

 <b>UNIVERSITY of DENVER</b> MORGRIDGE COLLEGE OF EDUCATION		<b>Child, Family, and School Psychology          Department of Teaching and Learning</b>	
Instructor	Office	Communications	Office Hours
Darcy Hutchins, PhD,	N/A	<a href="mailto:Hutchins_d@cde.state.co.us">Hutchins_d@cde.state.co.us</a> C: 303-562-8175	By Appointment

**FAMILY-SCHOOL PARTNERING AND CONSULTATION**  
**CFSP 4330, Section 1 – Spring, 2018 - 3 Credits**  
**Time: Mondays 4:00 – 6:30pm Room: KRH 408**

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**NASP Standards Met:** 2.1; 2.2; 2.5; 2.6; 2.7; 2.10  
**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**

The acronym *FSP* will be used for family-school partnering throughout the syllabus. By the end of the course, students will demonstrate the ability to:

- Understand legal mandates, theoretical principles, and empirical evidence pertaining to effective family-school partnering and collaboration.
- Gain knowledge of effective collaborative partnering and collaboration processes and practices within a multi-tiered service framework.
- Recognize personal and structural factors that can impede or enhance successful partnerships with families from diverse cultural, compositional, socioeconomic, and linguistic backgrounds.
- Further develop family-centered listening, teaming, collaborative problem-solving, and conflict resolution skills.
- Engage in systematic, data-based decision making and identification of family services, supports, and interventions to promote family-school-community partnering that can foster students' success.
- Learn about national, regional, and local informational, instructional, emotional, instrumental, and advocacy family support programs and resources.
- Collaboratively consult on the development of a family-school-community partnering project.

## **REQUIRED TEXTS & READINGS**

Constantino, S. M. (2016). *Engage every family: Five simple principles*. Thousand Oaks, CA: Corwin Press.  
 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.

Other required weekly readings are noted on the syllabi and posted on Canvas.

### **Highly Recommended**

Christenson, S.L., & Reschly, A. (2010). *Handbook of school-family partnerships*. New York: Routledge.

Miller-Marsh, M. & Turner-Vorbeck, T. (2010). *(Mis)understanding families: Learning from real families in our schools*. New York, NY: Teachers College Press.

Other recommended websites, resources, and texts are noted at the end of this syllabi, at the end of each chapter in Lines, Miller & Arthur-Stanley (2011), and throughout the course.

### **Writing Resources**

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6<sup>th</sup> Edition*. Washington, D.C.: American Psychological Association.

Houghton, P.M., & Houghton, T. J. (2009). *APA: The easy way! (2nd ed.)*. Flint, MI: Baker College.

Strunk, W., & White, E. B. (2000). *The elements of style*. New York: Longman.

*The University Writing Program - Shopneck Writing Center* [www.du.edu/writing/writingcenter/](http://www.du.edu/writing/writingcenter/)  
 Location: Anderson Academic Commons 280 Email: [wrc@du.edu](mailto:wrc@du.edu) Phone: 303-871-7456  
 Hours: Monday-Sunday, morning to evening hours, first day of classes through the second day of finals  
 Objective: During a free 45-minute collaborative consultation, we can help with any writing assignment or project at any stage, from brainstorming to final revisions. Please call to make appointments and specify if you would like an undergraduate or graduate-level consultant.

## **UNIVERSITY ACADEMIC POLICIES**

### **Academic Integrity**

All students, staff, faculty, and administrators, as members of the DU community, are expected to assume and uphold standards of conduct that embody the values of integrity, respect, and responsibility, defined as:

- *Integrity: Acting in an honest and ethical manner;*
- *Respect: Honoring differences in people, ideas, and opinions;*
- *Responsibility: Accepting ownership for one's own conduct.*

Please review the DU Honor Code & Student Conduct Policies and Procedures which outline expectations and measures associated with violations and misconduct at [www.du.edu/honorcode](http://www.du.edu/honorcode) and [www.du.edu/ccs](http://www.du.edu/ccs), respectively.

### **Dis/Ability Access**

The University of Denver is committed to equal access and participation for all persons, including those with disabilities, in academic and other university sponsored programs. Students who have a disability/medical issue protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and who wish to request accommodations, please make an appointment with the Disability Services Program (DPS), located on the 4th floor of Kathryn Ruffatto Hall, or call 303.871. 2372/ 2278/ 7432. Procedures for arranging accommodations are included in the "*Handbook for Students with Disabilities*," which is also available online at:

<http://www.du.edu/studentlife/disability/dsp/documents/StudentHandbook13-14.pdf> and through the Learning Effectiveness Program or the Office of the ADA Coordinator <http://www.du.edu/hr/ada.html>.

### **Family Educational Records Privacy Act (FERPA)**

The University of Denver is committed to the safeguarding and accurate maintenance of student records as outlined in The Family Educational Rights and Privacy Act (FERPA) of 1974. You have the right to view any educational records regarding yourself; similarly, you have the right for the privacy of those records to be respected. Assignments and comments are returned to you via your CFSP file folder. If you prefer another method to return assignments, please let me know and we will make other arrangements. Occasionally, students need to release part or all of their student record(s) to third parties such as attorneys or employers. The University of Denver will not release student records without written consent. Please see Notification to Students of Educational Records and Student Information Rights and Policies ([http://www.du.edu/registrar/media/documents/ferpa\\_student.pdf](http://www.du.edu/registrar/media/documents/ferpa_student.pdf)) or contact Office of the Registrar at 303.871.4300 for more information.

## **PROFESSIONAL EXPECTATIONS & POLICIES**

### **Attendance**

All students are expected to attend all class sessions and to arrive on time and ready to engage professionally with peers. Class attendance is highly valued and a critical component of this course. Absences result in a reduction in competence since there is no way to recreate class discussions or group peer interactions. If a student misses 15 minutes of class, it is counted as a tardy. Two tardies will be counted as an absence. Students are only allowed one absence from class. A second absence during a 10-week quarter, no matter what the cause, will lead to a one-letter-grade reduction. If a third class is missed, students will receive a C+ or lower and may need to retake the class. There are no exceptions to this rule.

If a class must be missed, students should contact the instructor prior to the class session. In the case of an emergency in which prior notification is impossible, the student should contact the instructor as soon as possible via a text, phone call, or an email and confirm receipt. It is the student's responsibility to gather missed course content. Attending class through remote access does not count as attendance, except for the most extreme personal or family reasons. Students are responsible for obtaining instructor permission to Skype into or tape a class and for arranging with a peer to get this done. *During severe weather conditions, also be sure to check the University Weather Line for information at 303-871-3747 which is typically updated daily by 3 pm.*

### **Professional Engagement**

All students are expected to engage in professional behaviors as outlined in the NASP Principles for Professional Ethics and APA Code of Conduct and to participate fully in class activities and discussions. Professional engagement in and out of class is essential for developing a professional identity and collaborative sense of responsibility towards others. Active listening and participation are extremely important to help integrate and understand different perspectives on the varied topics and controversial issues facing our field. It is expected that students will come to all classes and to outside professional commitments ready to engage in deep discussions of assigned readings and activities. Professional engagement also means that you are NOT multi-tasking or engaged in distracting behaviors, such as personal texting, phoning, answering emails, surfing the web, unrelated talking, etc. *This class utilizes a no-laptop policy to promote optimal student learning* (Mueller & Oppenheimer, 2014).

### **Fostering Brave Spaces In & Out of Class**

Environments where people can share and discuss relevant personal and case information are critical to learning. The following guidelines are based on suggestions from the DU Center for Multicultural Excellence and the concept of 'Brave Spaces' (Arao & Clements, 2013) and apply both in and out of class and to all forms of interpersonal and social media communication.

1. **Be Respectful.** Classrooms that ‘feel good’ are ones in which all members treat each other with respect so that the broadest range of viewpoints can be heard. This means that open and honest dialogue is encouraged, including challenges of other’s views in a respectful manner. Name-calling, accusations, verbal attacks, sarcasm, or other negative exchanges are counter-productive to successful teaching and learning.
2. **Generate Greater Understanding.** Everyone has ideas they should feel comfortable sharing in class. The purpose of class discussion is to generate a deeper understanding and appreciation of unfamiliar topics. This is accomplished by integrating one’s own prior knowledge with other’s viewpoints, especially those dissimilar from your own and asking questions as long as the purpose is to seek clarification or understanding of another’s ideas. It is never OK to demean any opinions that differ from one’s own.
3. **Agree to Understand Sources of Disagreement.** The purpose of dialogue and debate is to reach higher levels of learning by examining different viewpoints and opinions in ways that promote insight as opposed to defensiveness. Learning is fostered when disagreements or conflict is recognized and handled respectfully and actively by trying to truly understand differences and similarities behind what is being communicated. This does not require reaching a consensus or convincing another to take a different viewpoint.
4. **Own Your Impact on Others.** Participation is facilitated when classmates take responsibility to share the emotional impact that some topics and opinions produce. The goal is to ensure everyone’s voice can be heard. In order to cultivate a greater understanding of each other’s perspectives, both the sender and the receiver must feel free to express, reflect upon, explore, and recognize the implications and impact of one’s point of view. Participation is not fostered by ‘grandstanding’ to make a point or when there is uneven participation.
5. **Person First Language.** In our field, persons are respected for who they are, not the labels they may have. This typically means we use person first language (i.e., “a child with a disability, a child with attention difficulties - versus - a disabled child or an ADHD kid”). However, it also is important to recognize that we all are ‘neuro-diverse’ learners and that some people prefer to be labeled by their neurodevelopmental or other medical condition.

### **Self-Disclosure & Confidentiality**

Sharing feelings and opinions is a critical part of one’s professional growth but it is not uncommon for people in our profession to feel uncomfortable with self-disclosure, even though as school psychologists we ask others to do so all the time. Please know that students can choose what to share and that they will never be graded on the level of self-disclosure. DU/Pioneers Cares is an additional resource to provide access to supportive counseling or access to other on campus resources if needed during your program.

In addition, enrollment in this program carries with it the expected professional ethical responsibility to maintain strict confidentiality of all shared peer, client, or school or community site information. Respecting confidentiality is a critical aspect of becoming a professional in this field. In class or in any written assignment or report, please use pseudo names and de-identify information about individual clients or settings. Out of class, only discuss information with peers and others who have a need to know and only when confidentiality can be maintained. Also, be assured confidential reports are only sent via a class designated secure website.

### **Communication**

The instructor and TA will do their best to reply to all emails within 48 hours during weekdays. Emails sent after 5 PM on Fridays or on holidays may not be addressed until the following work day. Please do not send duplicate “reminder” emails until 48 hours have passed since your initial inquiry. Students are responsible for checking their University of Denver email account as well as Canvas for coursework correspondence. Please use good judgement when sending emails or texts and deciding if the information is better discussed face-to-face. If your question or issue is of interest to all, it is fine to add a class-wide post to Canvas. For all other personal inquiries or issues, please feel free to visit during office hours or set another time to meet. If

the matter is urgent, please feel free to call and leave a cell phone message indicating the best method and time to get back to you.

### **COURSE REQUIREMENTS**

Course requirements are described below. Assignments and scoring rubrics follow.

#### **Class Participation (Nine sessions @ 5 points each = 45 points)**

Class participation and attendance is recorded since sharing experiences and consulting with peers is a core aspect of this seminar. Please come to class fully prepared to collaborate, having read all assigned readings and completed all required activities. For any absence, please notify the instructor as soon as possible in advance. A missed class will lead to a deduction of the designated participation points for that day unless you hand in a one page description of the content for each of the readings and summary of the discussion points covered during the missed class by talking to a peer about the missed class.

#### **Discussion Leader (One article discussion @ 30 points)**

You will be a discussion leader for one week regarding an article selected from the syllabi. As the discussion leader, you will facilitate classmates in discussion of and practical applications of the article. The discussion should be 15-20 minutes in length and should not be a summary of the article. It should include an activity or in-depth discussion questions related to the major concepts or take-aways from the article.

#### **TIPS Homework Example (One example @ 25 points)**

Develop one *Teachers Involve Parents in Schoolwork* (TIPS) interactive homework example using an actual assignment from a teacher and classroom at your field placement or practicum site. Please attach the example and provide a 1 page description of how this assignment was made more “interactive” and how it also reflects critical FSP guidelines. For more information about TIPS, go to: <http://www.csos.jhu.edu/p2000/tips/index.htm>. Please review this website, check out several subject areas, and make one for a level and subject that you are working with or expect to work with in the future.

#### **Case Study Team (Two case studies @ 25 points each = 50 points)**

Case studies are an integral learning approach in this course. You will be assigned to two different case study teams to discuss cases that represent various student/family issues and academic/behavioral challenges. You and several other peers will independently read and then collaboratively work together in class to answer critical questions at the end of the case. Your case study team will then submit a formal written summary of the team’s answer to a set of five questions. Answers must reflect an ecological systems approach and effective family-school partnering and collaboration practices designed within a multi-tiered framework. Higher scores will be given for responses that include relevant citations and resources aligned with this particular case.

#### **Partnering Passion Project (Total = 50 points)**

During the quarter, you and one or two other peers will develop an applied family-school-community ‘*partnering passion project*’ i.e., PPP) your PPP should be something you envision implementing in your practice in the future that is meaningful, relevant, and personally transformative. In addition, your PPP should reflect authoritative and empirically valid FSP theories and best practice concepts and strategies and the final project should be of such professional quality as to be readily applicable in a school, community, or academic setting. You and your partner will develop a resource for your practicum sites related to your passion project such as updating or adding a webpage, handouts, newsletter, etc. and with your field placement supervisor’s permission you will provide this resource to your school communities. All partnering passion projects must be approved by the instructor. **A brief 1-2 page written action plan outlining the proposed project, who will be working on the project, and steps to be undertaken must be posted by Sunday April 8<sup>th</sup>. You will present the passion project and resource to the class on May 21<sup>st</sup> and then post the resource on Canvas by Tuesday May 30<sup>th</sup>.**

Examples of past projects have included:

- Review and summarize the FSP literature on a specific population or topic
- Conduct a system-wide, data-based needs assessment of FSP
- Critique of all site documents for adherence to FSP
- Compare and analyze local, state, or national FSP policies
- Develop a new program for use in your setting to promote FSP
- Prepare several FSP handouts on topics of choice with resources and guidelines
- Submit an article, executive summary, newsletter on FSP for publication
- Outline a FSP professional development or in-service program for a specified audience
- Design a 6-week FSP classroom, small group, or individual family intervention
- Critically evaluate state or national legislative policies on FSP practices
- Create a tool or website to enhance home-school-community communication
- Summarize information obtained from focus groups/interviews on a key FSP topic
- Compile a resource booklet for teachers to improve FSP
- Work with a classroom teacher/school to institute a new FSP program
- Write a grant to begin or evaluate an ongoing evidence-based family support program
- Review available measures used to assess effective FSP practices

On the week of finals, PPP teams will give a 10-15 minute presentation describing the passion behind, the purpose/rational of, the evidence behind (related to at least five critical readings, articles, and resources), and the desired outcomes of the project. The summary should include the following:

- 1) A brief description of the purpose, rational and passion for the project.
- 2) The relevance/need for the project, desired goals and outcomes, targeted stakeholders.
- 3) The theoretical and empirical basis of the project.
- 4) Examples of materials, activities, handouts, etc ... related to the project.

All final written PPP and sharable materials must be posted to Canvas **by 5:00 – Tuesday May 30th and then orally presented to classmates on Monday, May 21st.**

### COURSE EVALUATION

<b>Participation</b>	<b>45 points - 9 sessions @ 5 points for attendance &amp; participation</b>
<b>Discussion Leader</b>	<b>30 points – one article assigned the first week due week selected</b>
<b>TIPS Homework Example</b>	<b>25 points - one example and explanation <b>post by Sun. Apr 29</b></b>
<b>Case Studies</b>	<b>50 points - 2 cases @ 25 pts-written <b>due Sun. Apr 22 &amp; Sun. May 20</b></b>
<b>Passion Project</b>	<b>50 points – plan <b>Sun. Apr 8</b>; post <b>Wed. May 30</b>; present <b>Mon. May 21</b></b>
<b>Total:</b>	<b>200 points</b>

#### Late work:

Handing in assignments on time is part of building professional skills related to effective time management and organization. Students who hand-in late assignments or requirements will lose a predetermined amount of points and in some cases all points for that assignment. Students who are absent but who want full credit must ensure the instructor receives the assigned work the date it is due.

#### Grade Assignments:

A (93-100%)	A- (90-92%)	B+ (87-89%)	B (83-86%)	B- (80-82%)
C+ (77-79%)	C (73-76%)	C- (70-72%)	All others must retake the class	

**CFSP 4330 – COURSE CONTENT AND ASSIGNMENTS\*****\*May be adjusted based on unexpected needs****Week 1 3/26/18****Overview: Course Objectives, FSP Definitions, Rationale, and Legal Mandates**

- Course Introduction, Professional Norms, Required Readings & Assignments
- Definitions, Legal Regulations & Evidence Behind FSP
- FSP within a Multi-tiered, Data-Based Framework

**Required Text – Readings - Activities:**

Constantino (2016) - Chapters 1&amp;2

Lines, Miller, &amp; Arthur-Stanley (2011) – Introduction &amp; Chapter 1- Framing FSP

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

U.S. Health &amp; Human Services &amp; Dept. of Education (2016). Joint policy statement on family engagement: From the early years to the early grades.

**Choose one to review**Division of Early Childhood (2014). DEC Recommended practices in early intervention/early childhood special education 2014. Author <http://www.dec-sped.org/recommendedpractices>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](http://www.nasponline.org/about_nasp/positionpapers/Home-SchoolCollaboration.pdf)**Week 2 4/2/18****Foundations: FSP Theory, Philosophy, and Standards**

- FSP & Ecological Systems Theory
- FSP Theoretical Models and Principles
- FSP Standards

**Required Text – Readings - Activities:**

Constantino (2016) – Chapter 4

Lines, Miller, &amp; Arthur-Stanley (2011) - Chapter 2 - Building an FSP foundation

Sheridan, S. M., Clarke, B. L., & Christenson, S. L. (2014). Best practices in promoting family engagement in education. In A. Thomas & P. Harrison (Eds.). *Best Practices in School Psychology: System-Level Services* (pp. 439-453), Bethesda, MD: National Association of School Psychologists.**Discussion Articles:**Christenson, S. (2003). The family-school partnership: An opportunity to promote the learning competence of all students. *School psychology Quarterly, 18(4)*, 454-482.Epstein, J. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan, 76*, 701-712.

Hoover-Dempsey, K. V., Walker, J. M., &amp; Sandler, H. M. (2005). Parents motivations for involvement in their children's education.

**Week 3 4/9/18****Foundations: Cultural and Social Influences on FSP**

- Cultural and Social Influences on FSP
- Overcoming Barriers to FSP
- Collaborative Partnering with Newcomer Families
- **NOTE:** Be ready to discuss your Partnering Passion Project Action Plan – **post by Sun. April 8.**

**Required Text – Readings - Activities:**

Constantino (2016) – Chapter 5

Lines, Miller, & Arthur-Stanley (2011) - Chapter 2 - Building an FSP foundation

Manz, P. H. & Manzo, J. C. (2014). Best practices in reducing barriers to parent involvement. In A. Thomas & P. Harrison (Eds.). *Best Practices in School Psychology: System-Level Services* (pp. 467-478), Bethesda, MD: National Association of School Psychologists.

**Discussion Articles:**

Arias, M. B. & Morillo-Campbell, M. (2008). Promoting ELL parental involvement: Challenges in contested times. The Great Lakes Center for Education Research and Practice.

Hill, M. (2010). Culturally-based worldviews, family processes, and family-school interactions. In S.L. Christenson & A. Reschly, (Eds.). *Handbook of school-family partnerships* (pp. 101-127). New York: Routledge.

Vazquez-Nuttall, E., Li, C., & Kaplan, J. P. (2006). Home-school partnerships with culturally diverse families: Challenges and solutions for school personnel. *Journal of Applied School Psychology*, 22(2), 81-102.

**Week 4 4/16/18****Universal FSP: Effective Collaboration & Case Study # 1**

- Effective Interprofessional Collaboration
- Setting the Stage for Collaborative Partnerships
- **NOTE:** Be ready to discuss your assigned Case #1 - **post by Sun. April 22.**

**Required Text – Readings - Activities:**

Constantino (2016) – Chapter 6

Lines, Miller, & Arthur-Stanley (2011) - Chapter 3 - Creating Universal FSP

Miller, G. E., Lines, C., & Fleming, M. (2014). Family-school collaboration for multi-tiered service delivery. In A. Thomas & P. Harrison (Eds.). *Best Practices in School Psychology: System-Level Services* (pp. 491-504), Bethesda, MD: National Association of School Psychologists.

**Case Study #1 – Select one:** (Oral summary of assigned case study; *Written case study due 5:00 pm Sunday April 22*)

1. *Suspension at Aurora Middle School*; Male; Middle School; Vietnamese
2. *Defining “Fine” – Communicating Academic Progress to Parents*; Male; Elementary; Ethnicity not specified
3. *“Daddy Says This New Math is Crazy”*; Female; Elementary; Ethnicity not specified
4. *Bridging Worlds: Family Engagement in the Transition to Kindergarten*; Female; Elementary, African American

**Week 5 4/23/18****Universal FSP: System-wide Processes & Practices**

- System-wide Processes for Planning, Implementing, and Evaluating FSP
- Universal Practices: Conferences/Meeting, Home-school Notes, Homework, Data-sharing, ...
- Encouraging FSP through TIPS-Teachers Involve Parents in Schoolwork

**Required Text – Readings - Activities:**

Constantino (2016) – Chapter 7

Lines, Miller, & Arthur-Stanley (2011) - Chapter 5- Planning FSP Actions

Minke, K.M. & Jensen, K. L. (2014). Best practices in facilitating family-school meetings. In A. Thomas & P. Harrison (Eds.), *Best Practices in School Psychology: System-Level Services* (pp. 505-518), Bethesda, MD: National Association of School Psychologists.

Please review the Promising Practices found at the following site and select two that you will be ready to discuss during class <https://www.cde.state.co.us/uip/promising>

**Discussion Articles:**

Cross, D., Lester, L., Pearce, N., Barnes, A. & Beatty, S. (2018). A group randomized controlled trial evaluating parent involvement in whole-school actions to reduce bullying, *The Journal of Educational Research*, 111:3, 255-267.

Van Voorhis, F. L. (2011). Engaging families in student homework: Action steps for educators. In H. Kreider & H. Westmoreland (Eds.), *Promising Practices for Family Engagement in Out-of-School Time* (pp. 71-84). Charlotte, NC: Information Age Publishing.

Weiss, H. B. & Lopez, M. E. (2012). Making data matter on family engagement. In S. Redding, M. Murphy, & P. Sheley (Eds.), *Handbook on Family and Community Engagement* (pp. 21-28), Washington, DC: Academic Development Institute.

**Week 6 4/30/18****Guest Speakers****Targeted-Intensive FSP: Family-focused Teaming**

- Essential partnering strategies for families with special considerations
- **NOTE:** Be ready to share your TIPS assignment and rationale - **post by Sun. April 30**

**Required Text – Readings - Activities:**

Constantino (2016) – Chapter 3

Lines, Miller, & Arthur-Stanley (2011) - Chapter 4 – Adapting Targeted-Intensive

Sadowski, M. (Winter, 2016-2017). More than a safe space: How schools can enable LBGTQ students to thrive. *American Educator*, 4-9.

Lake, S. E., Norlin, J. W., Copenhaver, J. & Rudio, J. L. (2005). Parent counseling and training services guide: A primer for parents. Horsham, PA: LRP Publications.

Hong, J., Voisin, D. & Lee, J. (2018). Urban African American Youth and Their Caregivers' Perceptions of School Safety in Chicago: A Social-Ecological Perspective. *Youth Violence and Juvenile Justice*, Vol. 16(2), 174-189.

**Week 7 5/7/18****Guest Speaker****Targeted-Intensive FSP: Special Education**

- FSP and Special Education Decision-making
- The “Dance of Partnership” & “Loss-Grief Cycle”

- Conflict Resolution Strategies

**Required Text – Readings - Activities:**

Constantino (2016) – Chapter 8

Miller, D. D. & Kraft, N. P. (2014). Best practices in partnering with parents in school-based services. In A. Thomas & P. Harrison (Eds.). *Best Practices in School Psychology: System-Level Services* (pp. 479-490), Bethesda, MD: National Association of School Psychologists

Fernandez, E., LeChasseur, K. & Donaldson, M. (2018). Responses to including parents in teacher evaluation policy: A critical policy analysis. *Journal of Educational Policy*, 33:3, 399-413.

**Discussion Articles:**

Edwards, C.C. & Da Fonte, A. D. (2012). The 5-point plan: Fostering successful partnerships with families of students with disabilities. *TEACHING Exceptional Children*, 44 (3), 6-13.

Fialka, J. (2004). The dance of partnership: Why do my feet hurt? *Young Exceptional Child*, 7, 20-29.

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* (pp. 227-243). Baltimore, MD: Paul H. Brookes.

**Week 8 5/14/18**

**Targeted-Intensive FSP: Mental Health Support & Case Study # 2**

- Family Support: Transitioning and Mental Health
- Wraparound Strategies
- **NOTE:** Be ready to discuss your assigned case – **post by Sun. May 20.**

**Required Text – Readings - Activities:**

Hoagwood, K. E., Cavaleri, M. A., Olin, S. S., Burns, B. J., Slaton, E., Gruttadaro, D., & Hughes, R. (2010). Family support in children's mental health: A review and synthesis. *Clinical Child and Family Psychology Review*, 13, 1-45. doi:10.1007/s10567-009-0060-5

DeFur, S. (2012). Parents as collaborators: Building partnerships with school and community-based providers. *TEACHING Exceptional Children*, 44 (3), 58-67.

Quinn, K. & Lee, V. (2007). The wraparound approach for students with emotional and behavioral disorders: Opportunities for school psychologists. *Psychology in the Schools*, 44(1), 101-111 DOI: 10.1002/pits.20209

**Case Study #2** (Oral summary of assigned case study; *Written case study due 5:00 pm Sunday, May 20*)

1. *Can We Talk About Family?*; Male; Elementary; African-American
2. *Culture Clash at Intermediate School #1*; Female; Middle School; African American and Puerto Rican
3. *Friction at Madison Family Literacy Program*; Female; Pre-School; Ethnicity not specified
4. *Tim Kelly: A School Responds to a Family in Need*; Male; Elementary; Ethnicity not specified

**Week 9 5/21/18**

- Class Finale: Your PPP Presentations
- Identifying and Overcoming FSP Hurdles
- What are your FSP take-aways & how might you revise this class in the future?

### Recommended Websites

**Harvard Family Research Project**

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

**National Center on School, Family, and Community Partnerships**

<http://www.partnershipschools.org>

**Center for Appropriate Dispute Resolution in Special Education**

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

**Family Involvement Network of Educators (FINE)/Harvard Family Research Project**

<http://www.finenetwork.org>

**National Center on School, Family, and Community Partnerships**

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

**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](http://www.casel.org)

**The Promising Practices Network on Children, Families, and Communities**

<http://www.promisingpractices.net>

**Flamboyant Foundation Videos**

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

**Iris Center: Collaborating with Families Module**

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

**RtI Action Network**

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

**Center for Appropriate Dispute Resolution in Special Education**

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

**SACPIE**

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

**Colorado Department of Education – MTSS, Family, School, and Community Partnering**

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

### Recommended Resources

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

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

- Fine Newsletter <http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/fine-newsletter-archive>
- Jones, J. M. (2010). Culturally diverse families: Enhancing home school relationships, NASP. *Communique* 38 (6). [http://www.nasponline.org/publications/cq/38/6/pdf/V38N6\\_CulturallyDiverseFamilies.pdf](http://www.nasponline.org/publications/cq/38/6/pdf/V38N6_CulturallyDiverseFamilies.pdf)
- Making A Difference: The Power of Acknowledgement <http://www.acknowledgmentmovie.com/>
- Mapp, K. L. & Kuttner, P. J. (2013). *Partners in Education: A dual capacity-building framework for family-school partnerships*, U.S. Dept. of Education.
- National Network of Partnership Schools. (2002). *Focus on results: Partnerships help reduce student discipline problems*. Baltimore, MD: Author.
- New Mexico Toolkit <http://www.cesdp.nmhu.edu/toolkit/index.asp>
- Noel, A., Stark, P., and Redford, J. (2013). *Parent and Family Involvement in Education, From the National Household Education Surveys Program of 2012*, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Parents As Turnaround Specialists: Ricardo LeBlanc-Esparza Tells Us How it Is Done*  
<http://www.learningfirst.org/visionaries/RicardoEsparza>

### **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.
- Lawrence-Lightfoot, S. (2003). *The essential conversation: What parents and teachers can learn from each other*. New York: Random House.
- Peacock, G. G., & Collett, B. R. (2010). *Collaborative home/school interventions: Evidence-based solutions for emotional, behavioral, and academic problems*. New York: Guilford.
- Redding, S, Murphy, M., & Sheley, P. (Eds.), *Handbook on Family and Community Engagement*, Washington, DC: Academic Development Institute.
- Weist, M. D., Garbacz, A., Lane, K. L., & Kincaid, D. (2017). *Aligning and integrating family engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and strategies for families and schools in key contexts*. Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U. S. Department of Education). Eugene, Oregon: University of Oregon Press.

**CASE STUDY SCORING RUBRIC (25 points)**

**Team Members:** \_\_\_\_\_ **Total Score:** \_\_\_\_\_

<p><b>1. Addresses critical issues and provides relevant citations associated with question #1.</b></p> <p>1 _____ 2 _____ 3 _____ 4 _____ 5 _____</p> <p>Comments:</p>
<p><b>2. Addresses critical issues and provides relevant citations associated with question #2.</b></p> <p>1 _____ 2 _____ 3 _____ 4 _____ 5 _____</p> <p>Comments:</p>
<p><b>3. Addresses critical issues and provides relevant citations associated with question #3.</b></p> <p>1 _____ 2 _____ 3 _____ 4 _____ 5 _____</p> <p>Comments:</p>
<p><b>4. Addresses critical issues and provides relevant citations associated with question #4.</b></p> <p>1 _____ 2 _____ 3 _____ 4 _____ 5 _____</p> <p>Comments:</p>
<p><b>5. Addresses critical issues and provides relevant citations associated with question #5.</b></p> <p>1 _____ 2 _____ 3 _____ 4 _____ 5 _____</p> <p>Comments:</p>

**TIPS LEARNING AT HOME SCORING RUBRIC (25 points)**

**Name:** \_\_\_\_\_ **Total Score:** \_\_\_\_\_

<p><b>1. Follows TIPS Format</b></p> <p>Comments:            <u>1</u>            <u>2</u>            <u>3</u>            <u>4</u>            <u>5</u></p>
<p><b>2. Complete Explanation</b></p> <p>Comments:            <u>1</u>            <u>2</u>            <u>3</u>            <u>4</u>            <u>5</u></p>
<p><b>3. Clear Rationale</b></p> <p>Comments:            <u>1</u>            <u>2</u>            <u>3</u>            <u>4</u>            <u>5</u></p>
<p><b>4. Family Friendly Applicable Skills</b></p> <p>Comments:            <u>1</u>            <u>2</u>            <u>3</u>            <u>4</u>            <u>5</u></p>
<p><b>5. Culturally Relevant</b></p> <p>Comments:            <u>1</u>            <u>2</u>            <u>3</u>            <u>4</u>            <u>5</u></p>

**Partnering Passion Project Action Plan**

**Directions:** This ACTION Plan, due on or before the fifth week of class, is designed to identify your proposed Partnering Passion Project. Please briefly summarize your ideas for this project using the form below. If amendments to the project are needed, please re-date, add changes and resubmit.

<b>Partnering Passion Project ACTION Plan</b>
<b>Date Submitted:</b>
<b>Team Members:</b>
<b>Project Description (Please be specific.):</b>
<b>How is this project tied to course objective(s) and content?</b>
<b>What steps will be taken to complete this project?</b>
<b>What potential resources will be needed to complete this project :</b>

**PARTNERING PASSION PROJECT SCORING RUBRIC (50 points)**

**Team Members:** \_\_\_\_\_ **Total Score:** \_\_\_\_\_

<p><b>1. Descriptive Summary:</b> The purpose, rationale and components of the project are clearly described in a brief professional summary (similar to an abstract).</p> <p style="text-align: center;">1      2      3      4      5</p> <p>Comments:</p>
<p><b>2. Relevance:</b> The relevance and need for the project is clearly related to critical FSP issue(s), desired goals and outcomes are described, and the targeted audience or potential stakeholders are identified.</p> <p style="text-align: center;">1      2      3      4      5</p> <p>Comments:</p>
<p><b>3. Related Research:</b> The project is theoretically and empirically-driven and linked to key FSP research literature and supported by <u>at least five</u> reference citations listed in APA VI style.</p> <p style="text-align: center;">1      2      3      4      5</p> <p>Comments:</p>
<p><b>4. Completeness:</b> All required components and specific activities, materials, tools, etc. used in the project are included with visual or actual examples of associated resources.</p> <p style="text-align: center;">1      2      3      4      5</p> <p>Comments:</p>
<p><b>5. Professionally Presented:</b> The oral presentation of the project was well organized and of high professional quality.</p> <p style="text-align: center;">1      2      3      4      5</p> <p>Comments:</p>