**University of Denver Spring 2012**

CFSP 4330 FAMILY-SCHOOL PARTNERING AND CONSULTATION

Three Quarter Hours

**Instructor: Gloria Miller**, Ph.D. **E-mail:** **glmiller@du.edu**

**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

**Colorado Department of Education School Psychologist Licensing Standards:**

11.06 5

(d) Demonstrate the sensitivity, skills, and respect necessary to work with diverse types of individuals and families

(e) Display respect for diversity in social and cultural backgrounds and linguistic differences, when working with families, school personnel, and community agencies.

11.06 6

(a) Develop and implement policies and practices that create and maintain safe, supportive, and effective learning environments.

(c) Translate federal and state law, state rules and regulations, and local policy, into building and district-level practice.

11.06 8

(a) Consult and collaborate, effectively, with children/students, school personnel, families, and community professionals, to promote and provide comprehensive services to children and families, and to advance student achievement.

(b) Communicate information that is readily understandable, to students, families, educators, and community members, during meetings, in-services, and consultation.

(c) Promote family involvement in education and service delivery.

(d) Collaborate with families, and other service providers, to meet the needs of infants, toddlers, and preschoolers, in home and community settings.

11.06.9

(a) Demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.

(d) Utilize data-based decision-making, in all aspects of professional practice.

**COURSE DESCRIPTION**

This course is designed to familiarize educational, mental health, and community 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 engagement, 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, 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 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, and disability.
* 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.

**REQUIRED TEXT, READINGS, & WEBSITES**

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

**Required 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.

**Required Readings**

* Required articles, chapters, videos, and additional resources are cited for specific classes assignments and at the end of each chapter in Lines, Miller, & Arthur-Stanley.

**Required Websites**

* **Harvard Family Research Project**

 [www.hfrp.org](http://www.hfrp.org)

Research 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.

* **Futures in School Psychology Task Force on Family-School Partnerships**

<http://fsp.unl.edu/>

Includes various training modules on family-school partnerships for graduate students, practitioners, or university instructors. Also has specific practical modules for teachers in how to support families of children with disabilities in academic and behavior learning.

**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.

Constantino, S.M., (2008). *101 ways to create real family engagement*. Galax, VA: ENGAGE! Press.

Constantino, S.M. (2003). *Engaging all families: Creating a positive school culture by putting research into practice.* Lanham, MD: Scarecrow Education.

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 bake sale: The essential guide to family-school partnerships.* New York: The New Press.

Jenkins, T. (2007). *When a child struggles in school; Everything parents and educators should know about getting children the help they need.* Charleston, SC: Advantage.

Lawrence-Lightfoot, S. (2002). *The essential conversation: What parents and teachers can learn from each other.* New York: Random House.

McConaughy, S.H., Kay, P., Welkowitz, J.A., Hewitt, K., & Fitzgerald, M.D. (2008). *Collaborating with parents for early school success: The achieving-behaving-caring program.* New York: Guilford Press

Peacock, G. G. & Collett, B. R. (2010). *Collaborative home/school interventions: Evidence-based solutions for emotional, behavioral, and academic problems.* New York: Guilford.

Weiss, H.B., Kreider, H., Lopez, M. E., & Chatman, C. M. (2005). *Preparing educators to involve families: From theory to practice.*  Thousand Oaks, CA: Sage Publications.

**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. Procedures for arranging accommodations are included in the “Handbook for Students with Disabilities” which is available though the DSP, Learning Effectiveness Program, 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 and scoring rubrics are in a separate document. 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 in any of the class assignments or be discussed outside of the class.

**Attendance & Participation (10 points):**

This course is designed to be interactive and participatory. Every student is expected to promptly attend each class session. If a student needs to miss or be late for an *urgent matter*, it is mandatory to notify the instructor and discuss possible options for accessing information. Practice also is essential in developing family-school partnering competencies; thus, students are expected to actively participate, to give open and honest opinions, to listen actively to peers, and to fully engage in class activities.

**Book/Movie Share (20 points):**

Each participant will be asked to share one book, movie or e-resource on a personally relevant FSP topic during **Week 8**. At least 2 days prior to your assigned share date, please post to the class Blackboard a one page (or less) summary that provides the full citation and an explanation of how the ideas in this book/ movie / e-resource relates to some aspect of the class. Also please read and be ready to react to at least 1 other peer’s posting.

**Case Studies (3 Case Studies @ 30 points each; 90 points total):**

Case studies are an integral learning approach in this course. Three case studies, representing various developmental levels and academic / behavioral challenges will be assigned during the quarter; one for each FSP tier. For each assigned case, please: 1) analyze how it did (or did not) adhere to foundational processes; 2) analyze the actions that were taken (or not taken) by linking them to specific references covered in class and in the readings, and 3) discuss recommendations for what might have been done to replaythe situation*.* Please bring your completed written analysis to the designated class to review your ideas within small groups. After this class discussion, you can hand-in your written analysis or you can take another two days to revise and then hand-in a final written analysis (by Wed at 5:00 pm without any late penalty). All case analyses must be typed single-spaced, in Times Roman 11 pt font, with 1 inch margins. Please organize each case study using the following headers: 1*) Analysis of FSP Foundational Processes; 2) Analysis of FSP Actions; and 3) Replay Suggestions*. Your case analyses will be more positively evaluated if you integrate critical FSP principles, processes, and practices covered in course readings, lectures, discussions, and materials. You also will get higher ratings if you integrate information from any of the additional resources noted each week on the syllabi.

**FSP Project (80 points):**

In lieu of a final examination, during the quarter you will complete an applied FSP project for a site of your choice. These projects should be of such professional quality as to be immediately useable in a school, community, or academic setting. By **Week 3**, as the initial step, please be ready to turn in a 1 page project Action Planthat outlines your 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 Week 5, but can be amended at any time with instructor permission. On occasion, you may be required to gain appropriate administrator/supervisor or human subjects permission before you begin your project.

Completed projects will be presented during a 10-15 minute oral presentation on **Monday, June 4th, 2012.** One to three summary slides must be submitted to the instructor by the Friday before this presentation. Your final sharable project must be posted on the class *Discussion Board* for colleagues to access by **Friday, June 8th, 2012**. 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 rational 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 slides, final written project) that are completed by specified due dates.

Examples of prior FSP Projects have included:

* A 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 given on FSP to a specific educator and/or family audience
* A FSP curriculum for a classroom, small group, or individual counseling intervention
* A survey of special education team processes related to FSP practices and effectiveness

**COURSE EVALUATION**

Grades will be based on the following:

In-Class Participation 10 points (1 point per class)

Book/Movie Share: 20 points

Case Study Analyses: 90 points (3 cases, 30 points each)

FSP Project 80 points

**Total Possible\* 200 points**

*\*Note: Missing more than one class is a basis for failing the course. All class absences must be cleared with the instructor, preferably 24 hrs in advance. 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 – 180 A- = 179 - 170

B+ = 169 – 160 B = 159 – 150 B- = 149 - 140

C+ = 139 – 130 C = 129 -120 C- = 119 – 110 All others fail the class

**Course Schedule CFSP 4330 Spring 2012**

FAMILY-SCHOOL PARTNERING AND CONSULTATION

*\*Note: The topics and readings for this class may be altered as necessary by the instructor.*

|  |
| --- |
| **Week 1 3/26/12****FSP Introduction: Definitions, Ethics, Theory & Framework****Topics:*** Course Introduction & Nuts and Bolts
* Discuss FSP Practices, Definitions, & the “Shift”
* Provide Rationale: Ethics & Theory
* Review FSP Philosophy & Tiered Framework

**Activities**: * *Partnering Is…*
* *Ghosts From the Classroom*
* *Take a Partnering Survey*
* *Video The O’Hearn School* <http://fsp.unl.edu/future_module1_video1.html>

**Week 1 Assignments Due:** None**Week 1 Required Readings:** Lines, Miller, & Arthur-Stanley: Introduction Christensen, S. (2004). Family-school partnership: An opportunity to promote the learning competence of all students. *School Psychology Review, 33 (1*), 83-104. 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, *NASP Communique, 40(5)*,1& 12-13. The Center for Comprehensive School Reform and Improvement (CCSRI) (2006). *What schools want parents to know.* Washington, DC: Author. <http://www.centerforcsri.org>*PTA (2007). National Standards for Family-School Partnerships: What parents, schools, and communities can do together to support student success. Washington, DC: National Congress of Parents and Teachers.* [*http://www.pta.org*](http://www.pta.org)**Week 1 Resource Review:**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>Family Involvement Network of Educators (FINE)/Harvard Family Research Project<http://www.finenetwork.org>National Association of School Psychologists. (2012). *School-Family Partnering to Enhance Learning: Essential Elements and Responsibilities.* <http://www.nasponline.org/about_nasp/positionpapers/hsc.pdf>National Association of School Psychologists. (2005). *Home-school collaboration: Establishing partnerships* *to enhance educational outcomes* (Position Statement). Bethesda, MD: Author. <http://www.nasponline.org/about_nasp/positionpapers/hsc.pdf> |

|  |
| --- |
| **Week 2 4/2/12****FSP Foundations: Legal Issues, Research, & Reforms****Topics:** * Provide Rationale: Legal & Research
* Discuss Foundational FSP Issues & Data-Based Decision-Making
* Review FSP & Current Reforms

**Activities:*** *Review Partnering Survey data*
* *Partnering Continuum*
* *Roles and Responsibilities*
* *Video Flamboyan Foundation* Clips #2,16,25, 23 <file:///Users/cathylines/Desktop/FlamboyanFoundation.html>

**Week 2 Assignments Due:** None**Week 2 Required Readings:** Lines, Miller, & Arthur-Stanley: Chap 1: Framing FSP & Chap 2: Building an FSP Foundation Cook, B.G., Shepherd, K. G., Cook, S.C., & Cook, L. (2012). Facilitating the effective implementation of evidence-based practices through teacher parent collaboration, *Teaching Exceptional Children, 44 (3)*, 22-30. Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education. 40,* 237-269. DOI: 10.1177/0042085905274540*Parents As Turnaround Specialists: Ricardo LeBlanc-Esparza Tells Us How it Is Done*<http://www.learningfirst.org/visionaries/RicardoEsparza>October 2010 *Fine Newsletter: Using Student Data to Engage Families* (sign up to receive 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>*CCSD (2007). What are research-based interventions and research-based practice?**Woody (2002). Monitoring Psychological Interventions - Newsletter Commentary***Week 2 Resource Review:**Future of School Psychology Task Force on Family-School Partnerships <http://fsp.unl.edu/>National Center on School, Family, and Community Partnerships (Joyce Epstein)<http://www.csos.jhu.edu/p2000/center.htm>SEDL National Center for Family and Community Connections with School**s**<http://www.sedl.org/connections>UCLA Parent/Home Involvement in the Schools<http://smhp.psych.ucla.edu/qf/homework.htm>Vanderbilt Family-School Partnership Lab<http://www.vanderbilt.edu/Peabody/family-school/index.html> |

|  |
| --- |
| **Week 3 4/9/12****FSP Foundations: Cultural Sharing & Cultural Competence** **Topics:*** Social Capital & Cultural Sharing
* Family Empowerment
* Working with Culturally Diverse Families

**Activities:*** *Guest Panel – Lisa Bright Community Education Coordinator-Colorado African Organization & Refugee Family Community Navigators*
* *Please watch this video before class -* [http://learning.theirc.org/home/refugee/player.html](https://weboutlook.du.edu/owa/redir.aspx?C=06d0d65027ba4309994c133888f69d76&URL=http%3a%2f%2flearning.theirc.org%2fhome%2frefugee%2fplayer.html" \t "_blank)

**Week 3 Assignments Due:** None**Week 3 Required Readings:** Lines, Miller, & Arthur-Stanley: Chapter 2 continuedColorado Statewide Parent Coalition (2004). Engaging Mexican Immigrant Parents in Their Children’s Education. Denver, CO: Author [www.coparentcoalition.org](http://www.coparentcoalition.org) Colorado Statewide Parent Coalition (2007). Engaging African-American Families in Their Children’s Education. Denver, CO: Author [www.coparentcoalition.org](http://www.coparentcoalition.org) Ginsberg, M.B. (2007). Lessons at the kitchen table. *Educational Leadership*. (3), 56-61.Hill, N. (2010). Culturally-based world views: Family processes & family-school interactions (Chap 5). In S.L. Christenson & A. Reschly, (Eds.). *Handbook of school-family partnerships* (pp. 101-128). New York: Routledge. Jones, J. M. (2010). Culturally diverse families: Enhancing home school relationships, NASP Communique Handout.Vol. 38 (6). 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. 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.*Refugee Contacts and Resources & Handouts on Colorado refugee populations (Butanese; Burmese; Burundi; Congolese; Eritrean; Iraqi; Karen; Karenni; Rwandan; Somalian)***Week 3 Resource Review**Colorado Parent Information and Resource Center <http://www.cpirc.org/>Colorado Statewide Parent Coalition <http://www.coparentcoalition.org/>New Mexico Toolkit  <http://www.cesdp.nmhu.edu/toolkit/index.html>Center for Applied Linguistics – Cultural and Language Resources  [http://www.cal.org/topics/rii/backgrounders.html#4](https://weboutlook.du.edu/owa/redir.aspx?C=f8a67688ce2f4ba8a2332ae2e8b9f477&URL=http%3a%2f%2fwww.cal.org%2ftopics%2frii%2fbackgrounders.html%234" \t "_blank)Bridging Refugee Youth and Children’s Services – BRYCS Tools and resources for work with refugee youth <http://www.brycs.org> |

|  |
| --- |
| **Week 4 4/16/12****FSP Universal Tier: School-Wide** **Topics:*** FSP Universal Processes
* FSP Evidence-Based Practices
* Parent Education

**Activities:*** *Video - Through New Ideas: Examining the Culture of Your School*
* *Universal Case Study #1 Discussions*

**Week 4 Assignments Due:** Universal Case Study #1 *1-Suspension at Aurora Middle School*<http://www.hfrp.org/family-involvement/publications-resources/suspension-at-aurora-middle-school>*2-Defining “Fine” – Communicating Academic Progress to Parents*[http://www.hfrp.org/publications-resources/publications-series/family-engagement-teaching-cases/defining-fine-communicating-academic-progress-to-parents](https://weboutlook.du.edu/owa/redir.aspx?C=06d0d65027ba4309994c133888f69d76&URL=http%3a%2f%2fwww.hfrp.org%2fpublications-resources%2fpublications-series%2ffamily-engagement-teaching-cases%2fdefining-fine-communicating-academic-progress-to-parents" \t "_blank)3-“*Daddy Says This New Math is Crazy”*<http://www.hfrp.org/family-involvement/publications-resources/daddy-says-this-new-math-is-crazy>**Week 4 Required Readings:** Lines, Miller, & Arthur-Stanley: Chap 3: Creating Universal FSP Processes & Practices Center for Mental Health in Schools UCLA (Dec. 2011). Enhancing home involvement to address barriers to learning. http://smhp.psych.ucla.edu/pdfdocs/homeinv.pdf Esler, A.N., Godber, Y., & Christenson, S. (2008). Best practices in supporting school-family partnerships. In Thomas, A. & Grimes, J. (Eds.). *Best practices in school* *psychology V* (pp. 917-936)*.* Bethesda, MD: National Association of School Psychologists.Douglas, A. (2011). Improving family engagement: The organizational context and its influence on partnering in formal childcare settings. *Early Childhood Research & Practice, 13 (2).* Get from [http://ecrp.uiuc.edu/v13n2/index.html](https://weboutlook.du.edu/owa/redir.aspx?C=38364ee5f50c4c1cb545a035bb70a717&URL=http%3a%2f%2fecrp.uiuc.edu%2fv13n2%2findex.html" \t "_blank)Miller, D. & Kraft, N. (2008). Best practices in communicating with and involving parents. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 937-951). Bethesda, MD: National Association of School Psychologists.**Week 4 Resource Review:**Center for Effective Collaboration and Practice<http://cecp.air.org/center.asp>Colorado Family Education Resource and Training<http://cfert.colostate.edu/>Future of School Psychology Task Force on Family-School Partnerships MODULE 4 <http://fsp.unl.edu/>  |

|  |
| --- |
| **Week 5 4/23/12****FSP Universal Tier: Classroom****Topics:*** Supportive Classroom Processes
* Homework Practices
* Communicating & Conferencing

**Activities:*** *Guest Speaker - Large Metro School District*
* *Videos Academic and Behavioral Problem-Solving [http://www.cde.state.co.us/RtI /ProblemSolving.htm](http://www.cde.state.co.us/RtI%20/ProblemSolving.htm)*

**Week 5 Assignments Due:** None **Week 5 Required Readings:** Lines, Miller, & Arthur-Stanley: Chapter 3: continuedDawson, 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.Walker, J.M., Hoover-Dempsey, K.V., Whetsel, D.R., & Green, C.L. (2004). *Parental involvement in homework: A review of current research and its implications for teachers, after school program staff, and parent leaders.* Cambridge, MA: Harvard Family Research Project. *CASEL (2011). Brief - School-Family Partnership strategies to enhance children’s social, emotional, and academic growth. Chicago, IL: Center for the Advancement of Social Emotional Learning* *CDE Colorado Department of Education (2009). RtI Family Community Toolkit. Denver, CO: Author.* [*http://www.cde.state.co.us/rti/FamilyCommunityToolkit.htm*](http://www.cde.state.co.us/rti/FamilyCommunityToolkit.htm)*Denver Public Schools (2010). Parent communication toolkit: Effective communication is the path to student success. Denver, CO: Author.* [*http://parentguide.dpsk12.org*](http://parentguide.dpsk12.org)*FINE (2010). Harvard Family Research Project. 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>**Week 5 Resource Review:**The Collaborative for Academic, Social, and Emotional Learning (CASEL) [www.casel.org](http://www.casel.org)SAMHSA’s National Registry of Evidence-Based Programs and Practices (NREPP)<http://nrepp.samhsa.gov/>The Promising Practices Network on Children, Families, and Communities<http://www.promisingpractices.net>What Works Clearinghouse <http://www.whatworks.ed.gov/> |

|  |
| --- |
| **Week 6 4/30/12****FSP Targeted Tier: Teaming and Family-Centered Practice****Topics:*** Teaming Interventions
* Family-Centered Principles & Family-Driven Practices
* Conjoint Behavioral and Other Consultation Skills

**Activities:*** *Video Conjoint Behavior Consultation* <http://fsp.unl.edu/future_module3_video2.html>
* *Review of Teaming Assessment Tools*
* *Targeted Case Study #2 Discussions*

**Week 6 Assignments Due:** Targeted Case Study # 2 *1-Reaching Out to the Only One Out There*<http://www.hfrp.org/family-involvement/publications-resources/reaching-out-to-the-only-one-out-there>*2-Can We Talk About Family?*<http://www.hfrp.org/family-involvement/publications-resources/can-we-talk-about-family>*3-Erik Greer*<http://www.hfrp.org/family-involvement/publications-resources/erik-greer>**Week 6 Required Readings:** Lines, Miller, & Arthur-Stanley: Chap 4: Adapting Targeted-Intensive FSP Processes and Practices Center for Mental Health in Schools UCLA (2011, Dec.). Enhancing home involvement to address barriers to learning: A collaborative process. 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.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.Wilson, L.L. & Dunst, C. J. (2002). Checking out family-centered help-giving practices. *Young Exceptional Children, Monograph 8*, 15-26. *CBC Role Play Handouts: John, Kevin, Paul, Sam & CBC Overview* **Week 6 Resource Review:** Future of School Psychology Task Force on Family-School Partnerships MODULE 3<http://fsp.unl.edu/> National Center on Response to Intervention<http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=12&Itemid=65>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>National Center for Learning Disabilities: *Select one**1. Partnering with Families in an RtI Framework,* Colorado Department of Education <http://ncldtalks.org/content/interview/detail/4601/>*2.Family-School Partnerships and RtI,* Amy Reschly<http://ncldtalks.org/content/interview/detail/2835/>*3.Engaging Families in RtI,* Markay Winston<http://ncldtalks.org/content/interview/detail/3573/>*4.Parents are the Key*, Bob Heimbaugh<http://rtinetwork.org/rti-blog/entry/1/29>*5.Schools, Families, and Response to Intervention,* Amy Reschly, RtI Network, 2008<http://www.rtinetwork.org/essential/family/schools-familes-and-rti>*6.Involving Families in RtI,* Dawn Miller, RtI Network, 2010<http://rtinetwork.org/rti-blog/entry/1/56> |

|  |
| --- |
| **Week 7 5/7/12****FSP Targeted/Intensive Tier: Special Education****Topics:*** The Grieving Process
* FSP in Special Education
* Conflict Resolution

**Activities:*** *Video Collaborating with Families* <http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm>
* *Guest Panel: Families of Students with Disabilities*

**Week 7 Assignments Due:** None**Week 7 Required Readings:** Lines, Miller, & Arthur-Stanley: Chap 5: Planning FSP Actions Edwards, C. C. & Fonte, A. D. (2012). The 5-Point plan: Fostering successful partnerships with families of students with disabilities. *Teaching Exceptional Children, 44(5*), 6-13. Iris Center (2010). Please complete the above Module on Collaborating with Families Lee, H. & Ostrosky, M. (2004). Toward successful collaboration: Voices from families of children with developmental delays and disabilities. In D. B. Hiatt-Michael (Ed.) Promising Practices Connecting Schools to Families of Children with Special Needs (pp. 101-127). Greenwich, CN: Information Age Publishing. *CDE (2008). Procedural Manual: The CO State Recommended IEP* *CDE (2007). Parent and Child Rights in Special Education: Procedural Safeguards Notice**CDE (2008). Mediation Services**CDE (2008). The Special Education Process* *CDE Special Education (2008). Survey* *National Center for Special Education (2005). Survey**Welcome to Holland by Emily Pearl Kingsley***Week 7 Resource Review:**Center for Appropriate Dispute Resolution in Special Education <http://www.directionservice.org/cadre/index.cfm> Denver Metro Community Parent Resource Center <http://www.denvermetrocprc.org/>Federation of Families for Children’s Mental Health<http://www.ffcmh.org>National Dissemination Center for Children with Disabilities <http://www.nichcy.org/Pages/Home.aspx>Parent to Parent of Colorado <http://www.p2p-co.org/>PEAK Parent Center <http://www.peakparent.org/>Conflict Resolution for Special Education, Tracy Mueller, UNC & CDE: *Select one*1. What’s the Problem? <http://www.hyperformer.com/ConflictModule/statistics.html>2. Sources of Conflict <http://www.hyperformer.com/ConflictModule/research.html>3. An Intervention Model and Strategies <http://www.hyperformer.com/ConflictModule/model.html> |

|  |
| --- |
| **Week 8 5/14/12****FSP Intensive Tier: Community Collaboration & Wraparound****Topics:*** Family Development and Structure
* FSP Parent/Family Training & Counseling Interventions
* FSP Mental Health/Community Collaboration

**Activities:*** *Book/Movie Share*
* *Video A Tale of Two Conversations <http://www.directionservice.org/cadre/PAvideo.cfm>*
* *Guest Speaker on Wraparound*

**Week 8 Assignments Due:** Book/Movie Share **Week 8 Required Readings:** Lines, Miller, & Arthur-Stanley: Chap 6: Applying FSP Lessons Duchnowski, A.J., & Kutach, K. (2007). *Family-driven care. Are we there yet?* Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Department of Child and Family StudiesEber, L., et. Al. (2009). Completing the continuum of schoolwide positive behavior support: Wraparound as a tertiary level intervention. Chapter 27. 672-703. Peacock G. G. & Collett B. R. (2010). Chapters 1 & 2.  *In Collaborative home/school interventions: Evidence-based solutions for emotional, behavioral, and academic problems.* NewYork: Guilford*.* Walter, U. M. & Petr, C. G. (2011). Best practices in wraparound: A multi-dimensional view of the evidence. *Social Work, 56(1),* 73-80. **Week 8 Resource Review:**CDE Bridges Resources: Family and Educator Information on Mental Illness <http://www.cde.state.co.us/cdesped/BuildingBridges.asp>Center for the Study and Prevention of Violence (CSPV) <http://www.colorado.edu/cspv/blueprints/index.html> Check and Connect<http://ici.umn.edu/checkandconnect/> Empower Colorado <http://www.empowercolorado.com/partners.htm>Evidence-Based Mental Health Treatment for Children and Adolescents<http://www.effectivechildtherapy.com/>National Federation of Families for Children’s Mental Health <http://www.ffcmh.org/> The Incredible Years <http://www.incredibleyears.com/> |

|  |
| --- |
| **Week 9 5/18/11****FSP Future Issues & Policies****Topics:*** Overcoming FSP Hurdles
* Future FSP Policy Issues
* Future FSP Research Issues

**Activities:*** *Family-School Partnering Is Like…*
* *Intensive Case Study # 3 Discussions*

**Week 9 Assignments Due:** Intensive Case Study #3  *1-A Special Education Plan for Annabela: Does Supporting Her Needs Mean Holding Her Back?*<http://www.hfrp.org/family-involvement/publications-resources/a-special-education-plan-for-anabela-does-supporting-her-needs-mean-holding-her-back> *2-Tim Kelly: A School Responds to a Family in Need*<http://www.hfrp.org/family-involvement/publications-resources/tim-kelly-a-school-responds-to-a-family-in-need> *3-Piecing It Together* (Hard copy)**Week 9 Required Readings:** Lines, Miller, & Arthur-Stanley: Epilogue: A Working FSP School  Caspe, M. Lopez, M. E., Chu, A. & Weiss, H. B. (2011, May). *Issue Brief: Teaching the teachers: Preparing educators to engage families for student achievement.* National PTA & Harvard Family Research Project. Christenson, S. Palan, R., & Scullin, S. (2009, May). FSP: An essential component of student achievement, *Principal Leadership*, 1-16. Ellis, D. Hughes, K. (2002). Partnerships by Design. Portland, OR: Northwest Educational Laboratory.Tolan, P. H. & Woo, S. C. (2010). Moving forward in school-family partnerships in promoting student competence. In S. Christenson & A. Reschly (Eds.), *Handbook of school-family partnerships* (pp. 473-501). New York: Routledge.Weiss, H. B. & Stephen, N. (2010). From periphery to center: A new vision and strategy for family, school, and community partnerships. In S. Christenson & A. Reschly (Eds.), *Handbook of school-family partnerships* (pp. 448-472). New York: Routledge.*Blueprint model programs Handouts: Brief Strategic Family Therapy, Functional Family Therapy, Multisystemic Family Therapy, Triple P,* *CO Senate Bill 09-090* *FAQs***Week 9 Resource Review:*** National Coalition for Parents in Education

 <http://www.ncpie.org> |

|  |
| --- |
| **Week 10 6/4/12****Class Finale & Presentations****Topics:*** Celebrating Our Work
* Evaluative Feedback

**Activities:*** *Collaborative Consultation Project Oral Presentations*

**Week 10 Final Assignments:** FSP Collaborative Consultation Project - Oral Presentation – Mon. 6-4-12 FSP Collaborative Consultation Project - Written Project due - Fri. 6-8-12 |