ECED 504.B01 Families, Communities, and Schools (3:3:0)
ECED 524.B01 Families of Children with Special Needs (3:3:0)
Summer 2014
Tuesday & Thursday, 4:30pm-7:10pm
Fairfax campus, Robinson A 123

Instructor: Cherie Takemoto
Telephone:
Email address: ctakemot@gmu.edu (preferred method of contact)
Office hours: By appointment
Office: Thompson Hall 1102

Course Description

Focuses on strategies for developing culturally appropriate family-professional partnerships to benefit children, including children from diverse cultural and linguistic backgrounds and children with special needs. Explores theories and research supporting a family-centered approach.

Nature of Course Delivery

This course utilizes a distributed learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups in class and in on-line discussion groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk related to the learning activities.

Learner Outcomes

This course is designed to enable students to do the following:

1. Describe the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States.
2. Discuss the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education.
3. Discuss theories and research supporting a family-centered approach to early childhood education.
4. Discuss the role of cultural context in attitudes, beliefs, values, and child rearing practices.
5. Analyze personal values, beliefs, and cultural biases that influence their work with families.
6. Describe underlying principles and ways to work with families that are both effective and enabling.
7. Identify strategies that support and assist families to identify their priorities, resources, and concerns for their children, including children with special needs.
8. Create tailored opportunities for collaborating with families in the ongoing education of children, including children from diverse cultural and linguistic backgrounds and children with special needs.
9. Utilize family systems theory to describe and understand family perspectives.

10. Identify specific components of IDEA that support family voices in the special education process.
11. Adopt a strengths-based problem solving perspective when analyzing dilemmas related to partnering with families.
12. Demonstrate understanding of the theories and techniques of family-centered intervention, including issues related to families from diverse backgrounds and multicultural education.

Professional Standards

This concentration complies with the standards for teacher licensure established by the National Association for the Education of Young Children.

Required Texts

Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2011). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (6th ed.). Columbus, OH: Prentice Hall. ISBN: 9780137070480

Additional Course Readings (made available through Bb or paper copies in class):

*See list at the end of syllabus.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

    Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or

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early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in the participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. *Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.*

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at http://infoguides.gmu.edu/content.php?pid=39979 Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)

2. Develop points coherently, definitively, and thoroughly.

3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)

4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86
B- = 80-82   C = 70-79   F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Personal Journal	Ongoing	15
Principles to Practice	Ongoing	10
Family Literacy Activity	6/26/14	5
Family Resource	7/15/14	5
Family Stories Project	7/17/14	50
TOTAL		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Journal Reflections (15 points)

The Journal is a self-reflection tool for students to think critically about the assigned readings and class experiences. Students will post a total of five journal entries The instructor will post the question on Thursday evening after class. Responses to questions must be a minimum of 400 words in length, be thoughtful and relevant, and include original and/or critical thought. The point of the journal reflection is

NOT for students to simply provide a summary of the issues at hand; rather, students are to think critically about the issue, form and state an opinion, and create a coherent argument to support their perspectives. Responses should consider the questions asked as well as students' thoughts on readings, especially: How do the readings relate to one's own family experiences and/or the experiences of the families students work with each day? How do one's cultural experiences influence the student's work with families

Principles to Practice (Group work - 10 points)

Each student, along with three or four peers, will be responsible for leading a discussion applying *Principles of Collaboration and Trust* (Turnbull, 2011) to educator practices. Groups are expected to organize and lead a discussion, including one hands-on activity. *A sign-up sheet will be provided on the first night of class.*

Family Literacy Activity (5 points)
DUE: June 26th

Students will select a home literacy activity that they believe would be of relevance to the child and family visited in the Family Stories Project. Examples for this activity include a book, an activity from a website or iPad app, or something they have created for this child and family. Students will consider the family's interests, strengths, preferences, and language as well as the child's interests, abilities, and learning style. If it is a book, app, or website, students will provide a brief description and the information for locating the resource on the Family Literacy Discussion on BlackBoard. If it is something that they have created, they will provide instructions (their own or citing the source where they found the idea. Students will also provide their rationale about why this activity is relevant to this child and family.

Online Family Resource (5 points)
DUE: July 15th

Students will investigate, identify and share a resource (e.g. a family service, an individual or particular service provider, a handbook or other written material, a local event etc.) that would be of great use to the family (or a similar family) with whom you chose for the Family Stories Project. Students will search for appropriate resources, create, and upload a brief summary of the resource to the Online Family Resource Discussion on BlackBoard and attach 1-page handout describing the resource with all relevant elements and contact information. On July 15th students will share these resources with the rest of the class so that everyone learns about multiple family resources to share with families with whom they work.

Family Stories Project (50 points)
Students will identify a family (in their teaching setting or in their community) whose socio-cultural context is different from their own. In particular, **students will select a family who may be in some way** *marginalized* **by U.S. society based on the following: race, ethnicity, immigrant status, family structure, socioeconomic status, sexuality, child or parent's ability status, or religion.** The students will get to know this family and use this as an opportunity to see the experience of parenting through a different perspective. Students will consider this as a way to learn someone's story. Students will interact with them in a way other than they would otherwise typically interact with them – e.g., informally away from school if possible. Throughout the course students will complete a Family Stories Project that includes the following parts:

Part I: Planning
- **Rationale for Selecting Family:** Students will discribe the selected family including responses to the following: 1) a rationale for why the family was chosen; 2) an explanation of the ways students think the families' culture is different from their own; 3) what the student has observed about how society views the child and the culture of their family; and 4) an honest attempt to identify and describe any assumptions you have about this family.

- **Link to Own Story**: Students will summarize their own family story and how one's background and family experiences contributed to how one's "family lens" might influence one's own perspectives and interactions with this family.

- **Questions to learn about the child**: Develop a set of questions to in order to learn more about the child's likes, dislikes, interests and experiences.

- **Questions to learn about the parents and family**: Develop a set of questions to use in order to begin to understand the parents' goals for themselves as well as their children. How did this family come to be in this place where you have met them? What is important to uunderstand about their culture in order to understand them? What is their perspective about their child or children? These questions should also help you understand the family's every day experiences as well as prior experiences that impact on their relationships with educators and the school.

Memo 1: Students will write a 3-4 page memo that addresses the above 4 bullet points (15 points). DUE: June 12th

Part II: Learning from the Family

- **Meeting with the Family**
  Students will informally interview the parents or guardians. In this interview students should attempt to learn as much as possible through *meaningful* exchanges. Students should challenge themselves to understand families' views of struggles they may have; how they makes sense of the world; and how the parents' and families' realities of the world are different from their own.

  Students should consider the amount of time they have and the ease with which they will be able to engage persons of another culture. First, students should arrange to spend time with the family member(s). The focus should be to engage respectfully within the family's terms and on the family's turf (if possible), rather than conducting a formal interview. Students should meet with the parent in a relaxed setting comfortable to the family.

  Students should challenge themselves to deeply listen to the voices/values of others. This will be difficult and, may be, uncomfortable. Students must consider how they can get to know another person and his or her culture on his or her own terms. It is recommended that students "ask, ask, and ask". They should ask the family for clarification or meaning when something is confusing or feels very different to them. Students should reflect on their own culture and story as they learn about their families' story. Remember this project is designed to help students better understand this family and how their culture, family system, family lens, and experiences affect their family and the family's relationships with the school community.

  At the end of this informal meeting, students should ask the family if they might be able to join in a family event (e.g., birthday party, family gathering, neighborhood excursion)

- **Child Observation at a Family Event**
  Students will conduct an observation of the child in a family event (e.g., birthday party, family gathering, family dinner). It can be a routine event or a special event. They must spend at least an hour with the family. During this event, students will engage the family in an informal conversation to find out about the meanings of their actions, describing and making meaning of their learning experience with the family.

Memo 2: Students will write a 4- to 5-page memo describing what they learned during the informal interview with the family and at the family event.
In relation to the informal interview, students should contrast the families' experiences with the students' own family experiences and examine previous assumptions described in Memo 1 given new information and experiences. In relation to the child observation at a family event, students should describe what they saw/heard, the key activities that took place, and what these taught them about the family. They should be sure to spend more time reflecting and thinking critically about these experiences rather than simply summarizing everything that happened. In relation to both the informal interview and observation, students should include the following: 1) what he/she learned about the family in these interactions; 2) How what he/she learned from the experience applies to the family systems framework and to research about the family's culture; 3) what he/she learned about him/herself through coming to know this family; and 4) what this experience might mean for the student as an early childhood educator.
(15 points). DUE: July 8th

Part III: Applying Experiential, Empirical, and Theoretical Knowledge

Statement of Philosophy for Working with Families and Communities: Students will use their experiences with the children and families in their setting, any community connections they have made, as well as course content including readings and discussion to create a **1-2-page (single-spaced) statement of their philosophy** for working with families and communities. This will include not only why they believe it is important to engage with families and communities as a teacher/ practitioner but also the ways they believe are most effective for doing this. They will include academic, both research- and theory-based, literature as well as concrete examples from the readings. It is expected that experiential, empirical, and theoretical (research- and theory-based from course readings) knowledge will be used in this paper. All course readings should be cited appropriately in a reference section that follows the Statement of Philosophy **(15 points)**.
DUE: July 10th (first draft) & July 15th (final draft)

Part IV: Dissemination of New Knowledge

Presentation:
Students will present what they have learned as a story. Each student presentation will be a total of 8 minutes, with 5-6 minutes for the presentation of the family story and 2 to 3 minutes for peer/instructor questions and discussion. The presentation should not sound like a clinical case presentation. Students should be creative with their story presentation and consider how they would like the family's story told if it were their own.
(5 points). **DUE: July 17th or July 22nd.**

Course Schedule

Date	Topics	Readings and Assignments Due
6/3/14	• Intro to Course • Our Own Stories	
6/5/14	• Family Systems Perspectives	Turnbull, Ch. 1, 2 Thorp & Day (2012) *Stories of Transformation: The Power of Exploring Cultural Dilemmas*
6/10/14	• Developmental Process of Parenting • Cultural Dilemmas	Turnbull, Ch. 3, 4 Harry, Kalyanpur & Day (1999) *The Posture of Cultural Reciprocity* **DUE: Discussion Board Response # 1 (6/9)**
6/12/14	• Socio-Cultural Perspectives	Lea (2012). *Cultural Reciprocity as a Transformative Journey in Research and Practice.* Graue & Hawkins (2010) – *"I Always Feel They Don't Know Anything About Us": Diverse Families Talk About Their Relations with School* Wlazlinski, M.L., & Cummins, J. (2011). *Using family stories to foster parent and preservice teacher relationships.* **DUE: Memo 1**
6/17/14	• Families as Partners in Communication and Collaboration	Turnbull, Ch. 7, 8 Barrera & Corso (2003) *Skilled Dialogue: Foundational Concepts* **DUE: Discussion Board Response #2 (6/16)**
6/19/14	• Special Issue: immigration, single-parent families	Han, Y. (2012) *From Survivors to Leaders: Stages of Immigrant Parent Involvement in Schools* Auerbach (2011). *Learning from Latino Families* Lindsey & Lindsey (2011) *Culturally Proficient School Communities: Connecting Bicultural Parents to Schools*
6/24/14	• Historical Perspectives on Families and Professionals	Turnbull, Ch. 5, 6 Lareau (2008) Excerpts from *'Unequal Childhoods'* **DUE: Discussion Board Response #3 (6/23)**
6/26/14	• Families as Partners in Student Outcomes	Turnbull, Ch. 12 Weiss, H., Lopez, M. E., Rosenberg, H. (2010). *Beyond random acts: Family, school, and community engagement as an integral part of education reform.* **Principles to Practice Ch. 12** **DUE: Family Literacy Activity**
7/1/14	• Families and Special Education •	Turnbull, Ch. 9. 10 Anderson, Chitwood, Hayden & Takemoto (2008) Excerpts from *Negotiating the Special Education Maze* **Principles to Practice: Ch. 9** **Principles to Practice: Ch. 10** **DUE: Discussion Board Response # 4 (6/30)**

7/3/14	• ONLINE Class	. Project CONNECT Module 4: Family-Professional Partnership - This online module incorporates many of the concepts in this course to help students understand and reflect upon how to apply Turnbull's partnership concepts into practice at a beginning, middle, and firm ground. In lieu of a class meeting on July 2nd, students will complete this module and activities to explore ways to develop firm partnerships with parents and work in a respectful partnership with parents. The module was developed as a part of Project CONNECT at the Frank Porter Graham Child Development Institute: http://community.fpg.unc.edu/connect-modules/learners/module-4
7/8/14	• Meeting Basic Needs • Special Issue: Homelessness	Turnbull, Ch. 11 Moreno, Lewis-Menchaca & Rodriguez (2011) *Parental involvement in the home: Critical view through a multicultural lens* **DUE: Memo 2** **Principles to Practice: Ch. 11**
7/10/14	• Special Issue: Families and Behavioral Issues	McCart, A., Wolf, N., Sweeney, H.M., Markey, U. & Markey, D.J. (2009) *Families Facing Extraordinary challenges in Urban communities: Systems Level Application of Positive Behavior Support*. http://pyramidparentcenter.org/index.php?id=1&n=Articles Select Resources from the Center on Social and Emotional Foundations of Early Learning http://csefel.vanderbilt.edu/index.html Riffel & Turnbull (nd) Tips for Educators: Incorporating Positive Bahavior Support (PBS) into the IEP http://www.pbis.org/resource/267/tips-for-educators-incorporating-positive-behavior-support-pbs-into-the-iep **Principles to Practice: Behavior** **DUE: Statement of Philosophy (draft 1)**
7/15/14	• Special Issue: Inclusion	*Including Samuel* Janice Fialka(http://www.danceofpartnership.com), read the following journal articles (scroll to the bottom): *The Dance of Partnership, Why do my Feet Hurt?*; *Working with Families: Rethinking Denial*, *Least Dangerous Assumption: Changing the Way we Think; A Word to Educational Professionals*"and "*Be Careful What You Wish For*. Also visit her amazing son, Micah's website to learn about his quest to live in the college dorms, move to Syracuse, and become a policy intern. (http://www.throughthesamedoor.com/) **DUE: Family Resource** **DUE: Discussion Board Response #5 (7/10)**
7/17/14	• Student Presentations	**DUE: Statement of Philosophy (draft 2)**
7/22/14	• Student Presentations	

Additional Course Readings and References

Anderson, C. (2003). The diversity, strength, and challenges of single-parent households. In F. Walsh (Ed.). *Normal family processes, 3rd edition* (pp. 121-152). New York: The Guilford Press.

Anderson, W., Chitwood, S., Hayden, D., & Takemoto, C. (2008). *Negotiating the special education maze*. Bethesda, MD: Woodbine House.

Auerbach, S. (2011). Learning from Latino families. *Educational Leadership, 68(8), 17-21*

Baker, A.J.L., Piotrkowski, C.S., and Brooks-Gunn, J. (1998). The effects of the Home Instruction Program for Preschool Youngsters (HIPPY) on children's school performance at the end of the program and one year later. *Early Childhood Research Quarterly, 13,* 571-88.

Barbour, C., Barbour, N.H., & Scully, P.A. (2011). *Families, schools, and communities* (5th edition). New York: Pearson. (Ch. 2)

Barrera, I., Corso, R. M., with Macpherson, D. (2003). Skilled dialogue foundational concepts. In *Skilled dialogue: Strategies for responding to cultural diversity in early childhood*, (pp. 41-51), Baltimore, MD: Paul H. Brookes.

Beck, M. (1999). *Expecting Adam.* New York: Berkley Books.

Edwards, K. (2005). *The memory keeper's daughter*. New York: Penguin.

Ferguson, C. (2008). *The school-family connection: Looking at the larger picture. A review of current literature.* Retrieved from http://www.sedl.org/connections/resources/sfclitrev.pdf

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 and Giroux.

Housden, M. (2003). *Hannah's gift.* New York, NY: Bantam.

Flynn, N., Thorp, E., Evans, K., & Takemoto, C. (2001) *Multicultural early childhood team training.* Fairfax, VA: Helen A. Kellar Institute for Human disAbilities, Fairfax, VA.

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Halgunseth, L. C. (2009). Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. *Young Children*, 56-58.

Han, Y. (2012). From survivors to leaders: Stages of immigrant parent involvement in schools. In E.G. Kugler (Ed.), *Innovative voices in education: Engaging diverse communities* (pp. 171-186). Lanham, Maryland: Rowman & Littlefield Publishing.

Harry, B., Kalyanpur, M., & Day, M. (1999). The posture of cultural reciprocity. In *Building cultural reciprocity with families: Case studies in special education* (pp. 1-13). Baltimore, MD: Paul Brookes.

Henke, L. (2011). Connecting with parents at home. *Educational Leadership,* 68(8). 38-41.

Koch, H., Foner, N. (Producers), & Gyllenhaal, S. (Director). (1996). *Losing Isaiah* [Motion Picture]. United States of America: Paramount.

Koralek, D. (2007). *Spotlight on young children and families.* Washington D.C.: National Association for the Education of Young Children.

Kugler, E. G. (2011). Is anyone listening to families' dreams? *Educational Leadership, 68(8).* 32-36.

Lareau, A. (2008). Excerpts from Unequal Childhoods. In S. Coontz, M. Parson, & G. Raley (Eds.), *American families: A multicultural reader*, 2nd edition (pp. 400-417). New York: Routledge.

Lea, D. (2012). Cultural reciprocity as a transformative journey in research and practice. In M. Kalyanpur & B. Harry. *Cultural reciprocity in special education: Building Family-professional relationships* (pp. 119-136). Baltimore: Paul H. Brookes.

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Sanders, K.E., Deihl, A., & Kyler, A. (2007). DAP in the 'hood: Perceptions of child care practices by African American child care directors caring for children of color. *Early Childhood Research Quarterly, 22,* 394- 406.

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Stewart, P. (2007). Who is kin? Family definition and African American families. *Journal of Human Behavior in the Social Environment, 15,* 163-181.

Thorp, E. (1997). Increasing opportunities for partnership with culturally and linguistically diverse families. *Interventions in School and Clinic, 32,* 261-268. Sage Publications.

Thorp, E., & Day, M. (2012). Stories of transformation: The power of exploring cultural dilemmas. In M. Kalyanpur & B. Harry. *Cultural reciprocity in special education: Building family-professional relationships* (pp. 137-154). Baltimore: Paul H. Brookes.

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