

Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
Special Education 544
Families in Early Intervention Programs: Essential Roles

Course Information

Prerequisites SPED 300

Catalog Description

The problems, attitudes, and roles of parents and other significant persons in the lives of children with disabilities are examined. Special education teachers and other educators develop techniques for professional and parent interaction.

Extended Course Description

The central purpose of this course is to acquaint students with a body of knowledge and also specific strategies relative to the meaningful engagement of families in their child's educational experience. Areas of emphasis include the rationale and justification of family-centered approaches, skills for effectively communicating and collaborating with families, and alternative methods of identifying family needs, goals, resources, support systems, and cultural differences.

Relationship of This Course to the Teacher Education Program

This is a required course for students enrolled in the graduate program (M.Ed.) in early childhood special education. It is a course that is required for teacher certification as an early childhood special educator (birth to six) by the Department of Education.

Relationship of This Course to the Teacher Education Knowledge Base and Model

The central purpose of this course is to equip students with a knowledge base that facilitates and promotes meaningful participation of families in their child's educational program. Course material, activities, and projects are intended to provide students with a conceptual framework to plan and execute options and opportunities for parents to become engaged in school programs and their child's developmental pathway.

Course Text *Required:* McWilliam, P.J. (2000). Lives in progress. Case stories in early intervention. Baltimore: Brookes Publishing Company.

Course Outcomes

1. To identify and analyze alternative approaches for:
 - Developing family-centered individualized service plans.
 - Planning for and implementing transitional experiences (e.g., preschool to kindergarten; private program to public school; termination of public school responsibility at 21 years of age).
 - Planning for, implementing, and managing multiple service providers and agencies with families.
 - Facilitating collaborative planning and goal setting between professionals and families.
 - Resolving potential conflicts with families.
 - Planning and implementing effective methods for communicating with families.
 - Organizing meetings and conferences with families.

- Promoting concepts of independence and advocacy with families.
- Planning and implementing alternative parent support opportunities.

(**Knowledge, Practice, Professionalism, and Diversity**; Domain Specific Knowledge, Professional Practice, Professional Ethics, Collaboration, Family Centeredness and Engagement; *Assessment, Professional and Ethical Practice, and Collaboration*).

2. To understand the various underlying dimensions of alternative family styles of functioning and decision-making. (**Knowledge, Practice, Professionalism, and Diversity**; Domain Specific Knowledge, Reflective Problem-Solving, and Collaboration; *Assessment, Collaboration*).
3. To demonstrate competency in identifying unique family needs, priorities, cultural differences, strengths, and goals, and engaging families to ensure that these goals are respected and achieved. (**Knowledge, Practice, Professionalism, and Diversity**; Domain Specific Knowledge, Reflective Problem Solving, Professional Practice, Collaboration, and Family Centeredness and Engagement; *Assessment, Professional and Ethical Practice, and Collaboration*).
4. To demonstrate competency in developing and implementing effective family support components in educational programs. (**Knowledge, Practice, and Diversity**; Domain Specific Knowledge, Reflective Problem Solving, Collaboration, and Family Centeredness and Engagement; *Assessment and Collaboration*).

Course Requirements

Conceptual Paper #1: Engaging Families in Decision-Making, Assessment, and Intervention

Conceptual Paper #2: Developing and Implementing a Family Support Component in Your Program

Case Study Presentation

Research Article Presentation

Applied Learning Projects

Conceptual Paper #1: Engaging Families in Decision-Making, Assessment and Intervention

The primary objective of this assignment is for students to generate a specific plan for enhanced participation of families in their child's educational experience. While all aspects of a program can be examined, it is expected that the following activities or events will be addressed in the plan.

- Team evaluation
- IEP/IFSP formulation
- IEP/IFSP implementation
- Progress reporting
- Information/referral services
- Transitions
- Emergency contact options

Since the majority of students enrolled in this course are working in educational settings, it is anticipated that the student's current work site will constitute the context in which this plan would be implemented. The plan will include: (1) a statement of the principles and values that govern family participation; (2) specific activities, events, meetings, personal contacts, and written correspondence that will be used as implementation activities; (3) provisions to ensure an array of options for families that are sensitive to family demands, lifestyle, culture, and decision-making styles; and (4) a method for eliciting from parents their views of the extent to which plan components have been successful (i.e., consumer evaluation). This paper should include a minimum of eight references, be prepared consistent with APA format, and be approximately 10-15 pages in length (double spaced).

Conceptual Paper #2: Developing and Implementing a Family Support Component in Your Program

The primary purpose of this assignment is for students to generate a written prospectus for the development and implementation of a formal and ongoing family support component within an educational program. Again, the student’s current work site will constitute the context in which proposed activities would be implemented. While all aspects of a program can be included, it is anticipated that the prospectus will include the following components.

- Statement of principles and values that govern family support
- Process for meaningful parent engagement (linked to plan noted above)
- Information/referral services
- Home visiting
- Parent/parent networking and support (within program and statewide)
- Parent information needs (e.g., medications for ADHD; incorporating developmentally appropriate activities into family routines; dealing with challenging behaviors)
- Provisions to ensure an array of options that will successfully accommodate various family routines, lifestyle, culture, and decision-making styles

This paper should include a minimum of ten references, be prepared consistent with APA format, and be approximately 12-16 pages in length.

Case Study Presentation

The purpose of the case study assignment is for students to examine their own philosophy, beliefs, values, abilities, and biases regarding family-centered principles of care and their influence on programs for children with disabilities. Students are expected to lead a discussion of a case study selected from the McWilliam text. A 1-2 page handout by the student should be used as a “talking points” outline, and should incorporate the following information.

1. What are the major issues (i.e. child and family strengths, needs, and priorities) presented by this family?
2. If additional information needs to be gathered in preparation for an IEP formulating discussion, what must be acquired, and what is the best method to collect this information?
3. Who must come together to craft a meaningful service plan?
4. What needs to be done, and how, to engage this family in their child’s educational program?
5. What steps can be taken to facilitate a family’s independence, resourcefulness, and self-advocacy?

Research Article Presentation

The purpose of this assignment is for students to have exposure to contemporary research pertaining to family systems and child growth and development. Based upon an article from a refereed journal that was published in the last five years, the student is expected to:

1. Distribute copies of the article one week prior to presentation.
2. Distribute an abstract on the day of the presentation that must include the following components: citation of reference in APA format; study purpose; sample description, method, measures (independent and dependent variables), findings, and implications/inferences.
3. Lead a discussion of the article that is approximately 20-30 minutes in duration.

Performance Evaluation and Grading

Conceptual Paper #1	30%
Conceptual Paper #2	30%
Case Study Presentation	15%
Research Article Presentation	15%
Thoughtfulness, contribution to class discussions	10%

STANDARDS:

Assignment	RI PTS	ECSE	CEC Standards	FSEHD Conceptual Framework Advanced Competencies
Conceptual Paper # 1 Course Outcomes #1, 4	#7, 9, 11	<i>ICC1K7, ECSE1S1, ICC2K3, ICC2K4, ICC3K1, ICC3K3, ICC3K4, ICC4S4, ICC4S6, ICC5S4, ECSE7S6, ECSE7S7, ICC8K3, ECSE8K1, ICC8S1, ECSE8S2, ECSE8S6, ECSE8S8, ICC9S8, ICC10K1, ICC10K4, ECSE10K1, ICC10S1, ICC10S4, ICC10S10, ECSE10S1, ECSE10S6, ECSE10S8</i>	1- Foundations 3- Individual Learning Differences 5- Learning Environments and Social Interactions 8- Assessment 9-Professional Practice 10-Collaboration	Knowledge: Domain Specific, Contextual Perspective, Professional Awareness Practice: Evidence Based decision making, Technology Use, Diversity of Practice
Conceptual Paper #2 Course Outcomes # 1, 4	#7, 9, 11	<i>ICC1K7, ECSE1S1, ICC2K3, ICC2K4, ICC3K1, ICC3K3, ICC3K4, ICC4S4, ICC4S6, ICC5S4, ECSE8K1, ECSE8S2, ECSE8S6, ECSE8S8, ICC9S8, ECSE10K1, ECSE9S2, ECSE9S3, ECSE9S4, ICC10K1, ICC10K4, ECSE10K1, ICC10K2 ICC10S1, ICC10S4, ICC10S10 ECSE10S1, ECSE10S6, ECSE10S8</i>	1- Foundations 3-Individual Learning Differences 5- Learning Environments and Social Interactions 8- Assessment 9-Professional Practice 10-Collaboration	Knowledge: Domain Specific, Contextual Perspective, Professional Practice: Evidence Based decision making, Diversity of Practice
Case Study Presentation Course Outcomes #2, 3	#7, 9, 11	<i>ICC1K7, ECSE1S1, ICC2K3, ICC2K4, ICC3K1, ICC3K3, ICC3K4, ICC4S4, ICC4S6, ICC5S4, ICC5S8, ECSE8K1, ICC8S1, ECSE8S2, ECSE8S6, ECSE8S8, ICC9S8, ECSE10K1, ECSE9S2, ECSE9S3, ICC10K1, ICC10K4, ECSE10K1, ICC10K3, ICC10S1, ICC10S4, ICC10S3, ICC10S5, ICC10S6, ICC10S7, ICC10S9, ICC10S10, ECSE10S1, ECSE10S2, ECSE10S3, ECSE10S5, ECSE10S6, ECSE10S8</i>	3-Individual Learning Differences 5- Learning Environments and Social Interactions 8- Assessment 9-Professional Practice 10-Collaboration	Knowledge: Domain Specific, Contextual Perspective, Professional Practice: Evidence Based decision making, Diversity of Practice
Research Article Presentation Course Outcome #1	#9, 10, 7	<i>ICC1K7, ICC9S6, ICC9S8, ICC9S11, ICC9S12, ICC9S13, ECSE9S2, ECSE9S6, ICC10K3, ICC10S10, ECSE10K1, ICC10S1,</i>	9-Professional Practice	Knowledge: Information Literacy Practice: Evidence Based Decision making; Technology Use

Academic Honesty

Please refer to Rhode Island College Handbook policies and procedures on Academic Honesty. Plagiarism on a paper or cheating on a test or quiz results in automatic failure of that assignment and disciplinary action.

RHODE ISLAND COLLEGE STUDENT HANDBOOK, 2008-2009 ACADEMIC STANDARDS

3.9.1 Academic Dishonesty

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) **Examples of Academic Dishonesty include (but are not limited to):**

- **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

Special Education 544. Rubric for Research Paper

Student's Name: _____

Grade: _____

Faculty Signature: _____

Unacceptable _____
(69 or below)

Below Standard _____
(79-70)

Meets Standard _____
(89-80)

Target _____
(100-90)

	Unacceptable	Below Standard	Meets Standard	Target
<p>Sources of Evidence/Literature Review</p> <ul style="list-style-type: none"> ❑ Contemporary citations are included (i.e. within last 10 years) are drawn from refereed journals and textbooks. ❑ Review and analysis of other LEA designs ❑ Parent Interviews and discussion ❑ Analysis of personal and professional experiences. <p>ICC9S8 ECSE10K1 ICC10S10 ICC10S1</p>	<p>The literature review is <i>missing key information and/or includes only cursory information.</i></p>	<p>The literature review and analysis is <i>not current and/or inadequate</i>, on a topic that pertains to research paper with <i>inadequate descriptions</i> of other LEA designs, description of parent interview <i>and</i> analysis of personal and professional experiences. <i>Key details /information is not found in some areas and/or some areas are unclear.</i></p>	<p>The literature review and analysis is <i>current, adequate, well-balanced</i> on a topic that pertains to research paper with <i>descriptions</i> of other LEA designs, description of parent interview <i>and</i> analysis of personal and professional experiences.</p>	<p>The literature review and analysis is <i>current, thorough, well-balanced</i> on a topic that pertains to research paper with <i>very clear descriptions</i> of other LEA designs, <i>rich</i> description of parent interview <i>and well-balanced</i> analysis of personal and professional experiences</p>
<p>Use/Interpretation of Current Literature</p> <ul style="list-style-type: none"> ❑ Current literature is presented and accurately interpreted. ○ Key concepts are formulated based upon literature. Key concepts are translated into a specific model or approach. ○ Proposed model provides diverse options/opportunities for all families. ○ Student understands family centeredness and its empirical foundation. <p>ECSE9S2 ECSE9S6</p> <p style="text-align: right;">ICC 1K7</p>	<p>This <i>section is missing or includes only cursory information</i> in the required areas.</p>	<p>The implications and inferences drawn from the literature review are <i>not adequately described; discussion lacks some key information; discussion conveys a lack of understanding and</i> some implications are unclear, and/or details are omitted.</p>	<p>The implications and inferences drawn from the literature review are <i>adequately described; includes some description of ideas</i> related to regional, national, practices and policies.</p>	<p>The implications and inferences drawn from the literature review are <i>meaningful, fully described; includes rich description of ideas</i> related to regional, national, practices and policies.</p>

<p align="center">Student's Self-Awareness and Insight</p> <ul style="list-style-type: none"> ❑ Understands the influence of race, culture, language, and economic status on family identity. ❑ Understands his/her own biases and tolerance for differences among families. ❑ Understands his/her own comfort level in working with diverse families. ❑ Demonstrates potential to communicate effectively with families. ❑ Demonstrates potential to establish a meaningful, appropriate relationship with families. <p align="center"> <i>ICC9S6 ICC9K1</i> <i>ICC9S11 ICC9S8</i> </p>	<p><i>This section is missing or includes only cursory information in the required areas.</i></p>	<p>The discussion reveals <i>limited</i> insights between the literature and <i>personal experiences</i> and/or <i>limited</i> insights between the literature and <i>professional experiences</i> with an inadequate articulation of biases related to differences among children and families. <i>The discussion is unclear, and/or sufficient details are omitted.</i></p>	<p>The discussion reveals <i>adequate</i> insights between the literature and <i>personal experiences</i>; and adequate insights between the literature and <i>professional experiences</i> with an <i>adequate articulation of biases</i> related to differences among children and families.</p>	<p>The discussion reveals <i>keen</i> insights between the literature and <i>personal experiences</i>; the literature and <i>professional experiences</i> with a <i>clear articulation of biases</i> related to differences among children and families.</p>
<p>Presentation: Professional Writing and Technical Skills</p> <ul style="list-style-type: none"> ❑ Appropriately uses rules of standard grammar, punctuation, spelling, capitalization, People First Language. ❑ Ideas and observations are presented clearly. ❑ Layout and format of paper are clear with meaningful topical headings that are consistent with assignment detail and explanation. ❑ Citation of references and quotations throughout paper follows APA format. ❑ References section of paper complies with APA format. ❑ Paper is double spaced using 12 point font with appropriate headers/footers, cover page. ❑ Paper is appropriately bound together, with title page. <p align="center"><i>ICC9S8</i></p>	<p><i>Considerable improvement in technical skills and/or professional language is needed.</i></p>	<p><i>Limitations</i> in professional writing are evident and include a <i>lack of understanding</i> of the standards of the profession of special education; need for <i>some improvement</i> in technical skills/professional language.</p>	<p><i>Adequate</i> professional writing includes an understanding of the standards of the profession of special education <i>throughout most sections.</i></p>	<p><i>Exceptional</i> professional writing includes an understanding of the standards of the profession of special education <i>throughout all sections.</i></p>

Additional Comments: