



**Family Guided EI/ECSE
Early Intervention Program
Course Syllabus
Winter, 2009**

“Do unto others as you would have others do unto others.”
--Jeree Pawl

DEPT: SPED 681
CRN: 24969
Instructors: Erin Barton (346-2523); ebarton@uoregon.edu
Liz Twombly (346-2522); ltwombly@oregon.edu

Class Info Thurs. 1:00-3:50, CSB Room 145

Office Hours Liz or Erin by appointment.

Description:

The purpose of this course is to provide knowledge and skills necessary to implement family-guided, relationship-based intervention for families with young children with disabilities and children at-risk for disability. Family-guided intervention suggests that families are able to determine child and family strengths, needs, important outcomes, and necessary services. Relationship-based work with families refers to a method of working with families where service providers focus efforts on supporting positive relationships between family members and their children. The role of the interventionist or educator is to assist the family to achieve their outcomes by providing information, support and resources.

Course Competencies:

- 4.1 demonstrates knowledge of the importance of family systems theory and its application to early intervention
- 4.2 within the ecological model recognizes the effect of a child who is at risk or disabled on the family unit
- 4.3 identifies and discusses cultural, socioeconomic, ethical, historical factors and personal values affecting the development of the family and the child
- 4.4 gains familiarity with, and demonstrates best practice in the selection of family-based assessment instruments to identify the families' resources, priorities, and concerns

Course Readings (Available at U of O Bookstore):

1. Fadiman, A. (1997). *The Spirit Catches You and You Fall Down*.
2. Reading Packet
3. Additional Readings may be assigned throughout term

COURSE PACKET READINGS

Bailey, et al (2008) Measuring family outcomes: Considerations for large-scale data collection in early intervention, *Infants & Young Children*, 23(3), 194-206.

Banks, R., Santos, R., & Roof, V. (2003) "Discovering Family Concerns, Priorities, and Resources: Sensitive Family Information Gathering" *Young Exceptional Children* 6(2) 11-19

Barnett, D., Clements, M., Kaplan-Estrin, M., Fialka, J. (2003) "Building New Dreams: Supporting Parents' Adaptation to Their Child With Special Needs" *Infants and Young Children* 16(3) 184-200

Cardone, I., Gilkerson, L., & Wechsler, N. (2007). Know yourself. *Zero to Three*, November, 39-44.

CEC, Siblings of Children with Disabilities (April 2002).

Fialka, J. (2001) "The Dance of Partnership: Why Do My Feet Hurt?" *Young Exceptional Children* 4(2) 21-27

Foley, G. & Hochman, J. (1997/1998) "Programs, Parents and Practitioners: Perspectives on Integrating Early Intervention and Infant Mental Health." *Zero to Three* 18(3)

Foley, G., Hochman, J., & Miller, S. (1994) "Parent-professional Relationships: Finding an Optimal Distance." *Zero to Three* 14(4) 19-22

Gallagher, P., Fialka, J., Rhodes, C., & Arceneaux, C. (2002) "Working With Families: Rethinking Denial." *Young Exceptional Children* 5(2) 11-18

Hadden, S. (2000) "The Long Anticipated Day: Strategies for Success When a Premature Infant Comes Home From the Neonatal Intensive Care Unit." *Young Exceptional Children* 3(2) 21-26

Hoie, J. & Millard-Hoie, J. (2001) "Lessons From Our Life With Matt" In K. Schive & S. Klein (Eds.), *You Will Dream New Dreams: Inspiring Personal Stories by Parents of Children with Disabilities*. New York: Kensington Publishing Corporation.

Hurth, J. & Goff, P. (2002). Assuring the family's role on the early intervention team: Explaining rights and safeguards. (2nd Ed.). National Early Childhood Technical Assistance Center (NECTAC). UNC-CH, Chapel Hill, NC

Landy & Menna (2006a) *Enhancing parents' interactions with infants and young children. Early Intervention with Multi-Risk Families*. Baltimore: Brookes Publishing, pp. 295-320.

Landy & Menna (2006b) *Enhancing parenting knowledge and encouraging positive attribution of the child. Early Intervention with Multi-Risk Families*. Baltimore: Brookes Publishing, pp. 345-369

LaRocco, D. & Bruns D. (2005) "Advocacy is Only a Phone Call Away: Strategies to Make a Difference on Behalf of Children and Their Families." *Young Exceptional Children* 8(4) 11-18

Lyman, R. D., Njoroge, W. F. M., & Willis, D. W. (2007). Early childhood psychosocial screening in culturally diverse populations. *Zero to Three*, 27(5), 46-54.

Lytel, J., Lopez-Garcia, J., & Stacey, P. (2008). Listening to parents. *Zero to Three, March*, 46-52.

McCormick, K. M., Stricklin, S., Nowak, T. M., Rous, B. (2008). Using Eco-Mapping to understand family strengths and resources. *Young Exceptional Children*, 11(2), 17-28.

McHugh, M. (2003). "Someone to talk to" In *Special Siblings*, Baltimore: Paul Brookes Publishing. (pp. 129-143).

Mitchell, L. & Philibert, D. (2002). "Family, Professional, and Political Advocacy: Rights and Responsibilities." *Young Exceptional Children*, 5 (4), 11-18.

Motz, M. Leslie, M., DeMarchi, G. (2007). Breaking the cycle: Using a relational approach to address the impact of maternal substance use on regulation and attachment in children.

NICHCY, Children with Disabilities: Understanding Sibling Issues.

Pruett, K. (1997) "How Men and Children Affect Each Other's Development." *Zero to Three* 18 (1) 3-11

Small (1998). Other parents, other ways. *Our Babies, Ourselves: How Biology and Culture Shape the Way We Parent*. Random House Publishing. Pages 71-108.

Swedeen, B. (2001) "Birth to Three Transition: One Family's Story" *Young Exceptional Children* 4(2) 12-14.

Turnbull, A.P., et al. (2007). "Family Supports and Services in Early Intervention: A Bold Vision" *Journal of Early Intervention* 29 (3), 187-206

Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2006). *Families, Professionals, and Exceptionality*. Columbus, OH: Pearson. Chapters 2, 3, 8, 13 ** ON RESERVE **

Welch, G. L., & Mullins, S. M. (2007). Special issues in child care: Supporting infants prenatally exposed to drugs and alcohol. *Zero to Three*, 27(4), 26-35.

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. You can contact:

UO Bias Response Team: 346-1139 or <http://darkwing.uoregon.edu/~brt/>

UO Conflict Resolution Services 346-0617 or <http://darkwing.uoregon.edu/~crs/>

UO Affirmative Action and Equal Opportunity 346-3123 or <http://aao.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<http://education.uoregon.edu/feature.htm?id=399>) or enter search: student grievance.

Inclement Weather Policy

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be

posted on the UO main homepage (in the “News” section) at <http://www.uoregon.edu>. College of Education students should contact their program department for further information.
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Assignments

1. Blackboard Reading Discussions.

Students will be expected to participate in either in-class or blackboard discussion related to required readings or to reflect on classroom topics. Specific expectations for posting commentary on Blackboard will be provided when you log-on to Blackboard.

2. Prejudice Reflection Paper.

Have you been in a situation where your own prejudice (regarding age, race, social class, gender, disability, sexual orientation, religion, etc.) caused an individual or a group to experience discomfort? Maybe you didn't say or do anything directly or intentionally. Perhaps you made a comment that reflected your prejudice, made an assumption about someone that you later realized was inaccurate, made a joke behind someone's back, or didn't speak up to protect someone who was vulnerable. In 1-2 pages double-spaced, write about a time or situation in your life where this has happened. Looking back at this situation now, what have you learned about yourself and/or others? How does this knowledge impact the work you do with and for children and families now?

This assignment is meant for you to look deep inside of yourself, to take some time and reflect on something you may have done or said that made another fellow human being feel inferior. We realize that this assignment is highly personal and may be uncomfortable for many, but we feel that your story will provide insight into the lives of families in early intervention and those who are at risk who may be experiencing this kind of oppression.

3. Midterm Reflection on Work with Families

The midterm will consist of questions related to families and the 1st part of the Spirit Catches You.

4. “A Family’s Experience” “Adopt a Student”.

This experience provides an opportunity for you to spend some time with a family who has a child with a disability, and get a feeling for the day-to-day demands of parenting a child with special needs that may be above and beyond the already challenging job of parenthood. You should have 4 contacts with the family across the term (one should be completed prior to the term beginning).

Journal Entries (3)

After each visit you will be asked to write a journal entry. Reflect on questions such as: What were your feelings prior to meeting the family? What were your feelings after meeting the family? Did your visit match your expectations? Did this experience change your view of families of children with disabilities (Why or why not)? What types of resources, concerns or priorities did the family identify during your conversations? **Journal entries should be approximately 1 page.**

4. Final Project

The final project involves gathering information from the family to help determine their resources, priorities and concerns. For this project, you will use both a formal measure (the

Family Interest Survey) as well as informal conversations with your adoptive family to determine the focus of your final project. Once you and your adoptive family have identified a priority interest (s), your mission is to design a resource that will be helpful to your family.

Final Project Write Up (2-3 pages)

Include the following in your write-up:

- 1) A discussion of the family assessment process. Describe the process involved in identifying the final project. Was it easy or challenging to identify this family's priorities, resources and concerns? Why? Discuss the benefits, challenges and potential issues with gathering family information (see Turnbull et. al, 2007 and Banks et. al., 2003).
- 2) Write one or two family outcomes that were identified during the assessment process.
- 3) A reflection on how the project was received when you presented it to the family.

Letter

Write a letter or card to your family, thanking them and letting them know what you learned from them that will help you in your future work as an early interventionist.

Projects will be graded on the following criteria:

- Utility (i.e., usability, usefulness)
- Promotion of family involvement
- Comprehensiveness
- Significance for families

Grades

Participation and active involvement in class discussions are critical. Students are required to attend each class. Please contact one of the instructors by phone, email, or written note if you are going to be absent.

Grade Breakdown:

Class Participation	20 points
Blackboard Discussion	60 points (6 @ 10 points)
Prejudice Reflection Paper	15 points
Midterm Exam	25 points
Practicum journal entries	30 points (3 @ 10 points)
Final Project	25 points
<u>Final Project Write Up/Letter</u>	<u>25 points</u>
Total	200 points

Assignments:

Late Assignments:

Assignments turned in after the due date will be marked down by 10% of their point total (e.g., a 10 point assignment would have one point deducted). Assignments turned in later than a week past the due date or more will be marked down by 20%.

Written Assignments:

Form (i.e., grammar, spelling and clarity of responses) will be considered when grading written products.

Grading: (+/- will be given at the discretion of the instructor)

Grade	Percentages
A	90 or above
B	80-89.9
C	79.9 or below (no pass)

Grades of incomplete will only be given if the student has satisfactorily completed at least 50% of the course requirements and made a written agreement with the instructor about what they need to do to complete the course, prior to the day grades are due for the term.

Date	Topic (s)	Speaker (s) Panel Presenters	Reading (s) for Class	Due Today
Class #1 January 8	Introduction to Families. History of Family Involvement	Liz & Erin		Contract between adoptive family and student.
Class #2 January 15	Families Experiences Family Assessment & Family Outcomes	Parent Panel Liz & Erin	(Packet) Bailey et al. Measuring family outcomes (Packet) McCormick et al. Using Eco-Mapping.... (Packet) Banks, Santos & Roof; Discovering Family Concerns, Priorities and Resources: Sensitive Family Information Gathering. (Packet) Turnbull et al (2007). Family Supports and Services in Early Intervention: A Bold Vision.	Journal Entry #1 (based on Fall term visit) 2 nd visit with family scheduled (or completed). Discuss project ideas with family. Log-on to Blackboard
Class #3 January 22	Advocacy Theoretical Models for working with Families	Edith Baumgart, Willamette Family Treatment Erin	(Packet) LaRocco & Bruns; Advocacy is only a phone call away. (Packet) Landy & Menna Chapter 12 (Reserve) Turnbull Chapters 2 and 3 (Packet). Mitchell & Philbert; Family, Professional and Political Advocacy.	Prejudice Paper Due Make Appointment with Erin or Liz to discuss Final Project concept ideas Blackboard Discussion #1
Class #4 January 29	Listening/Professional Boundaries (1:15-2:45) Federal, State, Local Resources	Sharon Gazarra (Direction Services Counseling Center) Liz	(Packet) Barnett et. al. Building New Dreams. (Packet) Foley: Parent-Professional Relationships: Finding an Optimal Distance (Packet) Fialka, J. The dance of partnership: Why do my feet hurt? (Reserve) Turnbull Chapter 8	Journal Entry #2 3 rd visit with family scheduled (or completed) Blackboard Discussion #2

			(Packet) Gallagher et al Working with Families; Rethinking Denial	
Class #5 Feb 5	Cultural Considerations Spirit Discussion Fathers	Liz & Erin Fathers Network Video	(Packet) Small Our Babies, Ourselves, pp 71 - 108 (Packet) Lyman et al. Early childhood psychosocial screening (Packet) Pruett, K How men and children affect each other's development.	Spirit, Chapters 1-11 Journal Entry #3
Class #6 Feb 12	Circle of Security; Mental Health interventions Infant Mental Health	Kevin Burns Liz & Erin	(Packet) Landy & Menna Chapter 10 (on Reserve) Landy & Menna Chapter 11 (Packet) Cardone et al. Know yourself (Packet) Foley & Hochman Programs, parents and practitioners....	Midterm Due Blackboard Discussion #3
Class #7 Feb 19	Including Parents in the Process Children with Multiple Disabilities: Effect on Family Systems	Liz & Erin Little Man	(Packet) Lytel et al. Listening to parents (Packet) Hurth & Goff; Assuring the family's role on the early intervention team. (Packet) Hadden; The Long Anticipated Day:...	Final Project and Letter to Family
Class #8	Family Members	Panel	(Packet) McHugh Special Siblings (Packet) NICHCY News Digest; Children	<i>Final projects will be returned</i>

Feb 26	Behavioral Resources	Erin	with disabilities: Understanding Sibling Issues. (Packet) CEC; Siblings of children with disabilities (Reserve) Turnbull Chapter 13	<i>with feedback for changes, if needed</i> Blackboard Discussion #4
Class #9 March 5	Family Early Advocacy and Training (FEAT) Project Grief/Loss and Transitions	Julie Tjaden, FEAT Family Advocates Liz	(Packet) Sweden; Birth to Three Transition: One Family's Story (Packet) Motz et al. Breaking the cycle.... (Packet) Welch & Mullins Special issues in childcare: Supporting infants prenatally exposed...	Revisions to Final Projects (if needed). 4th visit with family scheduled or completed. During this visit you should present your completed project and thank-you letter to your family. Blackboard Discussion #5
Class #10 March 12	Cultural Considerations: Spirit discussion: Part 2. Professional Pitfalls	Liz and Erin Judy Newman, Val Taylor-Close, ECCARES Co-Directors	(Packet) Hoie & Millard-Hoie; Lesson from our life with Matt)	Spirit Catches You Completed Blackboard Discussion #6 – related to <i>The spirit catches you....</i> Final Project Write-Up