role family plays in the development of the child and how perceptions of that role have changed over time as the result of research and theoretical reorientation. ICC1K7, NAEYC2a
    Measurement/Evaluation: Family Resource Paper and Exams

3. Each participant will demonstrate knowledge of typical family structures, interaction patterns including cultural and linguistic diversity, socio-economic level, abuse neglect, and substance abuse. ICC2K3, ICC3K3, ICC2K4
    Measurement/Evaluation: Exams

4. Each participant will demonstrate knowledge of the interrelationship between community, culture, and family and child development. InTASC2(k), InTASC3(q), InTASC3(l), InTASC8(m), ICC5K7, NAEYC2c
    Measurement/Evaluation: Family Resource Paper and Exams

5. Each participant will demonstrate knowledge of family characteristics and home environments related to child learning and how these structures may be affected by disability. InTASC2(k), InTASC3(r), ICC2K4
    Measurement/Evaluation: Exams

6. Each student will demonstrate knowledge of family focused strategies for crisis prevention/intervention. InTASC3(n),
    Measurement/Evaluation: Exams

7. Each participant will demonstrate knowledge of parent-child interaction patterns and how patterns of care may be influenced by child and caregiver characteristics including the development of social behavior and affective adjustment. ICC2K4

Measurement/Evaluation: Exams

8. Each participant will demonstrate knowledge of theories, models, and ethical considerations for understanding family systems. ICC1K7
Measurement/Evaluation: Exams

9. Each participant will demonstrate knowledge of concerns and issues faced by families of young children with special needs. ICC10K3, ICC10K4
Measurement/Evaluation: Family Resource Paper and Exams

10. Each participant will demonstrate knowledge of collaborative IFSP/IEP development and evaluation. InTASC4(m), InTASC7(o), ICC10K1, ICC10K2
Measurement/Evaluation: Exams

Performance (Skills):

1. Each participant will demonstrate knowledge of (and practice, in class) methods for culturally sensitive and effective communication with families to identify concerns and priorities and for procuring appropriate services as they transition from Part C to Part B services. InTASC3(h), InTASC9(d), InTASC10(g), ICC3K3, ICC5K7, ICC10K1, ICC10K3, ICC10K4, ECSE10S8
Measurement/Evaluation: Exams

2. Each will demonstrate the ability to discuss and practice (in class) collaborative strategies for working with families and other professionals. InTASC1(c), InTASC10(e), ICC10K1, ICC10K2, ICC10K3, ICC10K4, ICC10S3, ECSE6S1, NAEYC2c
Measurement/Evaluation: Family Resource Paper and Exams

3. Through written tests and by performance in class, students will demonstrate an awareness of and commitment to the highest standards of professionalism and ethical practices when working with families. InTASC10(i), ICC9S2
Measurement/Evaluation: Exams

4. Each candidate will demonstrate family focused techniques for enabling and empowering families in the IEP and/or IFSP process. Included are the appropriate selection and use of assessment techniques and the implementation of collaborative strategies to move from dependency to independence and family determination of desirable student outcomes. InTASC2(f), ICC4S2, ICC5S8, ICC5S9, ICC10S4
Measurement/Evaluation: Exams

Disposition(s):

1. Each participant will demonstrate knowledge of methods and an awareness of the importance of building collaborative positive and respectful relationships between families and professionals. InTASC1(k), InTASC2(m), InTASC3(n), InTASC3(q), InTASC3(r), InTASC4(p), InTASC7(o), InTASC8(q), InTASC9(m), InTASC10(q), InTAS10(r), ICC10K1, ICC10K3, ICC10K4
Measurement/Evaluation: Family Resource Paper and Exams

XII.   Texts, readings, and instructional resources

- **Required Texts:**

Turnbull, A., Turnbull, R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2011). *Families, professionals, and exceptionality*. (6th ed.). Boston, MA: Pearson.

- **Highly Required Texts:**

Dunst, C., Trivette, C., and Deal, A. (1988). *Enabling and empowering families: Principles & guidelines for practice*. Cambridge, MA: Brookline Books.

- **Recommended Texts:**

Bailey, D.B. and Simeonsson, R. J. (1988). Family assessment in early intervention. Columbus, OH: Merrill Publishing Co.

Beckman, P. J. (1996). Strategies for working with families of young children with disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

Ensher, G.L., Clark, D.A., & Songer, N.S. (2009). Families, Infants, and Young Children at Risk: Pathways to Best Practice. Baltimore, MD: Paul H. Brookes Publishing Co.

Hanson, M. J., & Lynch, E. W. (2004). Understanding families: Approaches to diversity, disability, and risk. Baltimore, MD: Paul H. Brookes, Publishing Co.

Hemmeter, M. L., Smith, B. J., Sandall, S., & Askew, L. (2005). DEC recommended practices workbook: Improving practices for young children with special needs and their families. Missoula, MO: DEC.

Lynch, E. W., & Hanson, M. J. (2004). Developing cross-cultural competence: A guide for working with children and their families (3rd Ed.), Baltimore, MD: Paul H. Brookes Publishing Co.

Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2006). Families, professionals, and
exceptionality: Positive outcomes through partnerships and trust (5th Ed.). Upper
Saddle River, NJ: Pearson, Merrill Prentice Hall.

▪ **Internet Resources:**

Council for Exceptional Children (CEC)
http://www.cec.sped.org/

Division of Early Childhood (DEC)
http://www.dec-sped.org/

Disability Resources
http://www.disabilityresources.org/PARENTS-OF.html

National Association for the Education of Young Children
http://wwwnaeyc.org

UNLV Library
http://www.library.unlv.edu

XIII. Assignments, evaluation procedures, and grading policy

Master's Comprehensive Portfolio (if applicable)
Please be advised that you MUST keep a copy of the Critical Course Learning
Assignment as well as the graded rubric for your Master's Comprehensive Portfolio.

Course Requirements:

Examinations (200 points)*: Two exams each worth 100 points are required.* There will
be a ***final exam***; the exam is worth ***100 points***. The final will integrate readings,
research, and class materials (**Note: See attached rubric**). Exams MUST be taken at
the date and time indicated unless otherwise excused in advanced. Failure to do so will
result in a 0 score on the missed exam without exception.

**(CRITICAL COURSE LEARNING ASSIGNMENT- EVIDENCE RELATED TO
PERFORMANCE ON THIS ASSIGNMENT MUST BE INCLUDED IN YOUR MASTERS
DEGREE PORTFOLIO. A GRADE OF B OR BETTER IS REQUIRED)**

Family Resource Paper (100 Points). Read five most recent articles (last 5 years and not websites) from professional (peer reviewed) journals (three must be research based) relevant to advocacy at the local, state, and national level for a related disability and report your findings in a five page paper (cover and reference page(s) do not count toward page limits). Students may also select the following topics: young homeless children with disabilities, addiction and/or violence in the home (young children with disabilities), respite, transitions, parents with disabilities raising young children with disabilities, grandparents raising children with disabilities, adoptive or foster parents raising young children with disabilities, inclusive community recreation programs (emphasis must be on inclusive community activities for young children with disabilities and their families), assistive technology in relation to young children with disabilities (including local/state/national lending libraries), parent training and information centers for young children with disabilities (local/state/national), social security and other benefits for young children with disabilities (birth through second grade), or public law related to young children with disabilities and their families. **Note: your audience– families of young children with disabilities (birth to second grade). This paper is to be your work alone, no discussion or collaboration of any kind with your peers is allowed! The Family Resource Paper must be turned on or before the due date. Failure to do so, without an acceptable excuse approved in advance by the instructor, will result in a score of 0 for this assignment without exception (<u>Note</u>: See attached rubric).**

Students are encouraged to secure an e-mail account with UNLV and to use this to communicate with the professor and other students in the class during the semester.

Grading Policy:

Exams	200
Resource Paper	100
Total Points	300

Final grade for this class will be determined by computations of the simple arithmetic average of scores obtained on all three assignments.

A	=	95-100	C	=	73-76
A-	=	90-94	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62
C+	=	77-79	F	=	59 and below

XIV.   Weekly Schedule

Week	Date	Topic(s)	Readings	Assignments & Due Dates
1	Jan 14	Introduction, Course Overview, & Assignments Diversity in Contemporary Families	Turnbull et al, Chapter 5	
2	Jan 21	Historical & Current Roles of Families and Parents	Turnbull et al, Chapter 6	
3	Jan 28	Theoretical Perspectives for Understanding Families: Introduction to Family Systems Perspectives Traditional and Evolving Family Roles Parent-Child Interactions	Turnbull et al, Chapters 1-4	
4	Feb 4			
5	Feb 11	Partnerships as Archways Trust as the Keystone for Partnership	Turnbull et al, Chapters 7 & 8	
6	Feb 18	The Effects of Disability on Family Life Families in Poverty: Cumulative Risks and Resilience Addiction and Violence in the Home: Family Life at Risk	Turnbull et al, Chapter 9	
7	Feb 25	Enablement & Empowerment Introduction to Collaborative IFSP Development Assessment of Concerns, Priorities, Resources Forming Family-Professional Alliances Communicating and Collaborating with Families	Turnbull et al, Chapter 10	*Resource Paper Due to the instructor Electronically in the Assignment Drop Box & Hardcopy by 8am*
8	Mar 4			
9	Mar 11	Family/School Relations Transition Planning	Turnbull et al, Chapters 11 - 13	*Presentation Handout Hardcopy Due at 7pm (Copy for peers: submit electronically through WebCampus; Instructor: Assignment Drop Box & Hardcopy by 5pm)*
10	Mar 18			*Final Exam*
11	Mar 25	Spring Break		
12	Apr 1			
13	Apr 8			

14	Apr 15	Group Work		
15	Apr 22			
16	Apr 29			
17	May 6	Final Exam		

Proficiency	Format & Organization	Completeness of Information
Exceeds Expectations 95 – 100%	- Consistent organization - Consistent use of APA style - Correct spelling and grammar - References each answer to text, notes or outside readings	- Answers at least 95% of total # of questions correctly - Uses a variety of sources - Presents comprehensive perspective - Synthesizes information and reaches conclusions - Answers all questions
Meets Expectations 80 – 94%	- Occasional lapses of clarity in organization - One or two spelling or grammar errors - Inconsistent correct use of references - Covered the required points in each answer	- Answered between 80%-94% of the questions correctly - At least 1/2 of the answers contain references - Uses less than 3 references - Answers are only partially responsive to questions
Below Expectations < 80%	- Disorganized and difficult to follow - Minimal use of APA style - Many spelling errors - No references or incorrect references - Did not answer all questions	- Answered fewer than 80% of questions correctly - No reference to text or outside reading - No synthesis of information from different sources - Numerous incomplete answers

(CRITICAL COURSE LEARNING ASSIGNMENT- EVIDENCE RELATED TO PERFORMANCE ON THIS ASSIGNMENT MUST BE INCLUDED IN YOUR MASTERS DEGREE PORTFOLIO. A GRADE OF B OR BETTER IS REQUIRED)

Rubric for ESP 772 Resource Paper

Proficiency	**Format & Organization**	**Completeness of Information**
Exceeds Expectations 95 – 100%	- Consistent organization - Consistent use of APA style - Correct spelling and grammar	- Uses a variety of sources (minimum of 5 articles: 3 must be research based) - Presents comprehensive perspective - Introduces topic, synthesizes information and reaches conclusions - Uses current references (no more than five years old)
Meets Expectations 80 – 94%	- Occasional lapses of clarity in organization - One or two spelling or grammar errors - APA style: one or two errors	- Uses a variety of sources (minimum of 5 articles: only two are research based) - Presents comprehensive perspective - Introduces topic, synthesizes information and reaches conclusions - References more than five years old but less than eight years
Below Expectations < 80%	- Disorganized and difficult to follow - Minimal use of APA style - Many spelling errors	- Does not use a variety of sources - Perspective is not comprehensive in nature - Does not introduce topic, reach conclusion or, synthesis information - References more than eight years old

Rubric for ESP 772 PowerPoint/Fact Sheet/Presentation

Proficiency	Format & Organization	Completeness of Information	Presentation
Exceeds Expectations 95 – 100%	- Consistent organization - Consistent use of APA style - Correct spelling and grammar	- Addresses approved topic - Includes required information (articles, books, websites, contact information, telephone numbers, physical addresses, videos/DVDs, CDs) - Uses a variety of sources Presents comprehensive perspective - Fact sheet is a duplication of PowerPoint	- Sticks to time limit - Colorful PowerPoint used - Fact Sheet handout provided (two-sided 81/2 x 11 or tri-fold brochure) - Presentation had a clear, logical flow
Meets Expectations 80 – 94%	- Occasional lapses of clarity in organization - One or two spelling or grammar errors	- Addresses approved topic - Includes required information (articles, books, websites, contact information, telephone numbers, physical addresses), videos/DVDs, CDs) - Uses a variety of sources Does not present comprehensive perspective - Fact sheet is a duplication of PowerPoint	- Presentation was not conducted within time limit - Colorful PowerPoint used - Fact Sheet handout provided (two-sided 8 ½ by 11 or tri-fold brochure) - Presentation was relatively clear and smooth
Below Expectations 80%	- Disorganized and difficult to follow - Minimal use of APA style - Many spelling errors	- Addresses approved topic - Does not include all required information - Sources lack variety - No synthesis of information from different sources	- Presentation was not conducted within time limit - Colorful PowerPoint was not used

		- Fact sheet was not a	- Fact Sheet did not meet minimum length
			-

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only**. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students
at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with
appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The
student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are
requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.