

University of Denver
FAMILY-SCHOOL PARTNERING AND CONSULTATION
Child, Family, And School Psychology
CFSP 4330 Spring 2014

Instructor:	Cathy Lines, Ph.D., NCSP	E-mail: clines1@comcast.net
Time:	Tuesdays 1:00 – 3:20 pm	Room: KRH, Room 204
Office:	By Appointment, Before/After Class	Phone: 303-506-0484
Credit:	Three Quarter Hours	

STANDARDS

National Association of School Psychologists (NASP) Standards for Graduate Preparation of School Psychologists (2010): 2.1 Data-Based Decision-Making and Accountability; 2.2 Consultation and Collaboration; 2.5 School-Wide Practices to Promote Learning; 2.6 Preventive and Responsive Services; 2.7 Family-School Collaboration Services; 2.10 Legal, Ethical, and Professional Practice

CDE Standards Met: 9.04 (1)(d)(e)(i); 9.04 (2)(d); 9.04 (3)(d)(e)(f)(g); 9.04 (4)(d)(n)(q); 9.04 (5)(b); 9.04 (6)(a)(b)(c)(d)(e)(f)(g)(h)

COURSE DESCRIPTION

This course is designed to familiarize educational, mental health, and early childhood service providers with essential attitudes, approaches, and actions necessary to form successful family-school-community partnerships that can foster development and learning, especially for children with disabilities. Ecological, family systems, and family-centered theory and principles serve as the foundation for working collaboratively with families from diverse cultural and social backgrounds within school and community settings. Students gain skills in family interviewing; consultation to identify family strengths, needs, and resources; collaborative problem solving; and multi-systemic learning. Evidence-based family involvement, education, and intervention strategies that contribute to positive family-school partnering relationships are reviewed within a multi-tiered, school-based service delivery framework.

COURSE OBJECTIVES By the end of the course, students will:

- Develop competency in family-school partnering within one's own educator or mental health practice.
- Develop competency in collaboratively consulting with other educators, mental health professionals, community resources, and family members in creating systemic partnering processes and practices.
- Understand ecological system theory contributions to positive family-school partnering and student outcomes.
- Recognize personal, cultural, and structural hurdles and solutions that can impede or enhance successful family-school partnerships.

- Know effective listening, teaming, problem-solving, conflict resolution, and student-centered skills that increase effective family partnering; apply these skills to address diversity in culture, ethnicity, religion, socioeconomic status, language, sexual orientation, learning, and composition.
- Demonstrate data-based decision making in effectively implementing family-school partnering.
- Apply evidenced-based family-school partnering processes and practices within a multi-tiered service model throughout the developmental continuum.

Please Note: The acronym for family-school partnering, *FSP*, will be used throughout the syllabus and class.

REQUIRED TEXTS, STAKEHOLDER BOOKS, WEBSITES

All Tiers

Text

- Lines, C., Miller, G.L., & Arthur-Stanley, A. (2011). *The power of family-school partnering (FSP): A practical guide for school mental health professionals and educators*. New York: Routledge.

Stakeholder Books

- Faber, A. & Mazlish, E. (2012). *How to talk so kids will listen and listen so kids will talk*. NY: Simon and Schuster.
- Lawrence-Lightfoot, S. (2003). *The essential conversation: What parents and teachers can learn from each other*. New York: Random House.

Websites

- **Harvard Family Research Project**
www.hfrp.org
Researches and compiles expert information on early education and care, out-of-school learning, and family and community involvement in education. Publishes newsletters and research reports, houses databases, and offers resources to practitioners, policy-makers, and families.
- **National Center on School, Family, and Community Partnerships**
<http://www.csos.jhu.edu/p2000/center.htm>
Reports on the research, programs, and policy analyses relating to the National Network of Partnership Schools and other projects producing scientific knowledge relating to family, school, and community collaboration

Upper Tiers

- **Center for Appropriate Dispute Resolution in Special Education**
<http://www.directionservice.org/cadre/index.cfm>
 Offers resources and information related to collaborative resolution of family disagreements about special education and early intervention, including mediation.

Additional required articles, videos, and websites are cited within specific class assignments.

RECOMMENDED TEXTS

- Christenson, S.L., & Reschly, A. (2010). *Handbook of school-family partnerships*. New York: Routledge.
- Christenson, S. L., & Sheridan, S. M. (2001). *Schools and families: Creating essential connections for learning*. New York: Guilford Press.
- Epstein, J. *School, family, and community partnerships: Preparing educators and improving schools*. Second Edition. Boulder, CO: Westview Press.
- Epstein, J. L., Sanders, M. G., Sheldon, S., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L., Martin, C.S., Thomas, B.G., Greenfield, M.D., Hutchins, D., & Williams, K.J. (2009). *School family and community partnerships: Your handbook for action*. (3rd ed.) Thousand Oaks, CA: Corwin Press.
- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bakesale: The essential guide to family-school partnerships*. New York: The New Press.
- Peacock, G. G., & Collett, B. R. (2010). *Collaborative home/school interventions: Evidence-based solutions for emotional, behavioral, and academic problems*. New York: Guilford.
- Thomas, A., & Grimes, J. (2008). *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists.
- Resources cited at the end of each chapter in Lines, Miller, & Arthur-Stanley.

Additional recommended readings and resources are cited with specific topics.

RECOMMENDED MOVIES

Finding Nemo
Parenthood (Current Television Show Also)
Ordinary People
Blind Side
Forrest Gump
Kramer vs. Kramer
Freedom Writers
Mr. Holland's Opus
Ferris Bueller's Day Off
Waiting for Superman
Precious
A Better Life
Won't Back Down
Gifted Hands: The Ben Carson Story

Others? Please Share.

DU PROFESSIONAL EXPECTATIONS

All members of the University community are entrusted with the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community. The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters. Possible violations will result in academic conduct review. See <http://www.du.edu/honorcode/statement.htm> for the full code and the review process.

DU DISABILITY ACCESS POLICY:

The University of Denver is committed to equal access and participation for all persons, including those with disabilities, in academic and other programs sponsored by the University of Denver. Students who wish to request accommodations should contact the DSP, and in most cases, provide up-to-date documentation of disability. Procedures for arranging accommodations are included in the "Handbook for Students with Disabilities" which is available through the DSP, the Learning Effectiveness Program, and the Office of the ADA Coordinator. See <http://www.du.edu/hr/ada.html> for further information.

COURSE REQUIREMENTS

Please Note: Course requirements are described below. Assignments and scoring rubrics follow.

Confidentiality. Because this course includes discussions of schools and cases, including hearing from guest speakers, it is important that all information be kept confidential within the confines of the class. Specific names should not be used.

Attendance. This course is designed to be interactive and participatory. Every student is expected to promptly attend each class session. If a student ever needs to miss or be late for an urgent matter, it is mandatory to notify the instructor in advance and discuss how the classwork will be completed. In most cases, a written discussion or reflection will be required to summarize missed content and experiences. If two class sessions must be missed, course credit may need in jeopardy.

Participation. (50 points) Class participation is extremely important and a requirement of the course. Activities, lectures, case studies, and role-playing are all designed to be applicable to “real-life” settings such as in schools or with families. Practice is essential in developing family-school partnering competencies. Students are expected to actively participate, to give open and honest opinions, and to fully engage in class activities. Each week, there are assigned readings, videos, and resource reviews. It is required that every student actively complete these assignments weekly. These are to be applied in the class discussion and activities. Specifically, participation is measured by the following:

- Weekly self-assessment (in class), focusing on the following: contributing to class and small group discussions/presentations, integrating weekly assignments into class activities and conversation, and providing instructor feedback about the class and topics, so that material can be adapted accordingly. Please see attached assessment.
- Discussion and activity participation as observed by instructor.

Case Studies and Final. (100 points) Case studies are an integral learning approach in this course. Fifteen case studies, representing various developmental levels and academic/behavioral challenges, will be assigned reading during the quarter, five for each FSP tier. Students will choose one at each tier to review in depth by the **third class**. The choices will be submitted on the Action Plan. The instructor may ask for shifts in chosen cases so as to make optimal group sizes. The chosen case at each tier will be the one discussed and presented in a small group on the assigned class period. The final for this course will be an in-depth discussion of one of the fifteen cases. Students may choose the case to discuss from any one of the fifteen, as will have read all of them and participated in class discussions. The discussion outline and rubric for the final will be released the last day of class. The final will request reflections about standards, tiers, cultures, data, consultation, and interventions, among other topics. The goal is that this final case discussion will allow practical and applied integration of the course content.

Collaborative Consultation Project. (50 points) During the quarter, each student will complete an applied FSP collaborative consultation project with a team of 2-3 students. Students may choose their team. These projects should be of such professional quality as

to be immediately useable in a school, community, or academic setting. By the **third class**, as the initial step, a project action plan will be submitted. This plan outlines the proposed topic idea and the steps that will be taken to complete the project. This action plan must be approved by the instructor no later than the **fifth week**, but can be amended at any time with instructor permission. Amendment requests must be submitted in writing and then discussed with the instructor. On occasion, a student may be required to gain appropriate administrator/supervisor or human subjects permission before beginning the project. Completed projects will be shared during a brief oral presentation on the last day of class. One summary slide must be submitted to the instructor prior to the presentation. The final shareable project must be posted on the class *Discussion Board* for colleagues before the last class session. This final written project will be evaluated based on the following: 1) a brief narrative of the project, 2) a discussion of the purpose and rationale for the project, 3) appropriateness for the audience which it is intended, 4) a summary of the key research upon which the project is based, 5) copies of all materials or resources developed for the project, 6) a list of the references and sources used to develop the project, 7) a high quality, well-organized, professionally presented, shareable product, and 8) project deliverables (i.e., action plan, oral presentation slide, final written project on *Discussion Board*) that are completed by specified due dates. Please see attached rubric.

Examples of prior or potential FSP Collaborative Consultation Projects have included:

- FSP literature review relevant for a specific population or topic area
- The development and piloting of a family/staff FSP interview or survey
- A system-wide, data-based needs assessment or program evaluation of FSP practices
- A critique of all professional documents at a school or agency for adherence to FSP
- A compare and contrast analysis of local, state, or national FSP policies and procedures
- A polished FSP handout, article, or executive summary
- A seminar or training which could be given on FSP to a specific educator and/or family audience
- FSP coordination for a classroom, small group, or individual counseling intervention
- A survey of special education team processes related to FSP practices and effectiveness
- A sample website, newsletter, or other family-friendly communication tool
- Interviews with agencies (such as mental health center), schools (such as teams or administrators or teachers), or families about effective FSP practices
- A review of evidence-based family education, training programs
- Data tool/metric for assessing effective FSP practices

NASP and CDE Standards: These assignments are designed to support every cited NASP and CDE standard with the intent of personal and professional application of the course material, relating to specified focus areas.

COURSE EVALUATION

Grades will be based on the following:

In-Class Participation	50 points (5 points per class)
Collaborative Consultation Project	50 points
Final Case Study Discussion	100 points
Total Possible	200 points

**Note: Points will be deducted for all late assignments not handed-in by the specified date. All alterations to due dates for assignments must be discussed and approved by the course instructor.*

Grades will be calculated as follows:

A = 200 -186	A- = 185 - 180		
B+ = 179 - 174	B = 173 - 165	B- = 164 - 160	
C+ = 159 - 154	C = 153 - 145	C- = 144 - 140	All others fail the class

Week 1 3/25/14
Topics and Activities

CDE Standards: 9.04 (1)(d)(e); 904 (4)(n)

Topics:

FSP Foundation: Philosophy and Rationale

- Course Introduction; Q & A; Norms
- Discussion: Required Reading and Viewing, Text and Tools
- Individual Practice and Collaborative Consultation
- Professional Issues: Ethics, Standards of Practice, Confidentiality
- Legal Issues: NCLB – Title I, IDEA 2004, Colorado RtI, Child Abuse, Parent Permission v. Partnering, READ ACT, ICAP, Educator Effectiveness
- Family-School Partnering Definition and Tiered, Data-Based Framework
- Student School Success

Activities:

- *Partnering Survey*
- *Partnering Continuum*
- *NASP Practice Model Critique*
- *Partnering Is...*
- *CDE Video: Family, School, and Community Partnering and MTSS*

Assignments Due:

Text:

Lines, Miller, & Arthur-Stanley: Preface, Introduction, Chapter 1

Articles:

Colorado Department of Education. (2007). *A Guide to School Mental Health Services*. Denver, CO: Author.

http://www.cde.state.co.us/artemis/ed14_16/ED14402M522007INTERNET.pdf

Harvard Family Research Project. (2010). *Family engagement as a systematic, sustained, and integrated strategy to promote student achievement*. Cambridge, MA: Author.

Miller, G.E., Arthur-Stanley, A., & Lines, C. (2012). Family-school collaboration services: Beliefs into action. *Communique*, 40 (5), 1, 12-14.

National Association of School Psychologists. (2012). *School-Family Partnering to Enhance Learning: Essential Elements and Responsibilities*. (Position Statement).

Bethesda, MD: Author. http://www.nasponline.org/about_nasp/positionpapers/Home-SchoolCollaboration.pdf

The Center for Comprehensive School Reform and Improvement. (2006). *What schools want parents to know*. Washington, DC: Author.

School, Family, and Community Interest Group/Community – NASP (Join and Post for Extra Credit!)

<http://communities.nasponline.org/home>

Woody, R.H. *Monitoring Psychological Interventions*.
(APA Division 16 List serve)

Week 2 4/1/14
Topics and Activities

CDE Standards: 904 (6)(b)(e)(f)

Topics:**FSP Foundation: Theory and Research; Data**

- Ecological Systems Theory
- Efficacy and Motivational Influences
- Six Components
- National Standards for Family-School Partnering

Activities:

- *Assignment Discussion and Application*
- *Understanding Family Systems Tools*
- *National Standards Rating*
- *Speaker: CDE Family Partnership Director*

Assignments Due:**Text:**

Lines, Miller, & Arthur-Stanley: Chapter 2

Articles:

Parents As Turnaround Specialists: Ricardo LeBlanc-Esparza Tells Us How it Is Done

<http://www.learningfirst.org/visionaries/RicardoEsparza>

Bernstein, K. (2010). *Teaching secrets: Phoning home*, Education Week. Retrieved from

http://www.edweek.org/tm/articles/2010/06/23/tln_bernstein.html?tkn=OPZFM38W08f9gWI6Vn7lqym6XBv8AzHrHMFk&cmp=clp-edweek

October 2010 *Fine Newsletter: Using Student Data to Engage Families* (and think about signing up to receive it regularly...)

<http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/fine-newsletter-archive/october-fine-newsletter-using-student-data-to-engage-families>

Eppler, C. & Weir, S. (2009). *Family assessment in K-12 settings: Understanding family-systems to provide effective collaborative services*. *Psychology in the Schools*, 40(6), 501-514.

Required Video:

O'Hearn School

http://cyfs.unl.edu/futures/future_module1_video1.html

Required Resource Review:

- Family Involvement Network of Educators (FINE)/Harvard Family Research Project
<http://www.finenetwork.org>
- National Center on School, Family, and Community Partnerships (Joyce Epstein)
<http://www.csos.jhu.edu/p2000/center.htm>

Week 3 4/8/14

Topics and Activities

CDE Standards: 904 (2)(d); 904 (6)(a)(c)

Topics:

FSP Foundation: Roles and Responsibilities, Skills

- Processes
- Practices
- Stories
- Family Empowerment
- Social Capital
- Collaborative Consultation Skills
- Attendance and Behavior
- System Reform
- Data-Based Decision-Making

Activities:

- *Video – Second Step*
- *Assignment Discussion and Application*
- *Data Tool: Multi-Tiered Checklist*
- *Ghosts from the Classroom*
- *Lawrence-Lightfoot Review*

Assignments Due:

Written:

FSP Course Action Plan Hard Copy

Text:

Lines, Miller, & Arthur-Stanley: Chapters 3, 5

Stakeholder Book:

Lawrence-Lightfoot

Articles:

Jeynes, W.H. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 47(4), 706-742.

Weiss, H., Little, P., Bouffard, S., Deschenes, S., & Malone, H. (2009). Strengthen what happens outside of school to improve what happens inside. *Phi Delta Kappan*, 90(8), 592-596.

Epstein, J., & Sheldon, S. (2002). Present and accounted for: Improving student attendance through family and community involvement. *Journal of Educational Research*, 94(5), 308-313.

National Network of Partnership Schools. (2002). *Focus on results: Partnerships help reduce student discipline problems*. Baltimore, MD: Author.

Albright, M.I., Weissberg, R.P., & Dusenbury, L.A. (2011). *School-family partnership strategies to enhance children's social, emotional, and academic growth*. Newton, MA: National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center, Inc.

Required Resource Review

- New Mexico Toolkit

<http://www.cesdp.nmhu.edu/toolkit/index.asp>

Week 4 4/15/14
Topics and Activities

CDE Standards: 904 (4)(q); 904 (1)(i)

Topics:**FSP Universal Tier: Classroom and School-Wide**

- Homework
- Conferences
- Evidence-Based Practices
- Parent Education
- Students
- Data-Based Action Planning

Activities:

- *Roles and Responsibilities*
- *Assignment Discussion and Application*
- *Data Tool: Family, School, and Community Partnering Survey*
- *Universal Case Study Discussions and Presentations*
- *A Tale of Two Conversations Video*

Assignments Due:**Case Studies:**

Suspension at Aurora Middle School; Male; Middle School; Vietnamese

<http://www.hfrp.org/family-involvement/publications-resources/suspension-at-aurora-middle-school>

Defining "Fine" – Communicating Academic Progress to Parents; Male; Elementary; Ethnicity not

specified

<http://www.hfrp.org/family-involvement/publications-resources/defining-fine-communicating-academic-progress-to-parents>

___ **"Daddy Says This New Math is Crazy"**; Female; Elementary; Ethnicity not specified

<http://www.hfrp.org/family-involvement/publications-resources/daddy-says-this-new-math-is-crazy>

___ **Bridging Worlds: Family Engagement in the Transition to Kindergarten**; Female; Elementary, African American

http://www.hfrp.org/publications-resources/publications-series/family-engagement-teaching-cases/bridging-worlds-family-engagement-in-the-transition-to-kindergarten?utm_source=web&utm_medium=web&utm_term=caspecase&utm_campaign=TeachingCasePD

___ **Making a Decision About College: Should I Stay or Should I Go?**; Female; High School; El Salvadoran

<http://www.hfrp.org/family-involvement/publications-resources/making-a-decision-about-college-should-i-stay-or-should-i-go>

Articles:

Dawson, P. (2008). Best practices in managing homework. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 969-982). Bethesda, MD: National Association of School Psychologists.

Harvard Family Research Project. (2010). *Parent–teacher conference tip sheets for principals, teachers, and parents*. Cambridge, MA: Author.

TIPS - Teachers Involve Parents in Schoolwork (and check out the various subject areas)

<http://www.csos.jhu.edu/P2000/tips/index.htm>

Required Resource Review:

- SAMHSA’s National Registry of Evidence-Based Programs and Practices (NREPP) <http://nrepp.samhsa.gov/>
- The Collaborative for Academic, Social, and Emotional Learning (CASEL) www.casel.org
- The Promising Practices Network on Children, Families, and Communities <http://www.promisingpractices.net>

Week 5 4/22/14 Topics and Activities

CDE Standards: 904 (3)(d)(e)(f)(g)

Topics:

FSP Targeted Tier

- Teaming Interventions
- Family-Centered and Family-Driven Practices
- Multi-Tiered Systems of Support; RtI and Problem-Solving Teams

Activities:

- *Assignment Discussion and Application*
- *Home-Based Interventions Video*
- *Video: Through New Eyes: Examining the Culture of Your School*
- *Roles and Responsibilities*
- *Data Tool: Team Tracker*

Assignments Due:**Articles:**

Sheridan, S.M., Taylor, A.M., & Woods, K.E. (2008). Best practices in working with families: Instilling a family-centered approach. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 995-1008). Bethesda, MD: National Association of School Psychologists.

Klotz, M.B. & Canter, A. (2007). *Response to Intervention (RtI): A primer for parents*. Bethesda, MD: National Association of School Psychologists.

www.nasponline.org/resources/handouts/rtiprimer.pdf

RtI Talk, Information, and Blog About Family Partnering with RtI Network and the National Center for Learning Disabilities

- *Partnering with Families in an RtI Framework*, Colorado Department of Education
<http://rtinetwork.org/professional/rti-talks/transcript/talk/27>
- *Engaging Families in RtI*, Markay Winston
http://www.rtinetwork.org/mpdf_print.php?htc=YToxOntzOjEzOjYjZXBvcnRfaWRjaGF0IjtzOjI6IjIwIjI9
- *Parent are the Key*, Bob Heimbaugh
<http://rtinetwork.org/rti-blog/entry/1/29>
- *Schools, Families, and Response to Intervention*, Amy Reschly, RtI Network, 2008
<http://www.rtinetwork.org/essential/family/schools-families-and-rti>
- *Involving Families in RtI*, Dawn Miller, RtI Network, 2010
<http://rtinetwork.org/rti-blog/entry/1/56>

Required Videos:

Flamboyant Foundation Videos – ALL Clips

<http://www.youtube.com/user/FlamboyantFoundation/videos>

Required Resource Review:

- Colorado Department of Education, MTSS (RtI and PBIS)

<http://www.cde.state.co.us/mtss>

Week 6 4/29/14**Topics and Activities**

CDE Standards: 904 (5)(b); 904 (6)(a)(d)(e)(f)

Topics: ALL Tiers - FSP Foundation: Culture Competence

- Social Capital & Cultural Sharing
- Working with Culturally Diverse Families

Activities

- *Guest Speaker, Cultural and Linguistic Differences*
- *Guest Panel – Family Community Navigators*

Assignments Due:**Articles:**

Arias, B. & Morilla-Campbell, M. *Promoting ELL parental involvement: Challenges in Contested Times*. Boulder, CO: National Education Policy Center.

<http://nepc.colorado.edu/publication/promoting-ell-parental>

Ginsberg, M.B. (2007). Lessons at the kitchen table. *Educational Leadership*. (3), 56-61.

http://www.learningforward.org/docs/leading-teacher/dec07_ginsberg.pdf?sfvrsn=2

Jones, J. M. (2010). Culturally diverse families: Enhancing home school relationships, NASP. Communique Handout. Vol. 38 (6)

http://www.nasponline.org/publications/cq/38/6/pdf/V38N6_CulturallyDiverseFamilies.pdf

Miller, G.L., Colebrook, J.A., & Ellis, B. (2014). Advocating for the rights of the child through family-school collaboration. *Journal of Educational and Psychological Consultation*. 24:10-27.

Okagaki, L. & Bingham, G. (2010). Diversity in Families. In S.L. Christenson & A. Reschly, (Eds.). *Handbook of school-family partnerships* (pp80-100). New York: Routledge.

Required Resource Review:

- Center for Applied Linguistics – Cultural and Language Resources
<http://www.cal.org/topics/rii/backgrounders.html#4>
- Bridging Refugee Youth and Children’s Services – BRYCS Tools and resources for work with refugee youth
<http://www.brycs.org>

**Week 7 5/6/13
Topics and Activities**

CDE Standards: 904 (5)(b); 904 (6)(e)

Topics:

FSP Targeted Tier

- FSP Meeting Facilitation
- Sharing and Monitoring Student Data
- Home-School-Home (or School-Home-School) Notes
- Conjoint Behavioral Consultation

Activities:

- *Targeted Case Studies Discussions and Presentations*
- *Assignment Discussion and Application*
- *Breaking the News Video*
- *CBC Case*
- *Challenges and Solutions*
- *Data Tool Review: Learning to Provide Effective Feedback to Families*

Assignments Due:

Text:

Lines, Miller, & Arthur-Stanley: Chapters 4, 6, Epilogue

Case Studies:

___ *Reaching Out to the Only One Out There*; Male; High School; Ethnicity not specified
<http://www.hfrp.org/family-involvement/publications-resources/reaching-out-to-the-only-one-out-there>

___ *Culture Clash at Intermediate School #1*; Female; Middle School; African American and Puerto Rican
<http://www.hfrp.org/family-involvement/publications-resources/culture-clash-at-intermediate-school-91>

___ *After School for Cindy: Family, School, and Community Roles in Out-of-School Time Teaching Cases*; Female; Elementary; Ethnicity not specified
<http://www.hfrp.org/family-involvement/publications-resources/after-school-for-cindy-family-school-and-community-roles-in-out-of-school-time-teaching-case>

___ *What Words Don’t Say*; Male; Elementary; African American

<http://www.hfrp.org/family-involvement/publications-resources/what-words-don-t-say>

Erik Greer; Male; Elementary; Ethnicity not specified

<http://www.hfrp.org/family-involvement/publications-resources/erik-greer>

Articles:

Minke, K.M. & Anderson, K.J. (2008). Best practices in facilitating family-school meetings. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 969-982). Bethesda, MD: National Association of School Psychologists.

Miller, G., Lines, C., & Fleming, M. (in press). Best practices in family-school collaboration for multitiered service delivery. *Best practices in school psychology VI*. Bethesda, MD: National Association of School Psychologists.

Required Videos:

Conjoint Behavior Consultation

http://cyfs.unl.edu/futures/future_module3_video2.html

CDE Problem-Solving Video - Behavior

<http://www2.cde.state.co.us/media/rti/training01/rtivideo02.html>

Required Resource Review:

- National Research Center on Children with Learning Disabilities

<http://www.nrcld.org/topics/parents.html>

- RtI Action Network

<http://www.rtinetwork.org/Parents-and-Families>

Week 8 5/13/14

Topics and Activities

CDE Standards: 904 (3)(d)(e)(f)(g); 904 (4)(d); 904 (6)(d)(h)

Topics:

FSP Intensive Tier

- Special Education
- Academics, Behavior
- Grieving
- Counseling Around IEP Implementation, Disabilities
- Conflict Resolution

Activities:

- *What's the Family's Role in RtI?*
- *Speaker, Parent of a Child with a Disability*
- *Assignment Discussion and Application*
- *Special Education Steps*
- *Challenges and Solutions*

Assignments Due:

Articles:

Foley, G. M. (2006). The loss-grief cycle. In G. Foley & J.D. Hochman (Eds.). *Mental health in early intervention: Achieving unity in principles and practices* (227-243). Baltimore, MD: Paul H. Brookes.

Kaiser, A.P. & Stainbrook, A.T (2010). Family-school partnerships and communication interventions for young children with disabilities. In S.L. Christenson & A.L. Reschly (Eds.), *Handbook of school-family partnerships* (pp. 287-311). New York: Routledge.

Moses, K. (1997). The impact of childhood disability: The parent's struggle. *Ways Magazine*, Resource Network, 1-8.

Welcome to Holland by Emily Pearl Kingsley

Required Videos:

Iris Center: Collaborating with Families Module

<http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm>

Colorado Department of Education

An Overview of the Special Education Process, Un Repaso al Proceso de Education Especial

<http://www.cde.state.co.us/cdesped/iepvideoenglish>

<http://www.cde.state.co.us/cdesped/iepvideospanish>

Required Resource Review:

- Center for Appropriate Dispute Resolution in Special Education

<http://www.directionservice.org/cadre/index.cfm>

- Colorado Department of Education, Special Education Office: Disabilities, Programs and Services, Resources

<http://cde.state.co.us/cdesped>

**Week 9 5/20/14
Topics and Activities**

CDE Standards: 904 (6)(b)(g)

Topics: FSP Intensive Tier and Policy

- FSP Mental Health/Community Interventions
- Community Collaboration
- Wraparound
- FSP Future
- Policy and SACPIE, Statewide Advisory Council for Parent Involvement in Education

Activities:

- *Intensive Case Studies*
- *Assignment Discussion and Application*
- *Guest Speaker, Wraparound*

Assignments Due:

Case Studies:

___ *A Special Education Plan for Annabela: Does Supporting Her Needs Mean Holding Her Back?*; Female; Elementary; Hispanic

<http://www.hfrp.org/family-involvement/publications-resources/a-special-education-plan-for-anabela-does-supporting-her-needs-mean-holding-her-back>

___ *Can We Talk About Family?*; Male; Elementary; African-American

<http://www.hfrp.org/family-involvement/publications-resources/can-we-talk-about-family>

___ ***Friction at Madison Family Literacy Program***; Female; Pre-School; Ethnicity not specified
<http://www.hfrp.org/family-involvement/publications-resources/friction-at-madison-family-literacy-program>

___ ***Tim Kelly: A School Responds to a Family in Need***; Male; Elementary; Ethnicity not specified
<http://www.hfrp.org/family-involvement/publications-resources/tim-kelly-a-school-responds-to-a-family-in-need>

___ ***Piecing It Together: Linking Systems to Support A Student and Family***; Male; Middle School; African American (In Blackboard, Class #1 and #9)

Articles:

Weiss, H. B. & Stephen, N. (2010). From periphery to center: A new vision for family, school, and community partnerships. In S. Christenson & A. Reschly (Eds.), *Handbook of school-family partnerships* (pp. 448-472). New York: Routledge.

Colorado Senate Bill 09-090; Colorado Revised Statutes 22-7-301-306 (2012); SB13-193
http://www.cde.state.co.us/SACPIE/about_legislation_current.asp

Duchnowski, A.J., & Kutach, K. (2007). *Family-driven care*. Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies

Required Resource Review:

- SACPIE

<http://www.cde.state.co.us/SACPIE/index.asp>

Week 10 5/27/14
Topics and Activities

Topics:

- Class Finale – Celebrating Our Work
- Parent Education and Support

Activities:

- *FSP Collaborative Consultation Project Presentations*
- *Assignment Discussion and Application*
- *Faber & Mazlish, Review*
- *Parent Management Training, Other Parent Programs*

Assignments Due:

Written:

- FSP Collaborative Consultation Project Hard Copy
- FSP Collaborative Consultation Project on Discussion Board
- FSP Collaborative Consultation Slide (DUE SUNDAY, MAY 25th, 11:59 p.m.)

Stakeholder Book:

- Faber & Mazlish

Articles:

- Maliken, A.C. & Katx, L. F. (2013). Exploring the impact of parental psychopathology and emotion regulation on evidence-based parenting interventions: A transdiagnostic approach to improving treatment effectiveness. *Clinical Child Family Psychology Review*, 16: 173-186.

Required Video:

- *Making A Difference: The Power of Acknowledgement*
<http://www.acknowledgmentmovie.com/>

Final Examination

DUE: June 3, 2014, 11:59 p.m. to Instructor Email

Specific instructions and rubric will be released immediately after last class.

FSP Course ACTION PLAN

DUE: Third Week of Class

Name:

Date:

Directions: This ACTION Plan is designed to help you plan your learning and product development for the *Family-School Partnering and Consultation* course. It is due before the third week of class. Please complete each section of this action plan, tying to course objectives, which are as follows:

1. Develop competency in family-school partnering within one's own educator or mental health practice.
2. Develop competency in collaboratively consulting with other educators, mental health professionals, and family members in creating systemic partnering processes and practices.
3. Understand ecological system theory contributions to positive family-school partnering and student outcomes.
4. Recognize personal, cultural, and structural hurdles and solutions that can impede or enhance successful family-school partnerships.
5. Know effective listening, teaming, problem-solving, conflict resolution, and student-centered skills that increase effective family partnering; apply these skills to address diversity in culture, ethnicity, religion, socioeconomic status, language, sexual orientation, learning, and composition.
6. Demonstrate data-based decision making in effectively implementing family-school partnering.
7. Apply evidenced-based family-school partnering processes and practices within a multi-tiered service model.

If amendments are needed, please date, add changes and resubmit.

1. Collaborative Consultation Project Plan

✓ **Course Objective(s) Addressed:**

✓ **Topic Description (Please be specific.):**

✓ **Project Plan (What do you need - permission, people, time, information access, models, data sources, tools, other?):**

✓ **Potential Resources:**

√ **Team Members:**

NOTE: IF YOU DECIDE YOU MAY WANT TO CHANGE SOMETHING ABOUT YOUR PROJECT, PLEASE SUBMIT IN WRITING AND ASK TO SPEAK TO INSTRUCTOR.

2. Case Studies Plan

ALL case studies are to be read by the due date; please check the one in each tier you are choosing to discuss/present with colleagues. You will choose one of these case studies for your final examination. NOTE: THE INSTRUCTOR MAY ASK YOU TO SHIFT YOUR CHOICE FOR DISCUSSION/PRESENTATION IN ORDER TO HAVE BALANCED GROUP SIZES.

UNIVERSAL TIER

___ *Suspension at Aurora Middle School*; Male; Middle School; Vietnamese

<http://www.hfrp.org/family-involvement/publications-resources/suspension-at-aurora-middle-school>

___ *Defining “Fine” – Communicating Academic Progress to Parents*; Male; Elementary; Ethnicity not specified

<http://www.hfrp.org/family-involvement/publications-resources/defining-fine-communicating-academic-progress-to-parents>

___ *"Daddy Says This New Math is Crazy"*; Female; Elementary; Ethnicity not specified

<http://www.hfrp.org/family-involvement/publications-resources/daddy-says-this-new-math-is-crazy>

___ *Bridging Worlds: Family Engagement in the Transition to Kindergarten*; Female; Elementary, African American

http://www.hfrp.org/publications-resources/publications-series/family-engagement-teaching-cases/bridging-worlds-family-engagement-in-the-transition-to-kindergarten?utm_source=web&utm_medium=web&utm_term=caspecase&utm_campaign=TeachingCasePD

___ *Making a Decision About College: Should I Stay or Should I Go?*; Female, High School; El Salvadoran

<http://www.hfrp.org/family-involvement/publications-resources/making-a-decision-about-college-should-i-stay-or-should-i-go>

TARGETED TIER

___ *Reaching Out to the Only One Out There*; Male; High School; Ethnicity not specified

<http://www.hfrp.org/family-involvement/publications-resources/reaching-out-to-the-only-one-out-there>

___ *Culture Clash at Intermediate School #1*; Female; Middle School; African American and Puerto

Rican

<http://www.hfrp.org/family-involvement/publications-resources/culture-clash-at-intermediate-school-91>

___ *After School for Cindy: Family, School, and Community Roles in Out-of-School Time Teaching Cases*; Female; Elementary; Ethnicity not specified

<http://www.hfrp.org/family-involvement/publications-resources/after-school-for-cindy-family-school-and-community-roles-in-out-of-school-time-teaching-case>

___ *What Words Don't Say*; Male; Elementary; African American

<http://www.hfrp.org/family-involvement/publications-resources/what-words-don-t-say>

___ *Erik Greer*; Male; Elementary; Ethnicity not specified

<http://www.hfrp.org/family-involvement/publications-resources/erik-greer>

INTENSIVE TIER

___ *A Special Education Plan for Anabela: Does Supporting Her Needs Mean Holding Her Back?*;

Female; Elementary; Hispanic

<http://www.hfrp.org/family-involvement/publications-resources/a-special-education-plan-for-anabela-does-supporting-her-needs-mean-holding-her-back>

___ *Can We Talk About Family?*; Male; Elementary; African-American

<http://www.hfrp.org/family-involvement/publications-resources/can-we-talk-about-family>

___ *Friction at Madison Family Literacy Program*; Female; Pre-School; Ethnicity not specified

<http://www.hfrp.org/family-involvement/publications-resources/friction-at-madison-family-literacy-program>

___ *Tim Kelly: A School Responds to a Family in Need*; Male; Elementary; Ethnicity not specified

<http://www.hfrp.org/family-involvement/publications-resources/tim-kelly-a-school-responds-to-a-family-in-need>

___ *Piecing It Together: Linking Systems to Support A Student and Family*; Male; Middle School; African American (In Blackboard, Class #1 and #9)

FSP WEEKLY SELF-ASSESSMENT

Name: _____ Date: _____

Directions: Please rate your personal participation in today's class using the following rating scale. To get credit, you MUST also provide examples that support your rating. (5 points)

Today I linked my personal ideas about the topic under discussion with at least one other class colleague or the instructor.

<u>0</u>	<u>1</u>	<u>2</u>
Never	One time	Several times

Name Idea(s) and Link(s):

Today I demonstrated understanding of the assigned reading and resources under discussion.

<u>0</u>	<u>1</u>	<u>2</u>
Never	One time	Several times

Name of Resource(s) or Reading:

Class Feedback (1 Point)

1. The most effective component of today's class was:

2. The least helpful component of today's class was:

3. I need more clarification in the following areas:

FSP COLLABORATIVE CONSULTATION PROJECT SCORING RUBRIC

It is suggested that this rubric be followed as an outline for written projects.

Names:

Date:

<p>1. Descriptive Summary The project is clearly described in a brief professional summary (similar to an abstract).</p> <p>1 2 3 4 5 6</p> <p>Comments:</p>
<p>2. Purpose / Rationale The purpose or rationale for the project is related to a critical FSP issue(s).</p> <p>1 2 3 4 5 6</p> <p>Comments:</p>
<p>3. Intended Audience / Stakeholders The project is appropriately targeted and formatted for a specific audience or potential stakeholders.</p> <p>1 2 3 4 5 6</p> <p>Comments:</p>
<p>4. Related Research The project is clearly empirically-driven and related to key FSP research.</p> <p>1 2 3 4 5 6</p> <p>Comments:</p>
<p>5. Materials and Resources Specific materials or tools used in the project are included; in some instances in a separate document.</p> <p>1 2 3 4 5 6</p> <p>Comments:</p>
<p>6. Reference List At least five references are cited related to the development of the project using APA style.</p> <p>1 2 3 4 5 6</p> <p>Comments:</p>
<p>7. Professionally Presented Project is well organized and of high professional quality with few grammatical or other noted errors.</p> <p>1 2 3 4 5 6</p> <p>Comments:</p>
<p>8. Project Plan (revised if necessary), Oral Presentation Slide (two days before final class) & Written Project(posted on Blackboard Discussion by final class) Required project components are submitted by the designated due dates.</p> <p>1 2 3 4 5 6</p> <p>Comments:</p>

TOTAL POINTS (out of 50, 2 points are included for completion):