

Child Growth, Family, Home-School Partnerships, and
Community: Looking Through the Lens of Ecological Systems Theory
A Case Study

ECED 512

Working With Families: Building Home-School Partnership

May 11, 2010

Purpose

The purpose of this case study is to examine M's family form and structure, her family rearing practices and patterns, family strengths and stresses, family support and her home-school involvement and partnership. This study will also investigate M's development in different areas and how her family structure and dynamics affected her growth. By observing M in a variety of settings over a period of time and recording relevant behaviors and interaction with peers, other children and adults in both structured and free choice activities, I will have the opportunity to interpret and understand her development. The interviews with the guidance counselor and teachers regarding M's family context, form, and dynamics will guide my analysis on how these variables might have affected her overall growth. After gathering the data and artifacts, I hope to come up with objective interpretations and conclusions of her ecological systems. Good description.

With what I have learned by the books, *Building Family, School, and Community Partnerships* by Kay Wright, Dolores Stegelin, and Lyn Hartle as well as *Teachers and Families Working Together* by Deborah Diffily and the power point presentations and on-line class discussions, I hope to enhance my skills in interpreting children's family structure and home-school partnership through an ecological theory perspective.

Procedure

The child, M, was observed in her preschool class for about four weeks. Data came primarily from observational notes during school time and outdoor play. A secondary source of data was the transcript of interviews from parents and family member, teachers, and assistant principal. Additional information comes from a checklist, formal assessments, work samples, and videotapes. Data was examined and analyzed to discern M's growth, family form and structure,

and home-school involvement and partnership. Conclusions and recommendations were based on analysis and findings.

M's Personal Profile Descriptions



Room 147 is the haven for one of the preschool classes. Children inside are busy as they explore and discover new things offered in the different learning centers where the energetic five year old long brown hair girl M is engaged in a symbolic play. “I will be a cheer leader...GIVE ME AN M!” she cheered to her friends as she raised her arms and shook the pompoms. M loves to pretend in one of her favorite centers “Dramatic Play.” She also likes the attention she receives from her peers when engaged in the dramatic role she leads. Although M’s ethnic background is Hispanic she speaks English fluently.

Physical: Gross and Fine Motor

At five and a half M is about three feet tall and medium size. She likes swinging in a monkey bar while hanging and moving with alternating hands from one side to another. This wildly energetic preschooler is full of energy as demonstrated by her ability to run and move around. She has mastered the skills in climbing, running, jumping, hopping and skipping. Whenever she has an opportunity to play at the play ground, she would climb up the ladder with alternating feet and races with speed with other children in the slide. She demonstrates her

increasing coordination in basic locomotor skills when involved in active play such as playing tag, swinging in monkey bars, and running races. Good description.

M's fine motor skills are well developed as demonstrated by her art work and writing samples. She holds the writing materials with thumb and two fingers grip. She uses the same fingers when cutting objects and utilizes her other hand for effective control. M prefers to use her right hand and holds pencils and markers properly. She can print her own name and simple short words and prefers to use the upper case letters.

M's display of motor skill



M is able to cut with ease



Cognition

M's mathematical skills exhibit the ability to match, sort, put in a series and regroup objects according to attributes like color and shapes. She also creates patterns which she designed.

The following photographs demonstrate these abilities.

Successfully completing puzzle pieces



Making patterns of own design



M loves to explore objects that interest her at the Science/Nature Center. Here she demonstrates her curiosity by mixing the combination of different colors to create a new pigment.



Good examples.

Language and Literacy

M's expressive and receptive language is well developed as demonstrated by her abilities to express ideas "This is my special rock, my Papa gave this to me yesterday!" she declared as she excitedly opened her fist to display her treasured pebble. Her ability to follow direction with more than two steps and to answer questions with details shows her excellent receptive language skill when M responded to Mrs. Paul's circle time discussions on rhymes, "Duck and truck rhyme because they kind of sound the same at the end!"

M listens to stories, songs, and poems and is able to answer questions with a complete thought. After reading the story *The Giving Tree*, M responded to the question why is the tree sad by saying "I think the tree is said because the little boy used to play around the tree all the time but now is already grown up and doesn't play that much anymore."

One of M's favorite activities in Preschool is the use of the literacy center where she exhibits her abilities to print her own name, and write some simple words like apple. She printed the letters of the word apple by stretching out the sounds and breaking them into a single unit. She must have had prior experience in writing this word and used that prior knowledge to write the word with ease. This ability demonstrates M's ability to associate letter to sound and her alphabet knowledge to represent all the letters in a word apple on a paper.

Scanned Copy of Mrs. Paul's Anecdotal Records on the area of Literacy

Begin a conversation with other children and adults.
Mia easily converses with both children and adults.

Communicate clearly enough to be understood by unfamiliar listeners.
Mia communicates clearly enough to be understood by unfamiliar listeners.

Follow directions that involve multiple steps.
Mia is able to follow directions that involve multiple steps.

Literacy

Recognize own name in print.
Mia is able to recognize her name in print.

Print first name.


Represent words with scribbles, shapes, letter-like symbols.


Begin to dictate.
Mia is beginning to dictate stories.

Aware of beginning sounds.
Mia is making letter-sound connections.

Know the names of most letters in name.
Mia knows that names of all the letters in her name.

Social Competence

Although M has demonstrated strength in physical, cognitive, language and literacy, she requires plenty of support in social and emotional skills to address her difficulties in this area.

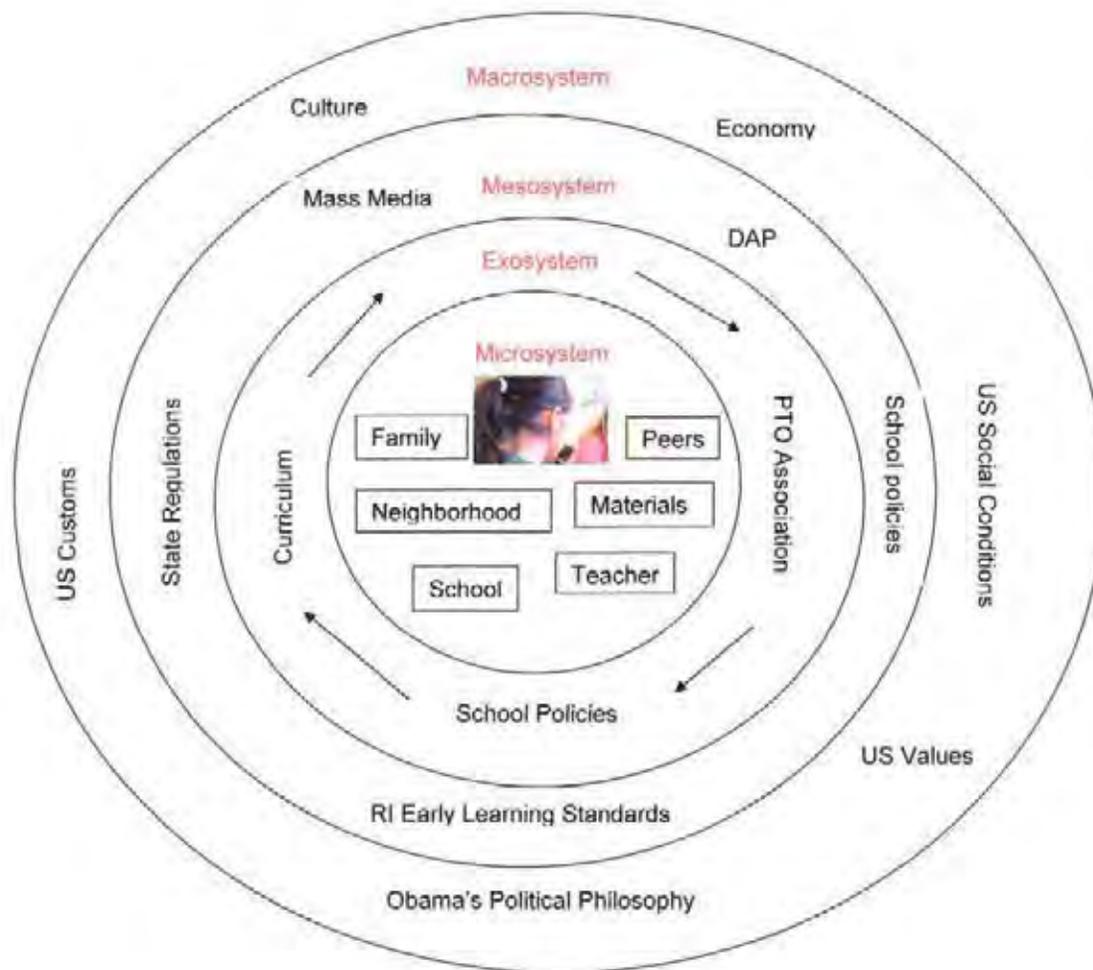
According to the Henry Barnard guidance counselor Janet Fratz, “She had a lot of disruptions early on and a lot of different foster families. The negative experiences of being removed from one foster home to another had affected her in the area of social development. There was also a question of what kind of care she received from her biological parents and trauma she might have been exposed to before she was placed in foster care.” Moreover she added that M had a lot of stresses to deal with on top of the normal developmental tasks of growing up; how to speak, learn how to walk and becoming emotionally adjusted in a social world, her family environment had an effect particularly in her socio-emotional development. She learned strategies in getting adult attention and acting out, and struggling to have some control for herself because she has felt out of control in her home life which had so much instability.

Mrs. Paul had noted in her anecdotal record the following Social and Emotional Development:

- Working on following classroom rules & routines.
- Needs reminders of how to use materials respectfully and safely.
- Difficulty managing transitions between activities when she does not want to end an activity in which she is involved.
- Beginning to accept consequences of her behavior.
- Shown improvement in ability to play, work, and interact with other children.
- Developing ability to take turns in activities.
- Beginning to participate in conflict resolution and learning to use words instead of hands. Good examples.

According to Urie Bronfenbrenner, the home environment and structure is critical to the developmental growth outcome of the developing human being. During the interviews with the Guidance counselor and M's Teachers I sensed that this child underwent family stresses and trauma as she moved to four different foster home placements in a five year span. This home instability and probable issue of attachment with her biological mother might be the major contributing factors in her emotional struggle and lack of social competency.

Reflections on M's Family through the Ecological Systems Theory



Ecological System Theory Model

Meso- and exo-systems are reversed

Basic Concepts of Ecological Systems Theory according to Urie Bronfenbrenner in his book *The Ecology of Human Development* (Bronfenbrenner, 1979 pgs. 22-26).

A *microsystem* is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics.

A *setting* is a place where people can really engage in face-to-face interaction – home, day care center, playground, and so on. The factors of *activity*, role, and interpersonal relation constitute the elements, or building blocks, of the microsystem.

A *mesosystem* comprises the interrelations among two or more settings in which the developing person actively participates (such as, for a child, the relations among home, school, neighborhood peer group, for an adult, among family, work, and social life).

An *exosystem* refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person.

The *macrosystem* refers to consistencies, in the form and content of lower-order systems (micro-, meso-, and exo-) that exist, or could exist, at the level of the subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies.

MICROSYSTEM

M's biological parents are young and divorced and her family structure is comprised of three siblings, M being the oldest. Her three year old brother and the baby sister are all in different foster homes. M was placed in a foster care when she was less than one year old and currently resides with her foster parents, Mr. and Mrs. Rivera, who are both police officers. This foster family lives in a modest home in Providence where she has a safe and supportive neighborhood. She sees her biological Mom on Monday's and her biological Dad on Tuesday's and Wednesday's during their supervised visitation visits. M had three other unsuccessful foster home placements where she had difficulties in her adjustments with the prior families. Good description.

M is in preschool at Henry Barnard Laboratory School where she interacts with her preschool peers, and teachers, Mrs. Cheryl Paul and Ms. Kelly Mullaly. With a sympathetic look on her face, Mrs. Paul explained the rearing practices that the foster family, school staff, and Casey Family Services have adapted to address M's oppositional behavior which she often displays, "The

1-2-3 magic.” This strategy involves counting 1, 2, and 3 with five seconds intervals in between the numbers. When M does not comply with the request to abide by the directions and rules she sits on a time out chair. The duration of time out is a minute per year of age, in this case five minutes since M is five years old. There are certain situations when 1-2-3 is not applicable like when M contacted another child that is inappropriate like hitting or throwing an item to another person. M is placed in a time out chair to calm her down and ponder what she has done. Mrs. Paul also explained that the foster parents who are both police officers believe that watching TV or movies and listening to the music are rewards that you have to earn, “It’s not something that you just give as privilege.” When M has a good day the foster parents allow her to watch her favorite TV show or video and she looks forward to that because she likes to watch TV and movies.

The school which M attends is important to her growth and developmental for this kind of environment can compensate for inconsistencies and the lack of stability she had experienced and was exposed to while she was in infancy and toddlerhood. The student ratio is six to one which is conducive to learning compared to settings with an over-crowded ratio. The curriculum is similar to the Reggio Emilia inspired school which documents learning and long term projects. The classroom setting is center based and the school provides M with consistent structure and predictable schedule. The teachers also provide M with warmth, flexibility and understanding of her needs by modifying activities that will support her optimal growth in her social development. For example, Mrs. Paul picks her battle with M and tries to focus on her positive behaviors by giving a sticker at the end of the day when she exhibits kindness to her peers or teachers. She communicates to the foster parents verbally and in writing about M’s positive or negative behaviors. The foster parents either reward or take away privileges from M. Good background.

M's foster family support and willingness to work with her should give her a chance to catch up with what she had lost emotionally and socially. Some children can demonstrate resiliency and should be able to bounce back and thrive despite the family and environmental risks they were exposed to. Bronfenbrenner in his theory Ecological Systems stated, "But whether parents can perform effectively in their child rearing roles within the family depends on the role demands, stresses, and support emanating from other settings. The availability of supportive settings is, in turn, a function of their existence and frequency in a given culture or subculture. The frequency can be enhanced by the adoption of public policies and practices that create additional settings and social roles conducive to the family (Bronfenbrenner, 1979 pg. 7)." In M's Case, the foster parents and school environment can address some her difficulties in her microsystem. Important points.

MESOSYSTEM

A *mesosystem* according to Bronfenbrenner comprises the interrelations among two or more settings in which the developing person actively participates (such as, for a child, the relations among home, school, neighborhood peer group, for an adult, among family, work, and social life). Like a link in a chain, the mesosystem binds children to parents, students to teachers, employees to bosses, friends to friends. It acknowledges the direct and indirect influences that bind us to one another (Feldman, 2001). For example, when M experiences stresses at home she might also express whining at school and fighting with peers.

Urie Bronfenbrenner described in his book *The Ecology of Human Development*, the following explanation:

A Mesosystem is thus a system of Microsystems. It is formed or extended whenever the developing person moves into a new setting. Besides this primary link, interconnections may take a number of additional forms; other persons who participate actively in both setting,

intermediated links in a social network, formal and informal communications among settings, and the extent and nature of knowledge and attitudes existing in one setting about the other.

My observations and analysis of interviews suggest that M grew up in a dysfunctional microsystem as implied by the preschool teachers during the interview, “Her natural parents are now divorced. The mother had a new baby last year. The baby sister is with a foster parent now. M has supervised visits with her biological mother on Mondays and the biological Dad on Tuesdays and Wednesdays. This is M’s second year with her foster parents but prior to that she had three other placements that we believe did not work out.” Since M’s relationships within her microsystem setting did not flourish she has difficulties developing relationships with others in a different setting like; other children her age and teachers in her school. The impact of these factors is difficult to measure, but it is seen in her behaviors.

However, Henry Barnard School policy emphasizes the role of the school in helping all the learners to develop in all developmental areas which includes social and emotional development. The school has the responsibility to address M’s deficit in social cognition by referring her to the guidance counselor or other specialists for assessments, observations, and identification of services she might need to accurately identify her needs as well as her family needs.

Mrs. Paul and Ms. Kelly need to collaborate in a meeting with the specialists and the foster parents for alternate curriculum strategies in the classroom or activity modifications to possibly address M’s needs.

In Mrs. Paul’s classroom, a strategy suggested by the Casey Family Services is implemented; the 1-2-3 Magic that was explained in this paper earlier. Mrs. Paul also provides weekly a newsletter through emails or Twitter to communicate information to parents in the preschool. Mrs.

Paul during the interview indicated that constant communication is going on regarding M's behavior at school. This way the foster parent can reinforce the 1-2-3 Magic strategy at home to provide M with consistency in behavior management. The newsletter also provides the plan of activities for the week so that M's foster parents are aware of what is coming and expected at school. Moreover, parent-teacher conferences are held twice a year to discuss the child's progress in all developmental areas. Good description of strategies.

As a school system, Dr. Tibbett's sends a Family Handbook at the beginning of the year. The handbook lays out what the school can offer and the policies of the school regarding academics, school programs, and family involvements. A quarterly newsletter is also sent to parents four times a year. It communicates the different plans and programs that are going on at the Henry Barnard community and how the family can participate. There is also a link for parents to browse at the Henry Barnard school site in the internet. The Henry Barnard School has a very active parents association. They have recently purchased computers and playground equipment. Communication is effective in helping the parents see what exactly the children are learning. In return, they can express concerns or provide support for their children to enhance their learning.

From what I observed and understand, M's foster parents are less involved in the school community activities. The nature of the job of fosters parents who are both are police officers might have a conflict with the schedule of activities at Henry Barnard School. The Foster parents however attend the parent-teacher conferences and are willing to work out with the school on how to help M. develop her full potential. Good background. Well done description of her mesosystem. She has a support system at home and at school.

EXOSYSTEM

Robert S. Feldman in his book *Child Development* described that the exosystem represented broader influences, encompassing societal institutions such as local government, the community, places of worship, and local media. Each of these larger institutions of society can have an immediate and major impact on personal development, and each affects how the microsystem and mesosystem operate.

The Casey Family Services plays an important role in addressing M's at risk status as a foster child. To help M's increased success in home placement; the Casey Family Services also support the foster parents economically and connect them to other resources necessary to give M the opportunity to grow up in a safe, loving and resourceful family. Additionally, these services also offers M's biological parents the opportunity to reconcile with her by providing them means and tools to become better parents as well as ways to help them find resources to support a family.

In collaboration with Henry Barnard preschool teachers, Casey Family services provides M with a treatment team that includes; foster parents, social worker, therapist, child psychologist, DCYF staff, birth parents, or others who may be able to provide M with the best plan and services for her future. It also reviews the case and service plans twice a year. The written plan of action is based on M's need and strengths that identifies problems, set goals, describes how these goals will be achieved and plans and support of services for M's family. The foster parents are involved in creating the service plan for M. [Good description of her support team.](#)

Other activities in the community were not included as the teachers suggested that between M's visitations with her biological parents, meetings with child psychiatrist, and case study workers she is preoccupied with those activities that limit her other extracurricular activities outside the school setting.

MACROSYSTEM

The economic meltdown has affected many sectors of the nation. Budget cutbacks have been imposed on schools and other social services to help the government balance the funds. These policies may not seem significant to address M's needs but have an indirect impact on her as the financial support and other special services will have fewer resources to fund necessary services to maximize potential success in her foster home placement. Good points

Around the nation, there are almost 800,000 children who spend time in foster care each year. In Rhode Island alone there are 2,722 children in foster care (Child Welfare in Rhode Island, January 2010). One of these children is M, who is facing many challenges in the course of her life. M's multiple home placements support the research claim that on average, foster children move to new foster homes one to two times per year, and often change schools when they move. Furthermore the research added that students lose four to six months of educational progress each time they change schools. Because foster children typically change schools multiple times, it is difficult for them to make significant educational progress. Consequently, many foster children fall behind their peers in school, lose hope, and ultimately drop out (Ecken, Laird, & Brathwaite, 1995).

In 2008, Congress enacted the Fostering Connections to Success Act—a child welfare law, which, among other things, aims to improve the school stability of foster children. The Act directs child welfare agencies to collaborate with local educational agencies (LEAs) to ensure that foster children remain in their current schools after they move to new school districts, when it is in their

best interest to do so. When it is not in the best interest of particular foster children to remain in their current schools, the Act directs child welfare agencies to collaborate with LEAs to ensure that those children are enrolled immediately in new schools.

The bill requires states and state education agencies to:

- Designate a foster care coordinator to collaborate with the state child welfare agency on the implementation of the Act.
- Create a process for resolving disputes about whether it is in a foster child's best interest to remain in a particular school after moving to a new school district.
- Develop a system to ensure that foster children can transfer and recover credits when they change schools, and that foster children who have attended multiple high schools with different graduation requirements can graduate
- The bill authorizes the appropriation of \$150 million.
- States must develop a State Foster Care and Education Plan to be eligible for funding. In the plan, a state must specify how it will satisfy the requirements of the Act, and how it will oversee the efforts of LEAs to comply with the Act.
- Grantees must use the funding to assist the State in meeting the requirements of the Fostering Success in Education Act and the Fostering Connections Act, such as by using the funds to hire a foster care liaison, or to pay for the transportation of foster children to schools in their old school districts.
- In applying for grants, LEAs and local child welfare agencies can gain a competitive edge by entering into agreements with each other about how they will collaborate to provide and pay for the transportation of foster children to schools in their old school districts in a cost-effective manner.

Hopefully this policy will address M and other foster and homeless children around the nation who are vulnerable of school failure to give them opportunities to be successful in education and live a successful and healthy adult life.

Risk and Protective Factors

Regardless of extreme environmental stress some children can overcome difficulties and dysfunctional relationships. Children with multiple risk factors that lag behind their classmates in social and academic skills can overcome the odds through resiliency. The essence of resiliency is the ability to bounce back from adversity, frustration, and misfortune. Resiliency is a trait that has a major influence on successful adaptive and coping behaviors and forms the foundation for many other positive character skills, including patience, tolerance, responsibility, compassion, determination, commitment, self-reliance and hope (Janas, Monica, 2002, p 117).

What is about these children that protect them from school failure, emotional distress, early parenthood, and criminal behavior demonstrated by other children from similar backgrounds? Many factors have been identified by researchers as protective factors. Protective factors associated with successful outcomes of at-risk children are high expectations, a caring supportive family life, and opportunity for children to participate and contribute in meaningful ways (Werner 2000). Other studies have also documented the protective role of positive peer relations with current and future competence (Coleman 1996). Other research has shown that children who attended center-based preschool with rich early literacy activities make significance advances in cognitive development ((Bryant et al. 1994). Good points.

What are some of M's Protective Factors?

- Current foster parents are willing to work with teachers and case workers to address the child's needs.
- Currently receiving services from case workers and child psychologist.
- HBS Guidance counselor tracks growth in socio-emotional skills.
- Preschool has low student children ratio and needs are acknowledged through classroom and curriculum adaptations.
- Casey Family Services supports the child, foster parents, and biological parents.

Despite the research on resiliency however, some studies show the association between abuse and neglect and subsequent behaviors in the general population of children that has been found to be neglected and abused. Unfortunately M is vulnerable to some possible risks.

What are some of M's Risk Factors?

- Suspected pre-natal exposure to toxic substances.
- Trauma history such as neglect and abuse.
- Attachment maybe an issue
- Four home placements in five year span.
- Difficulty relating to peers and adults.
- Natural parents are young and divorced.
- US economy causes state and federal cut backs on social services.

M's risk factor might affect her relationship with others, however, these are just assumptions. Her adoptive parents may very well have a positive impact to her development that might protect her from possible vulnerabilities to social emotional disorder in the future. Well done description of her risk and protective factors.

Conclusion

Despite M's history of trauma and family stresses, her adoptive parents, teachers, and service providers of Casey Family services are doing their best to provide M with necessary assistance to address her needs. Hopefully this will give her opportunity to succeed in school,

relationship and possible healthy and successful adult life. Are there other programs or services that might help support her development?

The promising legislation of increased funding and reforms in Fostering Connections to Success Act will put critical protection in place and ensure that children and youths in foster care receive the educational services they need for success. The act would also provide federal funding to support implementation.

Well done presentation and discussion of your case study. You provide many examples and descriptions of her ecological systems and risk and protective factors. Well written advocacy letter. Good use of research.

Case Study - 24 Advocacy Letter - 10

Grade - 34

References

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- Klee, L. & Soman, L.A. (2000) Implementing critical health services for children in foster care. *Child Welfare*. 71, 99-112.

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Family Case Study and Advocacy Letter Rubric

Name: Date: 5/18/10

Score: 33.75

Revision:

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
33- 35 Points	26- 32 Points	0- 25 Points
<p>An in-depth case study of one family in a diverse setting that addresses family life – including risk and protective factors – and culture is presented. The case study is a detailed, comprehensive description of the family and child’s development in all domains. Their characteristics and needs are detailed and documented with examples and anecdotal records. (APA format)</p> <p>6- 7 Points Standards 1, 2, 3, 4, 5 Tools 2, 3, 4, 5, 6, 7</p>	<p>An in-depth case study of one family in a diverse setting that addresses family life – including risk and protective factors – and culture is presented. The case study is a detailed and provides a description of the family and child’s development in most domains. Their characteristics and needs are described with some examples and anecdotal records. (APA format)</p> <p>5.5- 6 Points Standards 1, 2, 3, 4, 5 Tools 2, 3, 4, 5, 6, 7</p>	<p>A case study of one family in a diverse setting that addresses family life – including risk and protective factors – and culture is presented. The case study describes the family and child’s development. Their characteristics and needs are addressed with some details and examples. (APA format)</p> <p>0- 5.5 Points Standards 1, 2, 3, 4, 5 Tools 2, 3, 4, 5, 6, 7</p>
<p>An understanding and knowledge of the child, family, school, and community are valued and demonstrated through a detailed description of their complex characteristics and values. Knowledge and application of ethical principles and guidelines are followed. Documentation of informed consent is included.</p> <p>2- 3 Points Standards 1, 2, 3, 4a, 5 Tools 1, 6, 7</p>	<p>An understanding and knowledge of the child, family, school, and community are valued and demonstrated through a description of their characteristics and values. So me knowledge and application of ethical principles and guidelines are followed. Documentation of informed consent is included.</p> <p>2- 3 Points Standards 1, 2, 3, 4a, 5 Tools 1, 6, 7</p>	<p>Some knowledge of the child, family, school, and community is described. Knowledge and application of ethical principles and guidelines are followed. Documentation of informed consent is included.</p> <p>0- 2 Points Standards 1, 2, 3, 4a, 5 Tools 1, 6, 7</p>

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>Cultural competence is demonstrated by a high level of competence in understanding, describing, and responding to the diversity of culture, language, and ethnicity within the child’s family and community.</p> <p>4 - 5 Points Standards 2, 3, 5 Tool 1</p>	<p>Cultural competence is demonstrated by some competence in describing and responding to the diversity of culture, language, and ethnicity within the child’s family and community.</p> <p>3.75 - 4.5 Points Standards 2, 3, 5 Tool 1</p>	<p>Cultural competence is somewhat demonstrated by limited competence in describing the diversity of culture, language, and ethnicity within the child’s family and community.</p> <p>0 - 3.5 Points Standards 2, 3, 5 Tools 1</p>
<p>An understanding of the risk and protective factors which may influence the child’s development and family resiliency is described and documented in detail. Multiple interacting influences on the child’s development and learning are presented in detail. Risk factors in the child’s life, family and community which may add stress to the family and threaten healthy development are documented, researched and detailed within the case study.</p> <p>4- 5 Points Standards 1, 2, 3, 4a, 5 Tools 1, 2, 3, 4, 5, 6</p>	<p>An understanding of the risk and protective factors which may influence the child’s development and family resiliency is described and documented. Multiple interacting influences on the child’s development and learning are presented with some detail. Risk factors in the child’s life, family and community which may add stress to the family and threaten healthy development are documented and researched within the case study.</p> <p>3- 4.5 Points Standards 1, 2, 3, 4a, 5 Tools 1, 2, 3, 4, 5, 6</p>	<p>A limited understanding of the risk and protective factors which may influence the child’s development and family resiliency is described. Some interacting influences on the child’s development and learning are presented. Some risk factors in the child’s life, family and community which may add stress to the family and threaten healthy development are presented within the case study.</p> <p>0- 3 Points Standards 1, 2, 3, 4a, 5 Tools 1, 2, 3, 4, 5, 6</p>

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>Strategies for supporting psychological well-being and healthy child and family development are assessed and recommended through documentation and a mastery of relevant theory and research. Professional conclusions and recommendations for advocacy, and interventions, as needed, are well documented in the case study. APA format is used.</p> <p>4 - 5 Points Standards 1, 2, 3, 4b, 5 Tools 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Strategies for supporting psychological well-being and healthy child and family development are assessed and addressed with relevant theory and research. Conclusions, recommendations for advocacy, and interventions are professionally documented in the case study. APA format is used.</p> <p>3.75 - 4.5 Points Standards 1, 2, 3, 4b, 5 Tools 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Strategies for supporting psychological well-being and healthy child and family development are somewhat addressed through theory and research. Conclusions and recommendations for advocacy and interventions, as needed, are somewhat addressed in the case study. APA format used.</p> <p>0 - 3.5 Points Standards 1, 2, 3, 4b, 5 Tools 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
<p>Advocacy for protective factors for the child and family which address school, family, and community partnerships, and support are well researched, documented and discussed in an advocacy letter on behalf of the child and family for a support service or program needed within the school and/or community.</p> <p>9 - 10 Pts. Standards 1, 2, 4a, 5 Tools 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Advocacy for the child and family which address school, family, and community partnerships, and support are addressed and discussed in an advocacy letter on behalf of the child and family for a support service or program needed within the school and/or community.</p> <p>7.5 - 9.5 Pts. Standards 1, 2, 4a, 5 Tools 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Advocacy for the child and family is limited and/or unsubstantiated in an advocacy letter. There is little advocacy or justification for a support service or program needed within the school and/or community. School, family, and community partnerships are either not addressed or addressed in a limited way.</p> <p>0 - 7.5 Pts. Standards 1, 2, 4a, 5 Tools 1, 2, 3, 4, 5, 6, 7, 8, 9</p>

ECED 512
Family Case Study and Advocacy Letter Rubric

Name: _____ **Date:** 5/18/10 **Score:** 33.75 **Revision:** _____

Standards: 1a, b, 2a, b, c, 3a, b, c, d, 4a, 5a, b, c, d, e are incorporated into this rubric through the family case study and advocacy letter.

Tools: 1, 2, 3, 4, 5, 6, 7, 8, and 9 are incorporated into the Family Case Study and Advocacy Letter and Rubric.

The Family Case Study and Advocacy Letter is an in-depth case study of one young child (Birth -8 years) and family in a diverse setting that addresses family life – including risk and protective factors – and culture. An understanding and knowledge of the child, family and community are demonstrated through research, observation, and documentation. Cultural competence is demonstrated through research of and demonstrated sensitivity to the family, school, and community cultures. Competence in understanding, describing, and responding to the diversity of culture, language, and ethnicity within the child's family and community is demonstrated in the case study and advocacy letter.

An understanding of the risk and protective factors which may influence the child's development and family resiliency is described and documented. Multiple interacting influences on the child's development and learning within the cultural context are presented in detail. Risk factors in the child's life, family, school, and community which may add stress to the family and threaten healthy development are documented, researched and detailed within the case study. Strategies for supporting psychological well-being and healthy child and family development are assessed and recommended through documentation and a mastery of relevant theory and research. Professional conclusions and recommendations for advocacy, and interventions are documented in the case study. Advocacy for protective factors for the child and family which address school, family, and community partnerships, and support are researched, documented and discussed in an advocacy letter on behalf of the child and family for a support service or program needed within the school and/or community.