

# CDE A174: COLLABORATING WITH FAMILIES IN INCLUSIVE ENVIRONMENTS

Item	Value
Curriculum Committee Approval Date	10/06/2021
Top Code	130520 - Children with Special Needs
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)

## Course Description

Practical approaches to building relationships with parents through effective communication techniques and supporting families of children with identified or suspected special needs. Formerly known as EC A174. PREREQUISITE: CDE A210 or HMDV A210. Transfer Credit: CSU.

## Course Level Student Learning Outcome(s)

1. Describe the process of building relationships and partnerships with parents including techniques of good communication skills and the dynamics of diversity issues.
2. Identify atypical development in children, refer parents to appropriate agencies for evaluation and specialized services, and understand the issues and dynamics facing families of children with special needs.

## Course Objectives

- 1. Describe attitudes and belief systems that may create barriers to building relationships and partnerships with parents.
- 2. Identify the diversity issues that influence positive parent-professional relationships
- 3. Explain the dynamics of family involvement in the school program.
- 4. Apply the techniques of good communication skills.
- 5. Demonstrate the ability to create written communication documents for parents.
- 6. Identify and create a variety of parent education strategies.
- 7. Identify strategies for documentation and sharing concerns regarding atypical development.
- 8. Identify the appropriate agencies for referral and evaluation for specialized services.
- 9. Identify key legislation relating to the rights and services of persons with disabilities.
- 10. Explain the legal foundations for inclusion practices.
- 11. Describe the coping dynamics of families of children with special needs.
- 12. Describe the roles of the professional in supporting families of children with special needs.

- 13. Identify the emotional issues that face teachers in supporting families of children with special needs

## Lecture Content

I. Stages of Adult Development A. Teaching B. Directing C. Parenting D. Teaming II. Barriers to Positive relationships A. Personality styles B. Family composition and structure C. Diversity issues D. Grief processing style III. Creating Partnerships with Families A. Elements of a good partnership B. Benefits of a good partnership C. Ways to build partnerships IV. Family Involvement in the School A. Role of the school, teacher, early interventionist, and administrator B. Role of the family C. Parent education D. Parent support V. Effective Communication with Parents A. Effective communication techniques B. Roadblocks to good communication VI. Conferencing with Parents VII. Understanding and Helping Families Who Are Under Stress A. Crisis intervention B. Grief management C. Referral VIII. Written Communication A. Newsletters B. Message boards C. Documentation of child's growth D. Classroom displays E. Portfolios IX. Working with Culturally Diverse Groups X. Identification and Referral Process for Specialized Services A. Early intervention issues and outcomes 1. Chronological and developmental age of the child 2. Windows for optimal development, brain research, efficacy studies 3. Severity if left undetected or unaddressed, secondary disability 4. Remediation later versus intervention today's argument B. Suspecting a problem 1. Difference or disability 2. Environmental factors (family, SES, health, and nutrition) 3. Emotional regulation, relationship with others 4. Sensory processing and responsiveness to others and environment C. Documenting concerns 1. Informal data Observation Parent interview Portfolio/anecdotes 2. Formal data Norm reference Curriculum reference tools 3. Team input: staff perspectives XI. When to Act on Concerns A. Strategies for Approaching Parents 1. Soliciting input from family and building a relationship of trust 2. Approaches to sharing your concerns 3. Reflective listening 4. Developing a collaborative plan 5. Negative reactions of parents XII. Survey of Systems A. Regional center B. Public education agencies C. California children's services D. Evaluation of a disability E. Obstacles in evaluation and identification XIII. Family rights in the special education environment XVI. Supporting the Family A. Theories of families coping with stress 1. Kubler-Ross: Coping (grief cycle) 2. Turnbull's Family System Theory 3. Eclectic approach to crisis intervention and grief management B. Family focus/empowerment C. Support roles 1. Team roles- parents/ECE/ECSE 2. Role in the special education process 3. Input/attend IEP/IFSP 4. Review of records and data 5. Supporting the inclusive placement 6. Parents goals in ECE 7. Range of effecting options D. Techniques and strategies for emotional support 1. Reflective listening 2. Knowledge: information, resources, and referrals 3. Parent to parent support E. Advocacy F. Dealing with your own emotions (teacher) G. Diversity values XVII. Legal mandates A. Laws pertaining to the child with special needs XVIII. Funding mandates vs. Reality of classrooms XIX. Working with a variety of Agency representatives in inclusive environments

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

## Instructional Techniques

Lecture, video/discussion, cooperative learning activities, student presentations, demonstrations, field trips, and role playing

## **Reading Assignments**

Reading in textbook Guest speaker – Social worker from Regional Center  
3 hours a week

## **Writing Assignments**

Class journal, reaction papers, article reviews, parent communication documents, visit reports, web site research report Interview a Teacher or family who has a child with special needs 8-10 hours in total

## **Out-of-class Assignments**

Students will conduct an interview of a fully qualified teacher Observation and evaluation of 2 teacher-child interactions Observation and analysis of teacher role in supporting social, emotional, cognitive and physical development in the learning environment 3 hours per week

## **Demonstration of Critical Thinking**

Attendance, class participation, written assignments, projects, class presentations, and examination

## **Required Writing, Problem Solving, Skills Demonstration**

Class journal, reaction papers, article reviews, parent communication documents, visit reports, web site research report

## **Eligible Disciplines**

Child development/early childhood education: Masters degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelors degree in any of the above AND masters degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Masters degree required.

## **Textbooks Resources**

1. Required Puig, V., Recchia S.L.. Conversations with Families of Children with Disabilities: Insight for Teacher Understanding, ed. Routledge Publishing, 2020 Rationale: Wasik, Barbara, Home Visiting, CA: Sage Publishing, 1990, latest.