

CIEP 479: SCHOOL-BASED CONSULTATION
Loyola University Chicago
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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. For additional academic policies and procedures refer to:
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/education/about.shtml>

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

Lambie, R. (2008). *Family systems within educational & community contexts: Understanding children who are at risk or have special needs*. (3rd edition). Denver, CO: Love Publishing Co.

Lynch, E.W. & Hanson, M.J. (2004). (3rd edition). *Developing cross-cultural competence: A guide to working with children and their families*. Baltimore: Brookes Publishing Company.

Required use of technology

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

Additional References

- Adams, K.S., & Christenson, S.L. (1998). Differences in parent and teacher trust levels: Implications for creating collaborative family-school relationships. *Special Services in the Schools, 14*(1/2), 1-22.
- Algozzine, B., Browder, D. Karvonem, M., Test, D.W., & Wood, W.M. (2001). Effects of interventions to promote self-determination for individuals with disabilities. *Review of Educational Research, 71*(2), 219-277.
- Allen, R.L. & Petr, C.G. (1996). Toward developing standards and measurements for family-centered practice in family support programs. In G.H.S. Singer, L.E. Powers, & A.L. Olson (Eds.), *Redefining family support innovations in public-private partnerships* (pp.57-89). Baltimore: Brookes.
- Barrie, W., & McDonald, J. (2002). Administrative support for student-led individualized education programs. *Remedial and Special Education, 23*(2), 116-121.
- Becker-Cottril, B., McFarland, J., & Anderson, V. (2003). A model of positive behavior support for individuals with autism and their families: The family focus process. *Focus on Autism and Other Developmental Disabilities, 18*(2), 113-123.
- Blacher, J. (1984) Sequential stages of adjustment to the birth of a child with handicaps: Fact or artifact? *Mental Retardation, 22*(2), 55-68.
- Blue-Bannin, M., Summers, J.A., Frankland, H.C., Nelson, L.L. & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children, 70*(2), 167-184.
- Blue-Bannin, M.J., Turnbull, A.P., & Pereira, L. (2000). Group action planning as a support strategy for Hispanic families: Parent and professional perspectives. *Mental Retardation, 38*(3), 262-275.
- Boyd, B.A. (2003). Examining the relationship between stress and lack of social support in mothers of children with autism. *Focus on Autism and Other Developmental Disabilities, 17*(4), 208-215.
- 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.
- Burns, B.J., Schoenwald, S.K., Burchard, J.D., Faw, L. & Santos, A.B. (2000). Comprehensive community-based intervention for youth with severe emotional disorders: Multisystemic therapy and the wraparound process. *Journal of Child and Family Studies, 9*, 283-314.
- 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* (3rd 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.
- Field, S., Mating, J.E., Ward, M.J., & Wehmeyer, M.L. (1998). *A practical guide for teaching self-determination*. Reston, VA: Council for Exceptional Children.
- Gallagher, P.A., Fialka, J., Rhodes, C., & Arceneaux, C. (2001). Working with families: Rethinking denial. *Young Exceptional Children, 5*(2), 11-17.
- Geenen, S. Powers, L. & Lopez-Vasquez, A. (2001). Multicultural aspects of parent involvement in transition planning. *Exceptional Children, 67*, 265-282.
- Ivey, J.K. (2004). What do parents expect? A study of likelihood and importance issues for children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 19*(1), 27-33.

- Krauss, M.W., Wells, N., Gulley, S., & Anderson, B. (2001). Navigating systems of care: Results from a national survey of families with children with special health care needs. *Children's services: Social Policy, Research, and Practice*, 4(4), 165-187.
- Lian, M.J.& Fontanez-Phelan, S.M.(2001). Perceptions of Latino parents regarding cultural and linguistic issues and advocacy for children with disabilities. *Journal of the Association for Persons with Severe Handicaps*, 26(3), 189-194.
- Lord-Nelson, L.G., Summers, J.A.,& Turnbull, A.P. (2004). Boundaries in family-professional relationships: Implications for special education. *Remedial and Special Education*, 25(3), 153-165.
- 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 College 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			
ticket in/ticket out	100 pts.				
cultural sensitivity paper	30 pts.		87-89 B+	77-79 C+	67-69 D+
choice activity	15 pts.	93-100 A	83-86 B	73-76 C	63-66 D
final project	50 pts.	90-92 A-	80-82 B-	70-72 C-	60-62 D-
					< 59 F

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.

Cultural Awareness Paper: Each candidate will write a 3-5 page paper on 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:

- A visit you will make to a LAN meeting and the short report you will give on what you learned through the experience. *Consult: systemofcareillinois.org*
- An oral book report for a book related to families dealing with issues related to their child's disabilities. The instructor will offer suggestions for possible book titles.
- An annotated bibliography for 10 children's books that relate to topics of disability.
- A project that you design with the instructor's approval

Final Project: Based on one of family case studies presented in class, candidates will work in groups to complete a wraparound write up for the family in the case study. This assignment will be partially completed during the last two 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/Activities	Readings and Assignments
1/19/11	Syllabus, Overview of course & the start of our cultural journey	
1/26/11	Ethnic, Cultural, & Language Diversity in Service Settings; From Cultural Shock to Cultural Learning	Lynch & Hanson (2004) Chs 1 & 2
2/2/11	Developing Cross-Cultural Competence	Lynch & Hanson (2004) Ch 3
2/9/11	An Introduction to Family Systems Theory	Lambie (2008) Intro & Ch 1
2/16/11	Cultural Awareness Expo -- Lynch & Hanson Chs 4-12	
2/23/11	The Family Life Cycle; Family Interaction Patterns	Lambie (2008) Chs 2 & 3
3/2/11	Historical Factors in Family Systems	Lambie (2008) Ch 4 <i>**Cultural Awareness Paper Due**</i>
3/9/11	Spring Break – No Class!	
3/16/11	SES Factors in Families; School & Community Applications	Lambie (2008) Ch 5 pgs 113-122; pgs 145-154
3/23/11	Families & Adoption; Non-	Jigsaw Lambie (2008)

	Traditional Families; Challenged Families	Chs 6, 7, & 8
3/30/11	Bullying & Violence in Schools & Communities; Community Factors in Resilience	Lambie (2008) Chs 9 & 10 <i>**Choice Project Due**</i>
4/6/11	The Wraparound Process; Tools for Implementation	KIPBS online modules; IL-PBIS Network webpage
4/13/11	Team Functioning & Family Involvement; Wraparound	Lambie (2008) Ch 11
4/20/11	Family Conferences & Teacher-Student Support Teams; Wraparound	Lambie (2008) Ch 12
4/27/11	Family-Focused Interventions & IEPs; Wraparound	Lambie (2008) Ch 13
5/4/11	FINAL	<i>**Wraparound Case Project Due**</i>