

**CIEP M34 FAMILY, COMMUNITY, & SCHOOL-BASED CONSULTATION**  
**Loyola University Chicago**  
**Fall 2011**

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**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to:  
[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

**Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

### **Conceptual Framework**

The conceptual framework of the School of Education is "Professionalism in Service of Social Justice". This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Discussion of the mission of the school of education and the framework can be found online at:

<http://www.luc.edu/schools/education/programs/>

### **Course Description**

This course describes how members of families affected by disability and school/community professionals can enter into productive partnerships and create positive outcomes for students in elementary and secondary schools. The partnerships described will be characterized by trust. Trust is possible because candidates will come to understand families are systems, and what happens to one family member happens to all. Using a family systems model, and defining "family" in the broadest sense, candidates will look at how people from different ethnic and socioeconomic backgrounds relate to family and school. Different approaches to work on school or community based teams, the different aspects of planning and implementing team process, and the challenges and threats to that process, are explored. Candidates will be engaged in components of a wraparound support plan. They will focus on giving students and their families voice and choice as they work together to develop interventions. Candidates will address intense quality of life needs that are an extension of a function-based intervention.

## **Course Objectives**

Upon completion of this course candidates will demonstrate the ability to:

1. Identify factors that contribute to successful partnerships between families and professionals. (CC10S4)
2. Plan collaborative conferences with families or primary caregivers. (CC07)
3. Identify how the culture of families and professionals affect them as they form partnerships and plan educational and transition programs. (CC1K10, CC3K4)
4. Understand the roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning and individualizing programs for students with disabilities. (CC1K4)
5. Know how to individualize responses to families of students (with disabilities) based on a knowledge of family systems theory. (CC07)
6. Understand what contributes to resiliency in families of individuals with disabilities and how to promote it. (BD4K4)
7. Identify the subsystems within families and how a child's exceptionality influences them.
8. Understand what is meant by life cycle stages and transitions. (TS1K1)
9. Understand how family/professional partnerships can enable family subsystems to be more successful during times of transition. (CC4S5)
10. Demonstrate strategies for conflict resolution. (CC05)
11. Identify how systems, and professionals within systems, support families in ways that build trust. (CC10K3, CC10K4)
12. Identify, access, and/or create resources and strategies to enhance a school's capacity to educate a student with a disability. (LD9K1)
13. Demonstrate communication skills that honor family preferences, values and beliefs. (CC10S10)
14. Understand procedures and requirements for referring individuals to community service agencies. (TS1K5)
15. Act ethically in advocating for appropriate services (CC9S3)
16. Demonstrate a commitment to the highest education and quality of life potential for individuals with exceptional needs. (CC9S5)

## **Required Textbooks**

Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., & Shogren, K. (2011). (6<sup>th</sup> edition). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust*. Upper Saddle River, NJ: Merrill Prentice Hall.

### **Required use of technology**

The candidate will log onto blackboard (blackboard.luc.edu) and monitor e-mail and announcements that are posted to our class site. Candidates will access [www.pbisillinois.org](http://www.pbisillinois.org) and [www.kipbs.org](http://www.kipbs.org) throughout the semester and search for information related to wraparound.

### **Additional References**

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- Blacher, J. (1984) Sequential stages of adjustment to the birth of a child with handicaps: Fact or artifact? *Mental Retardation, 22*(2), 55-68.
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- Bui, Y.N., & Turnbull, A. (2003). East meets West analysis of person-centered planning in the context of Asian American values. *Exceptional Children, 38*(1), 18-31.
- Burchard, J.D., Bruns, E.J. & Burchard, S.N. (date). The Wraparound Approach. In *Community treatment for youth: Evidence-based interventions for severe emotional and behavioral disorders*. New York: Oxford University Press.
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- Chan, S. & Lee, E. (2004). Families with Asian roots. In E.W. Lynch and M.J. Hanson (eds.), *Developing cross-cultural competence: A guide for working with children and their families* (3<sup>rd</sup> edition, pp.219-298).
- Christenson, S.L. & Sheridan, S.M. (2001). *Schools and families: Creating Essential connections for learning*. New York: Guilford Press.
- Dunst, C.J. (2002). Family-centered practice: Birth through high school. *Journal of Special Education, 36*(3), 139-147.
- Eber, L. (1996). Restructuring schools through the wraparound approach: The LADSE experience. In R.J. Illback & C.M Nelson (Eds.), *School-based services for students with emotional and behavioral disorders* (p.139-154). Binghamton, NY: Haworth.
- Eber, L., Sugai, G., Smith, C., & Scott, T. (2002). Wraparound and positive behavioral interventions and supports in the schools. *Journal of Emotional and Behavioral Disorders, 10*(3), 171-180.
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- Park, J., Turnbull, A.P.. & Park, H.S. (2001). Quality of partnerships in service provision for Korean-American parents of children with disabilities: A qualitative inquiry. *Journal of the Association of Persons with Severe Handicaps, 26*(3), 158-170.
- Soodak, L.C., & Erwin, E.J. (2000). Valued member or tolerated participant: Parents' experiences in inclusive early childhood settings. *Journal of the Association of Persons with Severe Handicaps, 25*(1), 29-41.

### **Diversity and Language**

The mission of the School of Education at Loyola University Chicago involves learning how to teach for social justice and how to meet the needs of diverse learners. This course will help candidates to recognize that there is diversity in all classrooms and to understand the importance of educating themselves about the communities in which schools are embedded, the nature of families in those communities, and the nature of youth culture in those communities. Candidates are asked to think in terms of diversity when they plan lessons, when they interact with family members and other faculty and school personnel. In addition, in our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If needed, an article outlining those recommendations will be provided to you by your instructor.

## Evaluation Procedures

Grading		Course Grade Percentages			
Professionalism	120 pts.				
Cultural Awareness Paper	30 pts.		87-89 B+	77-79 C+	67-69 D+
Choice Activity	20 pts.	93-100 A	83-86 B	73-76 C	63-66 D
Family Case Study	50 pts.	90-92 A-	80-82 B-	70-72 C-	60-62 D-
					< 59 F

*\*Rubrics and/or scoring guides for all assessments described above are posted on BlackBoard.*

**Professionalism:** Your regular attendance and active participation are expected. You are expected to keep up with weekly readings and come to class ready to contribute to an active conversation about those readings. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any amount of reading or writing of papers. A student cannot earn an "A" in this course with more than two absences or with frequent tardiness.

- Candidates will complete weekly **ticket in/ticket out** activities.
- Candidates will present findings from their cultural awareness paper during an in-class **Cultural Awareness Expo**
- Candidates will share findings from their family case study during the **Family Case Study Presentations**

**Cultural Awareness Paper:** Each candidate will write a 4-5 page paper on an issue of cultural sensitivity when working with families, colleagues, and community members. You will read 4-5 articles which will be cited in the paper using APA format. Many potential articles have been cited in the reference section of this syllabus or you may choose ones of your own. The majority of these resources are available as full text e-documents or are books that Loyola University libraries have in their collections.

**Choice Activity:** Candidates will choose from one of the following projects:

- LAN Meeting: Candidate will attend the meeting, write a 1-2 page summary and reflection about your experience at the LAN meeting and then serve a facilitator of class discussions on the topic of Wraparound.
  - LAN meeting dates: 9/7/11, 9/21/11, 10/5/11, 10/19/11, 11/2/11, or 11/16/11

- **Oral Book Report:** Candidate will provide a summary of the book and facilitate a discussion on elements of the book and how they relate to topics discussed in class. The book must be a non-fiction work about families dealing with issues related to their child's disabilities. The candidate will write an annotated bibliography entry for the chosen book. The instructor will offer suggestions for possible book titles.

**Family Case Study:** Based on one of two families who visit our class, candidates will work in groups to complete steps in the wraparound process. Each family case study will include a summary identifying the family's vision, dreams, goals for the target person based upon his/her strengths. Candidates will provide a list of resources for the family to support the target person's goals. Each candidate will write a 1-2 page reflection about the process used to support the family and target person. This assignment will be partially completed during class sessions and partially completed outside of class.

## Schedule of Topics, Readings, and Assignments

\* Additional supplemental readings may be added at the instructor's discretion.

Date	Topic	Readings Due	Assignments Due
08/29/11	Logistics, Syllabus, Overview of course & the start of our cultural journey		
09/05/11	Labor Day – NO CLASS		
09/12/11	Family Systems Perspective: Family Characteristics	Turnbull et al. (2011) Prologue & Ch 1	*TI/TO <i>*Choice project decision</i>
09/19/11	Family Systems Perspective: Family Interactions  <i>*Library session with Tracy Ruppman</i>	Turnbull et al. (2011) Ch 2	*TI/TO <i>*Cultural awareness paper topic due</i>
09/26/11	Family Systems Perspective: Family Functions  <i>*Mini lesson on grammar, writing, and APA format</i>	Turnbull et al. (2011) Ch 3	*TI/TO
10/03/11	Family Systems Perspective: Family Life Cycle	Turnbull et al. (2011) Ch 4	<i>*Cultural awareness paper &amp; expo presentations</i>
10/10/11	Fall Break – NO CLASS		
10/17/11	Family Roles and Policy: Historical & Current Roles of Parents; Policies Shaping School Reform	Turnbull et al. (2011) Chs 5 & 6	*TI/TO
10/24/11	Partnerships & Trust: Partnerships as Archways; Trust as the Keystone for Partnerships	Turnbull et al. (2011) Chs 7 & 8	*TI/TO <i>*Choice activity (book report) due date #1</i>
10/31/11	Implementing Partnerships: Communicating & Collaborating among Partners; Wraparound Process	Turnbull et al. (2011) Ch 9 PBIS-IL website	*TI/TO <i>*Choice activity (LAN mtg) due date #1</i>

11/07/11	Implementing Partnerships: Meeting Families' Basic Needs; Wraparound Process	Turnbull et al. (2011) Chs 10  KIPBS module 4	<i>*TI/TO</i> <i>*Choice activity (LAN mtg)</i> <i>due date #2</i>
11/14/11	Family visits	Guiding questions for Family Case Study	<i>*Begin family case studies</i>
11/21/11	Implementing Partnerships: Families as Partners in Student Evaluation; Individualizing Education in Partnership with Families	Turnbull et al. (2011) Chs 11 & 12	<i>*TI/TO</i> <i>*Choice activity (book</i> <i>report) due date #2</i>
11/28/11	Implementing Partnerships: Supporting Students' Individualized Achievement & Performance; Pulling it all together	Turnbull et al. (2011) Chs 13 & Epilogue	<i>*TI/TO</i> <i>*Choice activity (book report</i> <i>or LAN mtg) due date #3</i>
12/05/11	Family Case Study Presentations		<i>*Presentation, wraparound</i> <i>summary, and individual</i> <i>reflections due</i>