

CIEP 479: SCHOOL-BASED CONSULTATION
Loyola University Chicago
Spring 2017

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Class Time: Wednesdays 5-7:30pm

Class Location: Cuneo Hall, Room 111

The Mission of the Loyola University Chicago, School of Education

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within the context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Conceptual Framework

The conceptual framework of the School of Education is “Social Action through Education”. 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 our Conceptual Framework Standards can be found at www.luc.edu/education/mission/

Additional important University policies and procedures related to Academic Honesty, Accessibility, EthicsLine Reporting, and Electronic Communication are available at www.luc.edu/education/syllabus-addendum/

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 the team process, and

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.

IDEA Objectives

The following objectives will be the focus for the instructor evaluation surveys at the end of the semester:

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Acquiring skills in working with others as a member of a team

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

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 Texts

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

*Scholarly journal articles will be assigned as required reading throughout the semester. In addition, as candidates further their inquiry into course competencies, investigations of websites, online modules, and other resources will be required.

Required use of technology

The candidate will log on to Sakai (sakai.luc.edu) and monitor e-mail and announcements that are posted to our class site. Candidates will access www.istac.net; www.pbis.org; www.apbs.org; and www.kipbs.org throughout the semester and search for information related to wraparound. Students may be required to participate in some online discussions and/or activities throughout the semester.

Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. When the technology interferes with classroom functioning, technology is a deterrent. It is the expectation that members of the class are focused on the course content and actively contributing to the class. **Applications (instant messaging, emailing, text messaging, and phone calls during class) that detract from classroom functioning are highly discouraged. Use of these applications during class time could impact the final grade. In addition, please allow the instructor 2 business days to respond to e-mails.**

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. Dialogue within the class is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. 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.

Dispositions

Candidate dispositions will be assessed throughout the course using the rubric found in your LiveText accounts. Candidate behaviors, discussion comments, coursework, and communication will be utilized to determine dispositional ratings related to **Inquiry, Social Justice, and Professionalism**. Each domain is briefly described below:

Inquiry: Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Evaluation Procedures

Grading	
ticket in/ticket out/class activities	45 pts.
cultural awareness paper	45 pts.
choice activity	15 pts.
final project	55 pts.

Course Grade Percentages			
	87-89 B+	77-79 C+	67-69 D+
93-100 A	83-86 B	73-76 C	63-66 D
90-92 A-	80-82 B-	70-72 C-	62 or < 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 will be dropped to the next lowest grade category (e.g. A to A-) with more than two absences or with frequent tardiness.

Class activities Candidates will complete weekly **ticket in/ticket out** and other class activities.

Cultural awareness paper: Each candidate will write a 3-5 page paper synthesizing what you find to be the most important information (according to published scholarly journal articles) when working with families, colleagues, and community members within an area of cultural awareness of interest. For example, you could identify important factors or make recommendations related to Deaf culture, the culture of poverty, the culture of foster care, being a sibling of a person with a disability, or a specific racial or ethnic cultural topic you about which you feel passionate. You will read 4-5 peer reviewed 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:

- 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: Candidates will work in groups to complete a wraparound plan for an individual with a disability and his or her family. More details to follow.

Schedule of Topics, Readings, and Assignments

*May change as semester progresses. Candidates are responsible for checking Sakai frequently! Additional supplemental readings may be added at the instructor's discretion.

Date	Topic/Activities	Readings and Assignments
1/25/17	Syllabus, overview of course & the start of our cultural journey	
2/1/17	Ethnic, Cultural, & Language Diversity in Service Settings	Sakai Reading: Lynch & Hanson (2004) Ch 1;
2/8/17	From Cultural Shock to Cultural Learning	Sakai Reading: Lynch & Hanson (2004) Ch 2;
2/15/17	Developing Cross-Cultural Competence	Sakai Reading: Lynch & Hanson (2004) Ch 3;
2/22/17	Investigating our biases	https://implicit.harvard.edu/implicit/ <i>**Identify topic for Cultural Awareness Paper**</i>
3/1/17	ONLINE Family Systems Perspective: Family Characteristics and Family Interactions	Turnbull et al. (2011) Ch 1 & 2
3/8/17	SPRING BREAK – NO CLASS!	<i>**Choice Project Due**</i>
3/15/17	Family Systems Perspective: Family Functions & Family Life Cycle	Turnbull et al. (2011) Ch 3 & 4
3/22/17	History and Public Policy related to Partnerships: Historical & Current Roles of Parents; Policies Shaping School Reform	Turnbull et al. (2011) Ch 5 & 6 <i>**Cultural Awareness Paper Due**</i>
3/29/17	Implementing Partnerships: Seven Principles of Partnerships and Trust; Communication & Collaboration	Turnbull et al. (2011) Ch 7 & 8
4/5/17	Implementing Partnerships: Families as Partners in Evaluating a Student	Turnbull et al. (2011) Ch 9

4/12/17	ONLINE The Wraparound Process; Tools for Implementation	KIPBS online modules;
4/19/17	Wraparound	Sakai Reading: NWI Webinar Resource List
4/26/17	Implementing Partnerships: Meeting Families' Basic Needs & Partners for Student Outcomes	Turnbull et al. (2011) Ch 11 & 12
5/3/17	Wraparound – reflect on process, challenges, benefits	**Family Case Study Due**

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.
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- 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.
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- 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.
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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.

**Loyola University Chicago
School of Education
Syllabus Addendum**

IDEA Course Evaluation Link for Students

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Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.