George Mason University
College of Education and Human Development
Early Childhood Education

ECED 504.602 Engaging Families of Diverse Young Learners
3 Credits, Spring 2017
Thursday/ 5:00 – 8:40 pm
Fairfax High School

Faculty
Name: Laurie Alderman, PhD
Office Hours: By Appointment
Office Location: Thompson Hall 1200
Office Phone: 703-993-3844
Email Address: lalderma@gmu.edu

Prerequisites/Corequisites
None

University Catalog 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, including family and professional rights and responsibilities, especially in the special education process.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives
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 (Council of Exceptional Children and National Association for the Education of Young Children)
Upon completion of this course, students will have met the following professional standards:

CEC Standard Elements
CEC 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

NAEYC Standard Elements
NAEYC 2a Knowing about and understanding diverse family and community characteristics
NAEYC 2b Supporting and engaging families and community through respectful, reciprocal relationships

Required Texts
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
Grant, K. B., & Ray, J. A. (2016). *Home, school, and community collaboration: Culturally responsive family engagement* (3rd ed.). Washington, DC: Sage. [white cover/ jacket]
Koralek, D. (2007). *Spotlight on young children and families.* Washington D.C.: National Association for the Education of Young Children.
See Additional Course Readings list following the Class Schedule.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Spotlight Discussion	Ongoing	10
Home Visit Project • Part 1 Characteristics Memo • Part 2 Families Analysis and Reflection • Full Home Visit Project uploaded to Tk20 on Bb	April 6 April 27 May 7	10 25
Online Family Resource	May 7	10
Family Story Presentation	May 11 (comments due by May 17)	5
Statement of Philosophy	May 17	25
TOTAL		**100**

- **Assignments and/or Examinations**

Spotlight on Young Children and Families **Discussion (10 points)**
Students, along with two or three of their peers, will be responsible for leading a discussion about an assigned chapter from the *Spotlight on Young Children and Families* text. Students are expected to lead a discussion (they may NOT use PowerPoint and should not just summarize the reading) and include one hands-on activity as part of the discussion. *A sign-up sheet will be provided on the first night of class.*

Online Family Resource (10 points)
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) they chose for the Home Visitation Project. Students will search for appropriate resources and create and upload to Blackboard a one-page handout describing the resource with all relevant elements and contact information. Students will post their family resource in the discussion board, and bring enough copies to class to share with their colleagues. Students will present on their resource for one to two minutes during class.

Home Visit Project (35 points)
This is the Key Assessment 7 Home Visit Project that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached.

Statement of Philosophy for Working with Families and Communities (25 points)
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 **one- to two-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.

Family Story Presentation (5 points)
Students will present in online format what they have learned about their home visit family as a story. Each student presentation will be done in an online format that is creative. They will consider how they would like their own story to be told. The presentation should not sound like a clinical case presentation and should refrain from using basic PowerPoint or Prezi. Students will be graded on their creativity and how well they tell their family's story as well as their discussion of what they learned in doing this visit. These will be posted in a discussion board forum.

- **Other Requirements**

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) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> 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 <u>http://infoguides.gmu.edu/content.php?pid=39979</u>. 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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

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

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.

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

Class Schedule

Class	Topics	Assignments & Readings Due
March 23	Intro to Course & Family Engagement	Wheatley- *Willing to be Disturbed* View: *The Danger of a Single Story* (posted in Bb)
Online	Defining Family Intro to Ecological Model and Family Systems Theory	Grant & Ray, pp. 32-46 *Choose One:* Stewart (2007) Dreby & Adkins (2012)
March 30	Contemporary Families: Demographics, Structures, and Functions	Gray & Ray, Chapter 4 Turnbull, Ch. 3 (Family Functions) Spotlight I on YC and Families, pp. 4-11 Casper & Bianchi (2002) Listen: *Taking a Closer Look at Grandparent Caregivers* (in Bb)
Online	Developmental Process of Parenting	Grant & Ray, Chapter 3 Spotlight II on YC and Families, pp. 16-19 Lareau (2008) Bianchi, Robinson, & Milkie (2006)
April 6	Implicit Bias & Sociocultural Perspective	Spotlight III on YC and Families, pp. 38-43 View: *Tricia Rose Keynote on Structural Racism* (in Bb) State of the Science (2014)- Implicit Bias Review (Kirwan Institute) [pp. 12-21]: http://kirwaninstitute.osu.edu/wp-content/uploads/2014/03/2014-implicit-bias.pdf State of Science (2013)- Implicit Bias Review (Kirwan

		Institute) [pp. 30-34]: http://kirwaninstitute.osu.edu/docs/SOTS-Implicit_Bias.pdf *Choose One:* Lea (2012) Graue & Hawkins (2010) Wlazlinski & Cummins (2011) **DUE to Bb – Part 1 Diverse Family and Community Characteristics Memo**
Online	Family Diversity: Immigration, Low-Income Families, Single-Parent Families	Grant & Ray, Ch. 5 Spotlight IV on YC and Families, pp. 44-49 Vesely et al. (2013) Anderson (2003)
April 20	Family Diversity: Families With Children With Disabilities, Inclusion	Grant & Ray, Chapter 11 Spotlight V on YC and Families, pp. 28-37 Riojas-Cortez (2011) View: *The Sibling Project* (in Bb) 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.*
Online	Family Diversity: LGBT Families, Families in Transition	Grant & Ray (choose to read Ch. 6, 7, or 8) Spotlight VI on YC and Families, pp. 24-27 Gates (2008) Moreno, Lewis-Menchaca, & Rodriguez (2011)
April 27	Additional Family Theories & Tools for Understanding Diverse Families: Family Stress Theory, Family Resiliency Framework, Culturagram	Spotlight VII on YC and Families, pp. 20-23 Spotlight on YC and Families, pp. 4-11 (no student presentation) Ingoldsby, Smith, & Miller (2004) **DUE to Bb – Part 2 Understanding, Supporting, and Engaging Families Analysis and Reflection**
Online	Historical and Contemporary Perspectives on Partnering With Families	Grant & Ray, pp. 1-15 & 46-59 Spotlight VIII on YC and Families, pp. 2-3 Halgunseth et al (2009) Weiss, Lopez, & Rosenberg (2010)
May 4	Family Engagement: Cultural Competence	Grant & Ray, pp. 79-100 & Ch. 9 Spotlight IX on YC and Families, pp. 50-54 Vesely & Ginsberg (2011) Case Study: *What's going on with Tomasito?* (read through case before class) Optional: Culturagram: http://nrccps.org/wp-content/uploads/Missouri-Ecogram1.pdf AND http://socialworkpodcast.blogspot.com/2008/12/visual-

		assessment-tools-culturagram.html
		DUE to Bb – Statement of Philosophy Draft
Online	Family Engagement: Communication and Navigating Systems	Grant & Ray, Ch. 10 Spotlight X on YC and Families, pp. 12-15 Berrera & Corso (2003) **DUE to TK20 on Bb by May 7 – Home Visit Project (Parts 1 and 2 compiled) DUE to Bb by May 7 – Online Family Resource**
May 11	Family-Teacher Community Connections	Grant & Ray, Ch. 12 or 13 Spotlight XI on YC and Families, pp. 55-57 **DUE to Bb Discussion Forum – Family Story Presentation**
Online	Family Story Presentations	View and comment on Family Story Presentations in assigned Discussion Board Forum by May 17 **DUE to Bb May 17 – Statement of Philosophy (final draft**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

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

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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/).

- The 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/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Additional Course Readings

Anderson, C. (2003). The diversity, strength, and challenges of single-parent households. In F. Walsh (Ed.). *Normal family processes (3rd ed.)* (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.

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.

Bianchi, S. M., Robinson, J. P., & Milkie, M. A. (2006). *Changing rhythms of American family life*. New York: Russell Sage. (selected chapters)

Bromer, J., & Henly, J. R. (2009). The work-family support roles of child care providers across settings. *Early Childhood Research Quarterly, 24,* 271-288.

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J. S., & Herwantoro, S. (2004). The new demography of America's schools. Washington, DC: Urban Institute.

Casper, L. M., & Bianchi, S. M. (2002). *Continuity and change in the American family* Thousand Oaks: Sage. (selected chapters)

Dreby, J., & Adkins, T. (2012). The strength of family ties: How US migration shapes children's ideas of family. *Childhood, 19*(2), 169-187.

Fuligni, A. J., & Fuligni, A. S. (2007). Immigrant families and the educational development of their children. In J. E. Lansford, K. Deater-Deckard, & M. H. Bornstein (Eds.). *Immigrant families in contemporary society* (pp. 231-249). New York: Guilford.

Garcia Coll, C. et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development, 67*, 1891-1914.

Gates, G. (2008). Diversity among same sex couples and their children. In S. Coontz, M. Parson, & G. Raley (Eds.). *American families: A multicultural reader* (2nd ed.) (pp. 394-399). New York: Routledge.

Graue, & Hawkins (2010). "I always feel they don't know anything about us": Diverse families talk about their relations with school. In M. Miller-Marsh & T. Turner-Vorbeck (Eds.), *(Mis)understanding families: Learning from real families in our schools.* (pp. 109-125). New York: Teachers College Press.

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

Ingoldsby, B. B., Smith, S. R., & Miller, J. E. (2004). Exploring family theories. Los Angeles: Roxbury. (selected chapters)

Lareau, A. (2008). Excerpts from *Unequal Childhoods*. In S. Coontz, M. Parson, & G. Raley (Eds.). *American families: A multicultural reader* (2nd ed.) (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.

Lynch, E. W., & Hanson, M .J. (2011). *Developing cross-cultural competence* (4th ed.). Baltimore: Brooks Publishing. (selected chapters)

Moore, K. A., Redd, Zakia, Burkhauser, M., Mbwana, K., & Collins, A. (2009). Children in poverty: Trends, consequences, and policy options. Washington, DC: Child Trends.

Moreno, R. P., Lewis-Menchaca, K., & Rodriguez, J. (2011). Parental involvement in the home: A critical view through a multicultural lens. In E. M. Olivos, O. Jimenez-Castellanos, & A. M. Ochoa (Eds.), *Bicultural parent engagement* (pp. 39-57). New York: Teachers College Press.

Peters, J. F. (1999). Redefining Western families. *Marriage & Family Review, 28,* 55-66.

Riojas-Cortez, M. 2011. Culture, Play, and Family: Supporting Children on the Autism Spectrum. *Young Children* 66 (5): 94–99.

Roy, K. M. (2004). Three-block fathers: Spatial perceptions and kin-work in low-income African American neighborhoods. *Social Problems, 51*(4), 528-548.

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.

Small, M. L. (2006). Neighborhood institutions as resource brokers: Child care centers, interorganizational ties, and resource access among the poor. *Social Problems, 53*(2), 274-292.

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

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

Vesely, C. K., & Ginsberg, M. R. (2011). Strategies and practices for working with immigrant families in early education programs. *Young Children,* 84-89.

Walsh, F. (2003). *Normal family processes* (3rd ed.) (chapters 1, 15). New York: The Guilford Press. (selected chapters)

Webb, F. J. (2005). The demographics of families. In V. L. Bengston, A.C. Adcock, K. R. Allen, P. Dilworth Anderson, & D. M. Klein (Eds.). *Sourcebook of family theory and research* (pp. 101-102). Thousand Oaks: Sage.

Weigel, D. J. (2008). The concept of family: An analysis of laypeople's views of family. *Journal of Family Issues, 29,* 1426.

Weiss, Lopez, & Rosenberg (2010). *Beyond random acts: Family, school, and community engagement as an integral part of education reform.* Cambridge, MA: Harvard Family Research Project.

Weisner, T. S. (2002). Ecocultural understanding of children's developmental pathways/ *Human Development, 45*, 275-281.

White, J. M., & Klein, D. M. (2002). *Family theories* (2nd ed.). Thousand Oaks: Sage. (selected chapters)

Wlazlinski, M. L., & Cummins, J. (2011). Using family stories to foster parent and preservice teacher relationships.In E. M. Olivos, O. Jimenez-Castellanos, & A. M. Ochoa (Eds.), *Bicultural parent engagement* (pp. 39-57). New York: Teachers College Press.