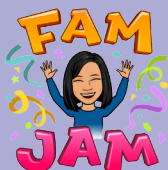


CSUN

CALIFORNIA
STATE UNIVERSITY
NORTHridge



Basic
Information

Instructor

Email

Office Hours

By appointment (on
zoom or in person)

Class Time

Class Location

<https://canvas.csun.edu>

Contents

Basic Info,	1
Conceptual Framework, Resources	
Course Description & Objectives	2
Accessibility, Class Format	3
Class Guidelines, Conduct Code, Textbooks	4
Course Requirements, Grading	5
More on Grades, Submitting Work, Withdrawals & Incompletes	6
Course Schedule	7

SPED 535

Collaboration with Families in Early Childhood Special Education (3 credits)

Semester, Year

Welcome! I am excited to see how each of you will bring your own personality, knowledge, and experiences into this class as you develop effective ways of communicating and collaborating with others to support young children with, or at-risk for, disabilities and their families. Looking forward to working with you!

Conceptual Framework- What does the college value?

Michael D. Eisner College of Education (Approved May 2018):

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **excellence, innovation, and social justice**. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Campus Resources– What support is available?

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.



CSUN WITH
A HEART
SUPPORTING YOUR BASIC NEEDS, INSPIRING YOUR FUTURE



**Try to be a
rainbow in
someone's
cloud.**

~Maya Angelou

**Once you accept
that your child will
be different, not
better or worse—
just different—that's
the first step.**

~anonymous

Course Description- What is this class about?

This course is about working together with families— here's the official description from the catalog:

Recommended and evidence-based practices for working with families of infants, toddlers, and preschoolers receiving early intervention and early childhood special education services. An emphasis is placed on family-centered and culturally-responsive practices that promote the family's roles in the child's development and the family systems model in designing and implementing effective services. Interviewing and active listening techniques are included.

Course Objectives- What will I learn? (from the catalog)

The goal of this course is to help you engage in critical and reflective thinking to develop and practice the skills and knowledge to collaborate and communicate with others. This is extremely important in working with young children with disabilities and their families and can also be important to other aspects of your own professional and personal life. After completing this course, I expect you to be able to:

1. Demonstrate knowledge of relevant federal and state legislation related to the family role in the development and components of: (a) Individualized Family Service Plans (IFSPs) for infants and toddlers with disabilities and (b) Individual Education Programs (IEPs) for preschoolers with disabilities.
2. Reflect upon one's own attitudes, beliefs, and stereotypes and how they may influence interactions with families and their young children with disabilities.
3. Demonstrate an understanding of family and parenting function as a lifelong developmental process beginning before conception.
4. Discuss relevant research on the family's role in the development of the child and on the impact of a child with disabilities on the family.
5. Use a family systems approach (structures, dynamics, cultural influences, and family functioning) in serving families and young children with disabilities.
6. Demonstrate ability to work effectively and sensitively with all families, including those of diverse cultural and linguistic backgrounds in ways that nurture their strengths and emerging capacities.
7. Demonstrate knowledge of how families may react to the diagnosis that their child has a disability and about potential influences that a child with a disability may have on the family system.
8. Recognize the significance of socio-cultural and political contexts on the development of infants and young children from diverse backgrounds including the impact of poverty and disability.
9. Use individualized planning, counseling techniques, and communication skills to establish and maintain a positive and facilitative relationship with families.
10. Demonstrate the ability to select strategies based on parent concerns, priorities and resources, including consideration for culture, language and education.
11. Demonstrate knowledge of strategies and resources to support families and their young children with, or at-risk for, disabilities across transitions, including from hospital to home, from early intervention services to preschool and from preschool to kindergarten.
12. Discuss the application of communication strategies in collaborating with other professional teaching staff and service providers in supporting young children with disabilities and their families.

You can expect me to support your attainment of these objectives by cultivating a positive learning environment that includes understanding, feedback, and guidance. We're in this together!

Accessibility– Need additional support? Ask for help.

Everyone's brain and body works differently– please ask for help if you want it.

**Alone we can do
so little;**



**together we can
do so much.**

~Helen Keller

It is my goal to create a learning environment that supports a diversity of learning styles. If you anticipate any issues related to the format, materials, or requirements of this course, please contact me so we can explore potential options. I will be more than happy to work with you so that you can have a positive learning experience.

Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>. Registration and completion of a services agreement **must occur each semester**. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

Class Format– What is class like?

All official communication will be by e-mail to your CSUN email account so check it frequently.

Attendance: Your active and consistent participation is required to get the most from this course. An additional couple hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments. I hope that the various activities will further your understanding and application of the class topics. This is a hybrid course that includes in-person and online activities designed to prepare you to teach. All of us in the class– you, me, your peers– have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate so that we can all benefit from the insights and experiences each person brings. Please let me know if there are other teaching practices I can use to promote your success in this course. I know that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than classes during the semester, you may be overextended. I ask that you come see me to discuss options. Remember that eligibility for financial aid is also based on student participation.

In-Person Meeting: Campus meeting will be required (*see course schedule for meeting dates). Please come on time, prepared, and ready to participate in class activities which will include, but is not limited to lectures, role-playing, paired/group projects, etc. Plan to stay the entire time. In the case of an emergency or illness, you may arrange with another student in class to participate via Zoom on a student's mobile device or laptop and speak on your behalf. Please request this only when you are truly desperate as this can be disruptive to your classmates and me.

Online Meetings/Modules: This course also includes online modules– you will have the option to participate synchronously via zoom or watch the zoom recording and complete the class activities on your own time, at your own pace, within a week. Attendance for the online class sessions is equivalent to completing the module, which includes, but not limited, to posting to discussion boards, submitting assignments, or taking assessments.

Canvas: Class materials and resources are available online. You will access these by logging on with your campus credentials to Canvas (<https://canvas.csun.edu/>). If you have difficulty logging in to the course or you do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (<https://www.csun.edu/it/device-loaner-program>). Minimal technical skills, such as attaching documents and using Word are necessary for succeeding in the course. If you are having technical difficulties, please contact technical support at <https://www.csun.edu/it/need-help>.

Restrictions on Disclosure and Distribution: To foster a safe environment for learning, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

*What
happens*



*in
SPED 535,
stays in
SPED 535.*

Class Guidelines– What are the class norms? (for you & me)

- **Write and speak in digestible chunks.** Lengthy paragraphs and speeches are difficult for others to digest. Keep your statements short and simple.
- **Use humor carefully.** Sarcasm, in particular, does not translate well in class and especially in online environments. It's best to avoid the potential pitfalls of misunderstood messages.
- **Assume the best intentions.** It can be easy to misread someone's intended message. Give your peers and instructor the benefit of the doubt. Ask them to clarify their meaning.
- **We are not the same.** Respect differences and check your assumptions.
- **Language matters.** Choose your words carefully; avoid using slang, and be kind.
- **Minimize class disruptions.** Please remember to mute ring tones and notification sounds on cell phones during class. Try your best to be on time.

Something else you'd like to add here? Please let me know.

Respect for Diversity & Commitment to Non-Discrimination

It is my intent to create an inclusive class environment where students from all diverse backgrounds and perspectives will be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My goal is to present materials and activities that are respectful of diversity and honors your identities, including accounts and viewpoints from traditionally underrepresented groups. Please let me know if there are ways to improve in this regard for you personally or for other students or student groups. You can also submit anonymous feedback, which will lead to my making a general announcement to the class if necessary to address concerns.

With the above in mind, students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing our diverse social identities. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible so I can facilitate discussions with concerned parties to talk through the issues, or you may also contact CSUN's Title IX Coordinator directly: Jessica Galanos, Valera Hall, Room 285, Phone: (818) 677-2077, jessica.galanos@csun.edu

Student Conduct Code





This class will follow the CSUN Student Conduct Code. Detailed information can be found at <http://catalog.csun.edu/policies/student-conduct-code/>

*I want to know **your own** thoughts and ideas about the class material so submit your own work.*

Plagiarism and cheating will not be tolerated. If you are not clear on what constitutes plagiarism, see this resource from the University Library: <https://libguides.csun.edu/journalism/plagiarism>

Textbooks– What books do I need?

<https://www.bkstr.com/csunorthridgestore/shop/textbooks-and-course-materials>

	Harry, B. (2010). <i>Melanie. Bird with a broken wing. A mother's story.</i> Baltimore: Paul H. Brookes, ISBN: 978-1-59857-113-4
	Division for Early Childhood of the Council for Exceptional Children (2020). The EI/ECSE Standards, Standards 2, 3, & 7. https://www.dec-spced.org/ei-ecse-standards
	Other required readings will be posted in the Canvas modules.
	Optional: Hanson, M.J. & Lynch, E.W. (2013). <i>Understanding Families: Approaches to Diversity, Disability and Risk.</i> (2nd ed.). Baltimore: Paul H. Brookes

Course Requirements– What do I have to do?

Lots of different ways to demonstrate what you have learned- Detailed information and grading rubrics will be provided on our Canvas site.

□ **Resources Brief (40 points)**

With a partner, you will work together to select a topic of your choice that will also be of interest to families of young children with disabilities and create a brief, family-friendly resource sheet. Keep in mind issues of accessibility, especially for families with diverse backgrounds and experiences, including those from marginalized groups. All topics must be approved. You will then present your resource briefs to families of individuals with disabilities at the annual Family Focus Resource Center (FFRC) All Abilities Resource Fair.

□ **Melanie Reaction Paper (20 points)**

Read the book, *Melanie: Bird with a Broken Wing*, and write a paper answering questions to discuss a parent's experience with her child with a disability. Consider how those experiences have implications for practice as a professional in early childhood special education, reflecting on information that has been presented in this course and addressing issues of assumptions, privilege, and dominant norms.

□ **Local Agency Meeting Overview (20 points)** [6.10]

Attend a meeting at a local professional agency related to the education of young children with disabilities of your choosing such as the FFRC Advisory Council meeting. While thinking about equity and social justice, you will write a brief paper describing the agency, summarizing the topics discussed at the meeting, reflecting on the discussions, and proposing ideas for possible action steps to support young children with disabilities and their families.

□ **Community Assets Presentation (30 points)**

Identify various community resources in your school's neighborhood that can be shared to address family concerns, priorities, and interests. Gather information and resources, visit places, and interview community informants. Critically examine assumptions, privileges, and dominant norms that may exist in the community, especially in relation to marginalized groups and promoting equity and social justice. Share your findings in a presentation to the class (5-8 mins).

□ **Collaboration + Roles/Responsibilities Plan (10 points)** [6.12][6.13][6.14][6.15][6.16][6.17][6.18]

This assignment gives you an opportunity to think through the teaming process and come up with a guide for supporting positive collaborations in the early childhood educational setting as well as providing a structure for coaching and mentoring other team members.

□ **Family Project (80 points)** [1.5][2.2][3.1][4.5][4.13][6.2][6.6][6.9]

This assignment will provide you with an opportunity to gather information, to listen sensitively to a family story, and to observe a typical activity of a family with a young child with a disability. Requirements include developing appropriate questions to ask the family and with their input, writing a report and proposing an individualized and culturally relevant family plan. You will also submit a reflection of this experience.

□ **Attendance/Participation (10 points each class)**

There are 15 class sessions (in-person meetings and online meetings/modules). You are expected to participate in all class activities so that you can succeed and demonstrate understanding of the course material. When you miss class, you will miss important information and experiences. Do your best to complete all modules on time so you will be prepared to participate fully with your classmates and I will do my best to support your learning.

Need help? Or just want to connect? Contact me or reach out to your classmates (through Canvas or email). We can do this!

And how will I be graded?

Resources Brief	40
Melanie Reaction Paper	20
Local Agency Meeting Overview	20
Community Assets	30
Collaboration Plan	10
Family Project	90
Attendance/ Participation	150
Total Possible Points	360

How do points change to grades?

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	70-76.9%
D	60-69.9%
F	59.9% & below

More on Grading

It is important that each of you set professional goals for achievement, and pursue readings and assignments with your professional development as the focus (even when it might be hard). However, this class is graded per Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation. Comments, questions, concerns, need help or advice, or just want to talk? Contact me.

**With a positive attitude,
you can be anything you want to
be.**

~Selena

So what do the grades mean? The following is the Department of Special Education's grading policy:

- A = Outstanding.** Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written.
- B = Very Good.** Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.
- C = Satisfactory.** Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.
A grade of "C" or better with a cumulative 3.0 GPA in professional education courses is required for ECSE students.
- D = Barely passing.** Performance reflects the attainment of some competencies.
- F = Failing.** Performance does not meet expectations for basic competency attainment.

Submission of Assignments- How do I submit work?

Assignments are submitted by **uploading them to Canvas**. Feedback and grades will be provided through Canvas. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute the use of any tools, sources, and support. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges. *Plan ahead!*

Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as **Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: <https://www.csun.edu/it/microsoft-office>

Writing: Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. Remember that all supports and resources, including the use of an artificial intelligence (AI) content generator should be properly cited. References should follow APA guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting so that I can read and interpret what you mean. If you need additional assistance with writing, please visit the University Writing Center at: <https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center>

Person-first Language: In general, use person-first language in your professional writing and speaking to acknowledge that people are more than their disability. Only use identify-first language if you have knowledge of that specific preference for an individual. Not sure? Ask.

Due Dates: Submitting work on time helps you stay on track with the coursework and enables you to participate in meaningful discussions with your classmates. Life can be unpredictable though and I get that. Please email me (before the due date) if extenuating circumstances arise so that options can be discussed.

Extra Credit: In this course, extra credit is given through the opportunity to revise and resubmit assignments based on feedback with a chance to raise their grade if the revision is submitted before the end of the semester.

Courage
does not
always
roar.
Sometimes
courage is
the quiet
voice at
the end of
the saying
"I will try
again
tomorrow!"


~Mary Anne
Radmacher

Withdrawals and Incompletes

Sometimes unexpected things happen— I understand. However, it is your responsibility to monitor your own performance as you will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percent (50%) of coursework must be completed with a passing grade before an incomplete can be considered. *Before you decide you are unable to stay in this class, I encourage you to meet with me. We might be able to resolve your concerns.*



Course Schedule– When do I do everything?

Date	Topic	Readings	Assignments– due the following week by 7pm
Class 1	Introduction (getting to know you), 1st impressions, families today	(Hanson Ch.1 & 4)	Class 1 My family & me
Class 2	Diversity, self-reflection, social justice [6.9]	(Hanson Ch. 2 & 3)	Class 2 Self-reflection [6.9]
Class 3	Family systems, partnerships, professional ethics & standards; introduction letters [6.6] [6.10]	(Hanson Ch.9 & 10)	Class 3 Introduction letter Resources Brief draft
Class 4	Families with young children with disabilities; family questionnaires	(Hanson Ch. 11) Melanie	Class 4 Family questions
Class 5	Communication for collaboration (active listening, strength-based language, alliance/ collaboration/empowerment, head-heart-hand) [1.5][2.2][4.5][4.9][5.8][6.2][6.5]	Melanie	Class 5 Communication practice reflection [1.5][2.2][4.5][6.2] Local Agency paper
Class 6	Partnering with families in the IFSP/IEP process & transitions [1.11][4.8][4.11][6.3][6.4] [6.8]	(Hanson Ch.5) Melanie	Class 6 IFSP/IEPs with families Resource Brief
Class 7	All Abilities Resource Fair [6.10]	Melanie	Class 7 Resource Fair reflection
Class 8	Families living in poverty, family life at risk; communication systems [6.7]	Hanson (Ch. 6 & 7)	Class 8 Protective factors Melanie reaction paper
Class 9	Family voices		Class 9 Family voices reflection Anonymous mid-semester feedback
Class 10	Infant/family & early childhood mental health; visiting families in the home	(Hanson Ch. 8)	Class 10 Home visit preparation checklist
Class 11	Conflict resolution		Class 11 Conflict reflection
Class 12	Collaboration with other team members [6.11] [6.12][6.13][6.14][6.15][6.16][6.17][6.18][7.12] [7.13]		Class 12 Class roles & responsibilities ideas [6.12][6.13][6.14][6.15][6.16] [6.17][6.18]
Class 13	Parent Conference Simulation [6.6] 	SIMPACT case	Class 13 Parent conference reflection Collaboration & class roles
Class 14	Instructional strategies for children & families– UDL for all [3.1][3.8][4.13]		Class 14 Activity planning activity due [3.1][4.13] Community assets
Class 15	Community assets presentations+ Review		Class 15 Community assets reflection
Finals	Finish Family Project		Assignment revisions Family Project due

*Schedule, topics, & assignments subject to change with notice

Linking Key:

TPE	Page #	TPE	Page #
[1.5]	7	[6.14]	7
[1.5]	7	[6.14]	7
[1.5]	5	[6.14]	5
[1.11]	7	[6.15]	7
[2.2]	7	[6.15]	7
[2.2]	7	[6.15]	5
[2.2]	5	[6.16]	7
[3.1]	7	[6.16]	7
[3.1]	7	[6.16]	5
[3.1]	5	[6.17]	7
[3.8]	7	[6.17]	7
[4.5]	7	[6.17]	5
[4.5]	7	[6.18]	7
[4.5]	5	[6.18]	7
[4.8]	7	[6.18]	5
[4.9]	7	[7.12]	7
[4.11]	7	[7.13]	7
[4.13]	7		
[4.13]	7		
[4.13]	5		
[5.8]	7		
[6.2]	7		
[6.2]	7		
[6.2]	5		
[6.3]	7		
[6.4]	7		
[6.5]	7		
[6.6]	7		
[6.6]	7		
[6.6]	5		
[6.7]	7		
[6.8]	7		
[6.9]	7		
[6.9]	7		
[6.9]	5		
[6.10]	7		
[6.10]	7		
[6.10]	5		
[6.11]	7		
[6.12]	7		
[6.12]	7		
[6.12]	5		
[6.13]	7		
[6.13]	7		
[6.13]	5		