

**University of Maryland**  
**Department of Special Education**  
**Spring, 2018**

**EDSP 433: Families and Culture in Early Intervention (Birth-5)**

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Class Time:    Wednesday, 10:00-12:00                      Room: 2101  
Office Hours: Wednesday, 12:00 - 1:00; Other times by appointment

**Purpose:** The purpose of this course is to provide students with the skills and information they need to work effectively with families of young children (birth to age 5) who have or are at risk for disabilities in early childhood or early intervention programs. Students will review current local, state and federal policies establishing the rights of families of infants and young children with disabilities to participate in decision making for their child. We will discuss relevant theoretical and research literature as well as the cultural and contextual issues involved in working with families of very young children. Students will become aware of the issues facing families as their children are being evaluated and diagnosed as well as what happens as they begin to navigate the service system. The course will focus on practical strategies they can use to support families, provide "family-centered" early intervention services, and effectively manage potential conflicts. They will also learn to interview families so they can gather the information they need to identify family priorities and concerns, provide service coordination, develop IFSPs and participate in IEP and IFSP meetings. Includes field experiences.

**Objectives/Competencies**

Students will be:

1. Familiar with the rights of families of infants, toddlers and young children (birth to age 5) with disabilities established under IDEA; (CEC6, NAEYC 2,6; InTASK 9)
2. Familiar with issues involved in working with families from of young children (birth to age 5) from diverse cultural background; (CEC7; NAEYC 2)
3. Understands the challenges experienced by families of infants and young children when their child is first diagnosed with a disability; (NAEYC 2)
4. Familiar with theoretical perspectives focused on families of infants and young children; (NAEYC 2)

5. Able to sensitively participate in interviews and conversations with families to identify the needs of families of infants and young children with disabilities (e.g., active listening, clarifying, self reflection, etc) and use evidence based practices (e.g. Routines Based Interviews) to conduct these interviews and gather information from families; (CEC 4, 7; NAEYC 2, 3; InTask 10)
6. Demonstrate specific skills in developing relationships with families; (CEC 7, NAEYC 2; InTask 10)
7. Familiar with strategies for advocating for; negotiating with families and resolving conflicts; (CEC 6; NAEYC 2; InTASK, 9, 10)
8. Familiar with techniques for conducting home visits and providing service coordination for families of infants and toddlers; (NAEYC 2; CEC 6; InTASK 9,10)
9. Familiar with local resources available to support families of infants and toddlers; (NAEYC 2; CEC 7; InTASK 9,10)
10. Familiar with ways to provide individual and group support to families of infants and toddlers; (NAEYC 2; CEC 6, InTASK 9, 10)
11. Able to support family participation in IEP and IFSP meetings as well as work collaboratively with families to develop Individual Family Service Plans; (CEC 5; NAEYC 6; InTASK 9,10)
12. Familiar with special issues facing families with multiple problems. (NAEYC 2; InTASK 10)

### ***Required Books***

Turnbull, A., Turnbull, R., Erwin, E., Soodak, L. & Shogren, K.E. (2015). *Families, Professionals, and Exceptionality: Positive Outcomes through Partnerships and Trust* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Fadiman, A. (1997). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus & Giroux

Other readings are available through ELMS at: <https://elms.umd.edu/> and/or will be distributed in class.

### ***Course Requirements***

All written assignments must be typed, grammatically correct, and submitted in a timely manner. Points will be deducted for unexcused late assignments.

#### **I. Interview I: General Family Interview (42 points)**

Each student is required to identify a family of a child who has or is at risk for disabilities. The child must be between birth and five years of age and the family should be *from a culture different than your own*. *Your interview should be conducted in two parts and may require more than one meeting with the family.*

This interview must be an open-ended, general family interview and must be audio-recorded. The purpose of this interview is to learn about the process the family went through as they learned about their child's special needs and went through the process of obtaining services for them. An interview guide will be distributed in class to guide you through this process. ***DO NOT conduct this interview without attending the class regarding communication and interviewing and going through the interview guide.*** This interview should be audio-recorded and a copy of the audio-recording should be made available to me upon request. Five points will automatically be deducted from your grade if you miss the associated lecture without a doctor's note.

General Family Interview summary should include:

- Description of the child (child's age; description of the factors that place this child's development at risk; medical history; diagnosis if he/she has one; current developmental functioning in each domain; family descriptions of child's strengths and needs) (5 points);
  - Description of the family (including cultural background and how it is different from your own, family structure; number of people in the family; who lives in the house; number and age of siblings) (5 points);
  - Describe the services the child is currently receiving and any services they are seeking (3 points);
  - Description of family's experience with service providers (e.g, medical professionals, therapists, day care providers, school or program professionals) (5 points);
  - Family strengths, concerns, priorities that emerge during the interview (7 points);
  - Your impressions of the ways the family has been affected at multiple levels of the system (this should be tied to the theoretical models we discuss in class) (7 points);
  - Critique your own interview style (based on listening to your own recording of the interview). In your critique consider the things we discuss in class (e.g. how you asked questions and prompted at appropriate times to encourage the family to further elaborate, the extent to which you used active listening and other strategies learned in class) and what you would like to work on to improve your interview skills in the future. (10 points).ok
2. ***Interview II: Routines Based Interview (38 points)*** Using the Routines Based Interview (RBI) that we discuss in class, interview the same family about their family routines and their priorities and concerns. Using this process, have the family identify their priorities for support and assistance. Five points will automatically be deducted from your grade if you miss the associated lecture without a doctor's note. A copy of your general family interview paper

MUST be attached to your RBI summary and include:

- a. A description of the family's daily and weekend routines, a description of the family's perception of these routines; and how the child's disabilities influence these routines (10 points);
- b. A description of the priorities and concerns expressed by the family member during (this should include a summary of priorities and concerns expressed during BOTH interviews (10 points);
- c. Three goals that might be appropriate for service providers to address with the family and which might be included in an IFSP and how they are connected to the priorities and concerns identified by the family during BOTH interviews (10 points);
- d. Personal reflections about your reactions/impressions about the interview, what you learned from it and what you would like to improve in the future (8 points).

3. **Legal Scenarios** – (25 points)

Using the resources you have been provided in class, please answer the following questions in a 3-5 page paper.

Understanding Parental Rights According to IDEA

1. *A parent asked in writing for a special education evaluation four months ago. He has not heard anything from the local school system (LSS). What is wrong with this and what should the parent do?*
2. *A parent is given a week's notice of an IEP meeting, to last 30 minutes, which will be held at the school. She is also sent a list of IEP goals, which will be discussed. What is wrong with this picture and what can the parent do about it? What are her options for changing the format of the meeting?*
3. *A parent is told that her son may have a learning disability because a test showed a discrepancy between his reading score and the grade level cut off score. She did approve the evaluation, which included this test and many other measures. What else should she be asking for in determining whether a learning disability exists?*
4. *The IEP team determines that a child has a behavior disorder and tells the parent that he should get a psychiatric evaluation for the child and ask his insurance company to pay for this. How should the parent respond to this situation?*
5. *A parent believes that his child, who already has an IEP, could perform better in academic subjects if he had access to certain assistive technology. What should the parent do about this?*

6. *A parent wants certain functional IEP goals for her 6 year old with a severe disability such as playing with peers without disabilities during recess and physical education. Is this appropriate and what should she do?*
  7. *A child with an IEP has been suspended for 2 weeks for cursing at a teacher and overturning a desk. What is wrong with this and what should the parent do to make sure IDEA disciplinary procedures are followed?*
  8. *A parent wants the LSS to pay for his child to go to private school. He currently has an IEP and is receiving services in his home school. What must the parent do to have any chance of the school paying for private school tuition? When does the school typically not have to consider this?*
  9. *In an IEP meeting the parents of a child ask to see research based instructional strategies that the team plans to use to meet certain IEP goals. Is this allowable and what must the team do?*
  10. *A parent asks to see his child's school records. When and how must the school respond to this request?*
  11. *A regular education teacher refers a student for evaluation to the IEP team at her grade level because the student does not speak English. What must the team do in this case?*
  12. *A parent whose child is being toilet trained as part of an IEP goal wants Extended School Year (ESY) services so that the toilet training program can continue. Is this allowable and what must the parent do?*
  13. *The LSS wants a child with multiple disabilities to attend a special school for students with severe disabilities. The parents find out about this at their first IEP meeting. What should the parents do about this during and after the meeting?*
  14. *What are the steps that a parent must take to ensure that his child, whom he believes has ADHD, receives support in school either through an IEP or a Section 504 plan?*
4. **FINAL: Family Presentation.** (25 points)

Each student is required to make a brief oral presentation about the family they interviewed (10 minutes). Themes emerging from both Part A and Part B should be ***synthesized***. The presentation should include a description of:

- a. The child and family (tell us who they are; what the family structure is; describe child's disability)
- b. Issues raised by the family,
- c. The families priorities and concerns and needs (emerging from BOTH interviews)

- d. Themes that emerged from family interviews
- e. Routines that the family found difficult or stressful
- f. Local, state and national resources that might benefit the family;
- g. Suggestions about ways in which service providers might effectively support the family.

*Come to class prepared to describe family and work with group to identify common themes*

### **5. Topical Presentation – (25 points)**

Students must identify a partner and sign up to make a 20 minute oral class presentation summarizing literature on one of the following topics that are particularly pertinent to families of infants and young children. Each presentation must include a power-point presentation on the topic and a list of 5 or more references regarding this topic. Power-point presentations must be made available to your classmates and the instructors. Topic choices include:

- Family Quality of Life;
- Family Resiliency;
- Making Transitions between Part C and Part B;
- Needs of Siblings,
- Families and Communities
- Families with Multiple Needs (e.g., disability/poverty/adolescent parents)

*Each presentation should include:*

- a) Overview of the topic and its importance for working with families;
- b) Description of relevant theories and research related to this area;
- c) Implications for intervention and strategies to support families in each of these areas (and corresponding evidence).
- d) References

Grades will be based on the extent to which the information presented covers all of the above points and is ground in recent literature.

### **6. Book Review and Reflection (25 points)**

Students are expected to complete 3-5 page review and reflection on the assigned book (Fadiman). Book reflections should describe:

1. Basic story – major characters; beginning, middle, end of story
2. How the theoretical and conceptual perspectives discussed in class (Systems theory, life-span theory, Bronfenbrenner's Bio-ecological theory, etc) apply to this story,
3. Cultural factors that influenced what happened to this family
4. Ways in which professionals were supportive and/or created stress (what did they do that was helpful and what did they do that was damaging or could be improved?)
5. What lessons can you take from this story that might influence how you engage with families?
6. Personal reflections (e.g. reactions to characters, situation, racial/ethnic issues in the book, impact of the service delivery system)

### 7. **Class Participation** (30 points)

All students are required to attend class every week, come to class having completed assigned readings and any activities assigned in class and to participate in class discussions. All classes are required and points may be deducted for unexcused absences. In addition, certain class sessions are designated as major scheduled grading events and require written signed documentation from a health care professional. These sessions are starred in the class schedule.

### 7. **Completion of Field Placement Requirements** (10 points)

The field placement is connected to your learning in every course and critical to your development as a teacher. You will be evaluated on the following components of the field placement:

- **Attendance** (as recorded on the attendance log signed by your mentor and submitted at the end of the semester)
- **Record-Keeping** (timely submission of all required paperwork related to field placements, including field placement agreement, attendance log, placement information form, student evaluations of placement, etc.)
- **Mentor Evaluations** (scores on final evaluation completed by Mentor)
- **Reflections** (3-5 reflections assigned by and submitted to seminar professor)
- **Field Placement Seminar** (attendance and participation in two seminars throughout the semester. Dates TBA.)

### **Course Grading**

<b>Class Assignment</b>	<b>Total Points</b>	<b>Due Date</b>
General Interview	42	
RBI Interview	38	
Legal Scenarios	25	
Family Presentation	25	
Topical Presentation	25	
Book Review and Reflection	25	
Class Participation	30	
Field Placement Participation	10	
<b>TOTAL</b>	<b>220</b>	

### **University Class Policies**

As a student, you have the responsibility to be familiar with and uphold the *Code of Academic Integrity* and the *Code of Conduct*, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in academic courses: <http://ugst.umd.edu/courserelatedpolicies.html>. Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

**Academic integrity:** The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

**Special needs:** If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

**Religious observances:** The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

**Missed single class due to illness:** Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.\*

**Major scheduled grading events:** Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be

supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

**Non-consecutive, medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

**Non-medical excused absences:** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

## Class Schedule 2017

Week	Topics	Readings and Due Dates
1-24	Introduction to Class Family Rights under Part C and Part B of IDEA	MDLC Special Education Rights <a href="http://www.disabilityrightsmd.org/wp-content/uploads/2013/07/Special-Education-handbook-rev-July-2013-final.pdf">http://www.disabilityrightsmd.org/wp-content/uploads/2013/07/Special-Education-handbook-rev-July-2013-final.pdf</a> <a href="http://cte.jhu.edu/courses/ifsp/">http://cte.jhu.edu/courses/ifsp/</a> (Legal requirements)  Turnbull, et. Al, (Chpt 1)
1-31	Developing Relationships with Families	Turnbull, et al. (Chapter 5,7)
2-7**	Gathering information: Communication and Interviewing	Turnbull, et al. (Chapter 8)
2-14	Family Perspective	Guest speaker – Jennifer Stepanek
2-21	Functional outcomes and IFSPs	Turnbull, et al. (Chapters 9, 10) Developing and Implementing IFSPs : <a href="http://cte.jhu.edu/courses/ifsp/">http://cte.jhu.edu/courses/ifsp/</a> Washington Family and Brianna Interview
2-28**	Gathering information: Routines Based Interviews and Intervention	McWilliams, R. Routine-Based Intervention <a href="http://naturalenvironments.blogspot.com/search/label/Routines-Based%20Model">http://naturalenvironments.blogspot.com/search/label/Routines-Based%20Model</a>
3-7	The Family Experience	Guest Speaker: Ellen Moore
3-14	Theoretical Perspectives: Family Systems; Life Span Issues; Coping, Well-Being, Stress, Support	Turnbull, et al. (Chapters 2-4)
3-21	Spring Break!!	
3-28	Legal Rights Under IDEA/IFSP	<b>DUE: Legal Scenarios</b> Turnbull, et al (Chapter 6) <b>DUE: Book Reviews</b>
4-4	Work time for Topic Presentations	
4-11	Diversity	Lea, "You don't know me like that" Guest speaker: Tina Cruz-Hubbard <b>DUE: Family Interview Paper</b>
4-18	Conflict Resolution	
4-25**	Topical Presentations	<b>DUE: Powerpoints</b>
5-2	PLACEMENT IMMERSION WEEK	
5-9**	FINAL: Family presentations	<b>DUE: Family Presentation Powerpoints</b>

## **Readings**

Additional readings will be posted on Blackboard and may be assigned throughout the class. In addition to chapters in Fadiman as indicated in the class schedule, all students are expected to come to class having read the following assigned readings:

- Special Education Rights: <http://www.disabilityrightsmd.org/wp-content/uploads/2013/07/Special-Ed-handbook-rev-July-2013-final.pdf>
- Developing and Implementing IFSPs : <http://cte.jhu.edu/courses/ifsp/>
- <http://naturalenvironments.blogspot.com/search/label/Routines-Based%20Model>
- Lea, D. (2006) 'You Don't Know Me Like That': Patterns of disconnect between adolescent mothers of children with disabilities and their early interventionists. *Journal of Early Intervention*, 28, (4), 264- 282.

## **Student Notices**

### Use of Electronic Devices:

- All students are expected to turn off or silence cell phones during class, unless they receive special permission for unusual circumstances.
- Use of the Internet is not permitted except in circumstances as authorized by the instructor.
- Students may not send text or email messages during class
- Students may be asked to refrain from use of laptop computers at the instructor's discretion

NOTE: Points WILL be deducted for unauthorized use of cell phones, text messages, laptops or Internet during class. Instructors reserve the right to ask all students to put away laptops or phones