

***A child is only as disabled as their environment and the beliefs
of the people around them." --Bala Pillai***

Syllabus
University of Nevada Las Vegas
College of Education, Department of Educational and Clinical Studies
Preparing professionals for changing educational contexts¹

- I. Prefix & Number** ESP 772-003
- II. Title** Family Education in Early Childhood
- III. Credit** 3 hours
- IV. Semester** Fall 2017
- V. Instructor** Dr. Jenna Weglarz-Ward
- VI. Office Location** CEB 153
- Class Location** Online
- VII. Office Hours** Tuesdays, 2-4pm or by appointment
- VIII. Telephone** (702)895-1112
- E-mail** jenna.weglarz-ward@unlv.edu
- 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 and without disabilities; programs developed for family involvement and education; national, state and local program models, policy, regulations and evaluation. The course focuses on discussion of strategies and practice for engaging, empowering and collaborating with all families.

XI. Course Objectives

Professional Standards Addressed

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| XI. | Standards Addressed: Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) Standard Domain Areas Addressed in this Course COE/INTASC Standards Addressed in this Course | <u>CEC Standards:</u> 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 <u>DEC Recommended Practices:</u> Family <u>INTASC Standards:</u> |
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- ¹In order to meet the needs of the students and instructor, syllabus is subject to change. Instructor will inform students of any changes in a timely fashion.

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| | National Associate for the Education of Young Children (NAEYC) Standards | Standard 1.0 Learner Development Standard 2.0 Learning Differences Standard 3.0 Learning Environments Standard 4.0 Content Knowledge Standard 6.0: Assessment 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 NAEYC Standards: Standard 2: Building Family and Community Relationships Standard 3: Observing, Documenting and Assessing to Support Young Children and Families |
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Upon completion of this course, students will be able to meet the following objectives:

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| <p>Objective 1: Students will understand the structures of parents and families from culturally and linguistically diverse backgrounds in modern society, their role in public education, early intervention, and community-based programs and will identify possible biases that impact parent and family engagement in their students' education.</p> <p>Standards: CEC Standard 2: Development and Characteristics of Learners CEC Standard 3: Individual Learning Differences</p> | |
| <p>INTASC Standards: INTASC Standard 1: Learner Development INTASC Standard 2: Learning Differences INTASC Standard 3: Learning Environments</p> | |
| <p>NAEYC Standards: Standard 2: Building Family and Community Relationships</p> | |
| Knowledge | <p>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 <i>Measurement/Evaluation: Exams</i></p> <p>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 <i>Measurement/Evaluation: Family Resource Paper and Exams</i></p> <p>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 <i>Measurement/Evaluation: Exams</i></p> <p>Each participant will demonstrate knowledge of concerns and issues faced by families of young children. ICC10K3, ICC10K4 <i>Measurement/Evaluation: Family Resource Paper and Exams</i></p> |
| <p>Objective 2: Students will describe the seven principles of partnerships in the promotion of equal partnerships between parents, families, and schools (public and community-based) and home-based programming in making decisions that affect young children, parents and families in informing, influencing and creating policies, practices and programs.</p> <p>Standards: CEC Standard 1: Foundations CEC Standard 6: Language CEC Standard 10: Collaboration</p> | |
| <p>INTASC Standards: INTASC Standard 6: Assessment</p> | |

| INTASC Standard 10: Leadership and Collaboration | |
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| NAEYC Standards: Standard 2: Building Family and Community Relationships Standard 3: Observing, Documenting and Assessing to Support Young Children and Families | |
| Performance | Each participant 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 <i>Measurement/Evaluation: Family Resource Paper and Exams</i> |
| Knowledge | Each participant will demonstrate knowledge of federal and state legislation regarding child and family involvement in ECE and ECSE. InTASC9(j), ICC1K4 <i>Measurement/Evaluation: Family Resource Paper, Brochure, and Exams</i> |

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| Objective 3: Students will describe a variety of theoretical and evidence-based methods for engaging parents and families as equal partners in decision making. Students will develop a culturally-responsive parent and family engagement activity to engage parents in support of developmental, academic and social-emotional achievement of culturally and linguistically diverse students; the focus of this plan will be to support enablement, empowerment and advocacy. Standards: CEC Standard 1: Foundations CEC Standard 2: Development and Characteristics of Learners CEC Standard 3: Individual Learning Differences | |
| INTASC Standards: INTASC Standard 2: Learning Differences INTASC Standard 3: Learning Environments | |
| NAEYC Standards: Standard 2: Building Family and Community Relationships Standard 3: Observing, Documenting and Assessing to Support Young Children and Families | |
| Knowledge | 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 <i>Measurement/Evaluation: Exams</i> Each participant will demonstrate knowledge of family characteristics and home environments related to child learning and how these structures may be affected by culturally, linguistically and ability diverse young children. InTASC2(k), InTASC3(r), ICC2K4 <i>Measurement/Evaluation: Exams</i> Each student will demonstrate knowledge of family focused strategies for crisis prevention/intervention. InTASC3(n), <i>Measurement/Evaluation: Exams</i> Each participant will demonstrate knowledge of theories, models, and ethical considerations for understanding family systems. ICC1K7 <i>Measurement/Evaluation: Exams</i> |

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| Objective 4: Students will describe the role of parents and families in the learning opportunities, and education of students with and without disabilities, including the development of the Individualized Family Service Plan and the Individualized Education Program, and will discuss differing techniques for providing parents and families with the skills and techniques needed to be advocates for their children to ensure they are treated fairly and have access to needed supports and learning opportunities. Standards: CEC Standard 9: Professional and Ethical Practice CEC Standard 10: Collaboration | |
| INTASC Standards: INTASC Standard 2: Learning Differences INTASC Standard 4: Content Knowledge INTASC Standard 7: Planning for Instruction | |

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| INTASC Standard 10: Leadership and Collaboration | |
| NAEYC Standards: | |
| Standard 2: Building Family and Community Relationships | |
| Knowledge | Each participant will demonstrate knowledge of collaborative development including the IFSP/IEP development and evaluation. InTASC4(m), InTASC7(o), ICC10K1, ICC10K2 <i>Measurement/Evaluation: Exams</i> |
| Performance (skills) | 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 <i>Measurement/Evaluation: Exams</i> Each candidate will demonstrate family focused techniques for enabling and empowering all families including in the IEP and/or IFSP process. Contained within 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 <i>Measurement/Evaluation: Exams</i> |
| <p>Objective 5: Students will describe two-way meaningful communication processes and conflict resolution processes that can be used to maintain relationships with parents and families in the face of conflict, and will design methods for ensuring that conflict is dealt with appropriately while still maintaining the partnership and relationship with parents and families in the public school and community-based classrooms and home-based environments.</p> <p>Standards: CEC Standard 3: Individual Learning Differences CEC Standard 5: Learning Environments and Social Interactions CEC Standard 10: Collaboration</p> | |
| INTASC Standards: | |
| INTASC Standard 1: Learner Development INTASC Standard 2: Learning Differences INTASC Standard 3: Learning Environments INTASC Standard 4: Content Knowledge INTASC Standard 7: Planning for Instruction INTASC Standard 9: Professional Learning and Ethical Practice INTASC Standard 10: Leadership and Collaboration | |
| NAEYC Standards: | |
| Standard 2: Building Family and Community Relationships Standard 3: Observing, Documenting and Assessing to Support Young Children and Families | |
| 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 classroom to classroom, program to program (including Part C to Part B services). InTASC3(h), InTASC9(d), InTASC10(g), ICC3K3, ICC5K7, ICC10K1, ICC10K3, ICC10K4, ECSE10S8 <i>Measurement/Evaluation: Exams</i> |
| Dispositions | 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), InTASC10(r), ICC10K1, ICC10K3, ICC10K4 <i>Measurement/Evaluation: Family Resource Paper, Brochure and Exams</i> |

XII. Texts, readings, and instructional resources

Required Text:

Turnbull, A., Turnbull, R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015).

Families, professionals, and exceptionality: Positive outcomes through partnerships and trust (7th ed.). Upper Saddle River, NJ: Pearson.

Other course readings available on WebCampus.

Recommended Text:

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Internet Resources:

Center for Social and Emotional Foundations of Early Learning
 Technical Assistance Center for Social Emotional Intervention
 Council for Exceptional Children (CEC)
 Division of Early Childhood (DEC)
 National Association for the Education of Young Children
 Zero to Three, National Center for Infants, Toddlers

csefel.vanderbilt.edu/
 challengingbehaviors.org
 www.cec.sped.org/
 www.dec-spel.org/
 www.naeyc.org
 zerotothree.org

XIII. Assignments, evaluation procedures, and grading policy

Grading Policy:

- Assignments will be submitted via WebCampus.
- Assignments must be submitted in Microsoft Office compatible formats (e.g., Word). Do NOT submit assignments in Pages.
- 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.

Failure to submit assignments on time, without an acceptable excuse approved **in advance** by the instructor, will result in a score of 0 for this assignment without exception

| Percentages | Points | Grade |
|---------------|--------------|-------|
| 90-100% | 270+ | A |
| 87-89% | 269-261 | B+ |
| 83-86% | 260-249 | B |
| 80-82% | 248-240 | B- |
| 77-79% | 239-231 | C+ |
| 73-76% | 230-219 | C |
| 70-72% | 218-210 | C- |
| 67-69% | 209-201 | D+ |
| 63-66% | 200-189 | D |
| 60-62% | 188-180 | D- |
| 59% and below | 179 or below | F |

Course Requirements:

| Activity | Description | Due Date | Points |
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| Online Discussion Groups | Students will engage with their peers in online discussions focused on families via WebCampus. Discussion questions will be centered on the objectives discussed in class, current events, and relevant issues in the field. Student posts and responses must be completed by the date indicated in the schedule. No late discussion posts will be allowed. | 1 st post: each Wednesday 2 nd post: each Sunday | 30 |
| Class Introduction | In order to develop a collaborative class environment, each student will introduce themselves on the class discussion board. | Nov. 26 | 15 |
| Burke Webinar and Reflection | After viewing the webinar on family advocacy and resources, students will write a 1 page reflection on what they have learned and ideas to take into their practice. | Dec. 3 | 15 |
| Family Interview | In order to better understand families with young children with disabilities, students will interview a parent of a child with disabilities about their experiences in early childhood education and services as well as other topics determined by the class. See full description below. | Dec. 8 | 30 |
| Family Advocacy Project <ul style="list-style-type: none"> • Research Paper • Family Resources | In order to learn about a specific topic of interest to the student related to families of young children with and without disabilities, students will develop a paper and supporting resources. See Description Below | Dec. 15 | Paper: 30 Resources: 30 |
| Course Study Guide | In order to synthesize the content from the course, complete the course study guide as completed each week's readings, etc. | Dec. 3 | 75 |
| Family Practice | In order to put all the pieces together and translate the course content into practice, you will create a family plan for a specific family. | Dec. 15 | 75 |
| | | TOTAL | 300 |

XIV. Weekly Schedule

| Date | Topic | Assigned Readings from Textbook; Other Readings Posted on WebCampus | Assignments Due |
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| Week 1: Nov. 20-26 | | | |
| | Course Overview The W's of Families (Family Theories) | Turnbull et al. Chapter 1 & 2 | Class Introduction |
| | The Influences and Impact of Family: Family Characteristics and Interaction; Family Functions and Life Cycle | Turnbull et al., Chapter 3 & 4 DHHS/DOE Family Engagement Policy Statement DHHS/DOE Inclusion Policy Statement DEC Recommended Practices | Discussion Board #1 |
| | Families Experiencing Life Challenges | McCormick (2008) Intergenerational Project Video Christian (2006) Turnbull et al. Chapter 11 | <i>Think about your project and set up your interview.</i> |
| Week 2: Nov. 27-Dec. 3 | | | |
| | Family Advocacy | Turnbull et al., Chapter 6 Burke Webinar (https://learn.extension.org/events/2678) | Burke Reflection |
| | Families' Historical and Current Roles | Turnbull et al., Chapter 5 | Discussion Board #2 |
| | Principles of Partnerships | Turnbull et al., Chapter 7 | Study Guide |
| Week 3: Dec. 3-Dec. 10 | | | |
| | Family Engagement: Universal Strategies | Turnbull et al. Chapter 8 | |
| | Family Engagement in Assessment Routines-based Assessment | Turnbull et al., Chapter 9 Banks et al. (2003) | Discussion Board #3 |
| | Family Engagement in Planning Routines-based Planning | Turnbull et al., Chapter 10 | Family Interview |
| Week 4: Dec 11-Dec. 16 | | | |
| | Family Engagement in Implementation Routines-based Implementation (Social & Emotional Outcomes) | Turnbull et al., Chapter 12 | Family Practice |

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| | Family Engagement in Implementation Routines-based Implementation (Physical, Cognitive, & Language Outcomes) | | Family Advocacy Project (Paper and Resources) |
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XX. Provost's Statements

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 at 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>.

Classroom Conduct—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Classroom Surveillance—Nevada Revised Statutes (State Law) 396.970 Surreptitious electronic surveillance on campus; exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being observed.
 2. Subsection 1 does not apply to any electronic surveillance:
 - (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;
 - (b) By a law enforcement agency pursuant to a criminal investigation;
 - (c) By a peace officer pursuant to NRS 289.830;
 - (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety pursuant to NRS 480.365;
 - (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or
 - (f) Of a class or laboratory when authorized by the teacher of the class or laboratory.
- (Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

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.

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>.

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.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: 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.**

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 students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf.

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](tel: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 SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE 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/>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

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.

Assignments

See WebCampus for assignment descriptions for:

- Discussion Boards
- Class Introductions
- Burke Webinar Reflection
- Study Guide
- Family Practice

Family Interview **Due Friday, December 8**

The purpose of this assignment is to better understand the experiences and needs of families from a family's perspective. To complete this assignment, you need to connect with a family of a child with a disability. Although we will focus on their experiences in early childhood, the child can currently be older. If you need assistance in connecting with a family, please contact the instructor immediately. Interviews should be done in person if possible.

You will develop questions to learn about the family's experiences. Create questions that are open-ended (i.e., not yes/no questions). You should try to engage with the following topics:

- Positive experiences in inclusion, services, or early childhood programs;
- Challenges in inclusion, services, or early childhood program;
- Things they wish for the future of their family, children, and community related to inclusion, services, and early childhood programs; and
- Advice for you as an early childhood professional.

Interviews should not last more than approximately 30 minutes. Be respectful and considerate at all times. Families must consent to the interview and understand they are allowed to terminate the interview at any point. Inform families that the information collected will only be used for this specific course assignment and not be shared with anyone besides your university professor. Additionally, their identity will remain confidential as you will change their names and any identifying characteristics for your final assignment.

Upon completion of the interview you will write up a report of the experiences. Include:

A brief description of the family

The questions/topics discussed

Summary of family responses—NOT a verbatim transcript. You may include a few powerful quotations.

Your reflection on their responses—this can be done throughout the paper or in a separate section

Papers should be:

- Approximately 5 pages in length, no more than 10.
- No cover pages.
- Written in Times Roman, 12pt font with 1in margins, double spaced
- You must use person-first language (i.e., children with disabilities, person with autism).

Grading Rubric

| Component | |
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| A brief description of the family | 5 |
| The questions/topics discussed—demonstrates thoughtfulness and connection to course material. Questions are culturally responsive and respectful. | 5 |
| Summary of family responses—provides descriptions of family experiences with selected powerful quotations | 10 |

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| Personal reflection—demonstrates thoughtful insight into student’s own professional development | 10 |
| | Total 30 |

Family Advocacy Project **Due Friday, December 15**

The purpose of this assignment is to allow students to examine a family-related topic of interest, integrate theory/research, policy/legislation, and practice. The topic should advocate for families with specific needs and promote practices to support families through policy, research, and practice. Topics must address families with young children and *preferably children with disabilities*. You need to relate the topic to outcomes for family well-being, parent education, and/or child development and learning.

Part I: Paper

At minimum, papers should include:

1. Explanation of the topic including:
 - What the issue is
 - Background of issue (e.g., through history, research, theory, personal experience)
 - Why is it relevant to families and why do families need advocacy in this area
 - Why is it relevant to positive child and family outcomes
 - Current efforts in policy, research, or practice in this area
2. Recommendations for future steps including:
 - Steps for practitioners/teachers/professionals
 - Steps for local communities
 - Steps for states
 - Steps for the country
3. Personal reflection on:
 - What drew you to this topic
 - The most powerful thing you learned about this topic
 - 2 action steps you can do in your practice or life to advocate for families around this topic. These should be realistic, feasible steps you plan to take. Include how you will take these steps and what supports you may need to take them.

Papers should be based on quality, research-based resources (include at least 5 sources).

- At least 2 research-based articles (e.g., *Journal of Early Intervention*, *Topics in Early Childhood Special Education*, *Early Childhood Research Quarterly*, *Infants & Young Children*, *Exceptional Children*);
- At least 1 professional organization’s practitioner journal article (e.g., *Young Exceptional Children*, *Young Children*, *Teaching Exceptional Children*);
- At least 1 local, state, or national source (e.g., Clark County Schools, Children’s Cabinet, Governor’s office, Office of Special Educational Programs, Administration of Children and Families).

Papers should be:

- Approximately 5 pages in length (not including reference pages), no more than 10.
- Include a title, author, and page numbers (top right corner)
- Include a reference list (in APA format) at the end of your paper
- No cover pages.
- Written in Times Roman, 12pt font with 1in margins, double spaced

- Citations should be used and cited according to APA formatting (see <https://owl.english.purdue.edu/owl/resource/560/01/> or the APA 6th Edition Manual)
- You must use person-first language (i.e., children with disabilities, person with autism).

Part II:

Stemming from the topics of your Family Advocacy Paper, create 2 meaningful, functional resources *for families or policy makers*. You must include *1 digital resource and 1 paper resource*. Include a comprehensive perspective of suggested local, state, and national resources for families that include: articles, books including picture books, useful handouts, websites, contact information, videos/DVDs, CDs, local/state/national organizations, parent groups, or sibling groups.

Be mindful to create resources that are useful and at an appropriate reading level, and are culturally responsive. Be creative.

Do not simply list URLs, book titles, etc. Provide (1) title of resource; (2) brief description including why it is relevant; (3) resource information.

Example:

Center for Social and Emotional Foundations of Early Learning cesefel.vanderbilt.edu
This website includes valuable training information and resources on social emotional development in young children including modules for infants/toddlers as well as preschool age children.

Bruns, D. A., & Mogharrenban, C. C. (2007). The gap between beliefs and practices: Early childhood practitioners' perceptions about inclusion. *Journal of Research in Childhood Education*, 21, 229-241. doi: 10.1080/02568540709594591

This article describes a study of Head Start and public school teachers and how they view children with disabilities.

Resource Ideas (other formats to be approved by instructor):

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| A colorful tri-fold brochure | Take home family activities |
| Program or classroom newsletter | Outline for family training |
| Reading list of family-friendly articles, book, etc. | List of developmentally appropriate videos |
| Poster for program or classroom | List of family-friendly apps and how to use them |
| PTA-like presentation (with narrative PowerPoint presentation) | Letter to newspaper editor, legislator, administrator |
| A social media campaign (e.g., Facebook page, twitter account, Instagram, Pinterest page) | |
| Youtube video | Infographic |
| Digital, interactive bulletin board (e.g., Glogster) | Website creation |

Grading Rubric

| Part I: Paper | Points |
|--------------------------------------------------------------------------------------|--------|
| Explanation of the topic including: | 10 |
| · What the issue is | |
| · Background of issue (e.g., through history, research, theory, personal experience) | |
| · Why is it relevant to families and why do families need advocacy in this area | |
| · Why is it relevant to positive child and family outcomes | |
| · Any recent changes of policy/legislation, research, or practice | |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Recommendations for future steps including: | 10 |
| · Steps for practitioners/teachers/professionals | |
| · Steps for communities | |
| · Steps for states | |
| · Steps for the country | |
| Personal reflection on: | 5 |
| · What drew you to this topic | |
| · The most powerful thing you learned about this topic | |
| · What are 2 actions steps YOU can do in your practice or life to advocate for families around this topic. These should be realistic, feasible steps you plan to take. | |
| Includes at least 5 sources in APA formatting | 3 |
| Appropriate formatting and overall presentation (e.g., grammar, organization, tone, readability, person-first language) | 2 |
| Total 30 | |
| Part II: Resources | Points |
| Resources are informative | 10 |
| Includes local, state, and national resources | |
| Includes at least 5 resources in APA formatting | 5 |
| Resources are appropriate for audience (e.g., reading level, culturally responsive) | 5 |
| Presentation is interesting and attractive | 5 |
| Appropriate formatting and overall presentation (e.g., grammar, organization, tone, readability, person-first language) | 5 |
| Total 30 | |
| <u>Possible topics:</u> | |
| Families experiencing challenges: | |
| · Homelessness | |
| · Income instability | |
| · Addiction | |
| · Abuse/neglect | |
| · Incarceration | |
| · Death of parents or siblings | |
| · Divorce, single parenting, or co-parenting | |
| · Same-sex/LGQTB parenting | |
| · Families in the military | |
| Family or child transitions (Part C-Part B, preschool-kindergarten, moving, etc.) | |
| Parents or grandparents with or without disabilities raising young children with or without disabilities | |
| Adoptive or foster parents raising young children with or without disabilities | |
| Including children with disabilities in community programs (e.g., recreation, sports, child care, libraries, museums) | |
| Assistive technology in relation to young children with or without disabilities | |

Parent training and information centers for young children (local/state/national)
Public aid program for children with disabilities or struggling families
Public law related to young children and their families (e.g., IDEA, Childcare block grants, Head Start, Every Student Succeeds Act, Rehab Act 504)
Child or family theory in practice
2Gen Programs
Families of children with specific disabilities
Families of young children with or without disabilities in the media (e.g., books, tv shows, movies, news)
Family advocacy internationally
Cultural responsiveness to families
Families in a specific program (e.g., Early or Head Start, Part C, MIECHV, Part B)
Religious impact on disability services
Differences in services between rural and metropolitan areas
Embedded family routines to support academic skills (e.g., reading, science, math, social studies)
Embedded family routines to support social/emotional skills
Embedded family routines to support physical/motor skills