IECE 321
Family Supports and Services
Fall 2008
3 Credit Hours

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Prerequisites: CFS192, EXE 330, CFS 311 or SOCL 220

Course Description: Application of family systems theory, the development of family plans and the implementation and evaluation of family-centered services is stressed. A minimum of twenty-five hours of field experience are required in this course; students are responsible for arranging their own transportation.

Course Rationale: This course will be one in a sequence to prepare individuals to work with families of children birth to primary age with and without disabilities. The Individuals with Disabilities Act (IDEA) and the Kentucky Education Reform Act (KERA) includes legislation requiring the active participation of families as partners on the education and intervention team for their child. In addition, the Division of Early Childhood Education (DEC) and the National Association for the Education of Young Children (NAEYC) recommend family participation in the education of young children with and without disabilities.

Textbooks/Readings:
Additional Readings: The instructor will assign additional readings as appropriate for the course.

**IECE Teacher Standards:**
I. Create appropriate learning environments that are supportive of development needs.
II. Introduce, implement, facilitate, and manage development and learning.
III. Assess children’s cognitive, emotional, social, communication, adaptive and physical development; organize assessment information and communicate the results.
IV. Reflect on and evaluate teaching and learning situation, environments, and programs.
V. Collaborate and consult with staff in a team effort, volunteers, families, and other providers.
VI. Engage in self-evaluation of teaching and management skills
VII. Support and promote the self-sufficiency of families
VIII. Demonstrate implementation of technology.

**Course Objectives:** At the completion of this course, the student will be able to:

1. Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities;
2. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds;
3. Assist families in identifying their resources, priorities, and concerns in relation to their child’s development and link them with a range of family-oriented services based on those resources, priorities and concerns;
4. Respect and support families’ choices and goals for their child’s development and communicate effectively with families about curriculum and children’s progress;
5. Involve families in assessing and planning for individual children;
6. Implement a range of family oriented services based on the family’s identified resources, priorities, and concerns and consistent with due process safeguards;
7. Encourage and assist families in becoming active participants in the educational team;
8. Plan and conduct collaborative conferences with families and/or
primary caregivers;
9. Evaluate services with families;
10. Adhere to professional ethics within Interdisciplinary Early Childhood Education; and
11. Reflect on and evaluate teaching and learning.

Course Outline:
I. The family system
   a. Definition of family
   b. Components of the family system
   c. Demographic turns as related to the family system
II. Effects of a child with a disability on the family system
   a. Factors related to the family’s reaction
   b. The grief /mourning cycle
   c. Individual family member’s reactions
III. Family-centered services: a model
   a. Determining a philosophical base
   b. Defining the family-centered model
IV. Family-centered services: Implementing the model
   a. Communicating and collaborating
   b. Meeting families’ basic needs
   c. Families as assessment team members
   d. Planning for instruction
   e. Implementing instruction

Course Requirements:
1. **Identification of Family Resources, Priorities, and Concerns: (Critical Performance)**. Each student will implement procedures to identify resources, priorities and concerns of a family who have a child between the ages of birth – 3 years. This will, at a minimum, include appropriate family questionnaires and a family-focused interview. Results will be summarized in a written report. Include copies of your interview questions/responses and completed family questionnaires with your final report. Points: 100
2. **Family Plan: (Critical Performance)** each student will develop a family plan (IFSP) based on the expressed family resources, priorities, and concerns. Points: 75
3. **Family Visit: (Critical Performance)** Each student will spend
a minimum of 10 hours with the family with whom they
develop the IFSP. These hours are in addition to the time
spent to complete assignments 1 and 2. Students will need to
show documentation for all hours spent in observation by
completing an observation log and having it signed off on by
the family. Students write a reflective paper at the completion
of the visits. Points: 75

4. **Exams:** Each student will take 3 exams over the course of
the semester. Questions will be taken from readings, in both
the text and related materials and class discussions.
Points: 100 each total 300

5. **Resource Review:** (Critical Performance). Each student will
review 5 resources related to some aspect of family
involvement (e.g., parent education, communication), prepare
an annotated bibliography of those resources with copies for
students, and present the resources in the class. Points: 50

6. **Parent Panel and Reflection:** Each student will complete a
written reflection on the parent panel from the class. Papers
will be between 2 – 3 pages in length and at a minimum
address: new information learned, how the information
impacted your view of families of children with disabilities,
and how you will use the information in the future. Points: 50
Please Note: There are three class meetings that will be held at the Bowling Green site only. Dates are listed on the course calendar and the class will determine adjustments to those meeting times as appropriate to allocate for driving time and related concerns.

Rubrics for critical performances can be found at http://edtech2.wku.edu/portfolio/index.php

Grading and Evaluation: Points will be assigned as followed:
Family Resources, Priorities, and Concerns 100 points
IFSP 75 points
Family Visit 75 points
Tests (3@100 each) 300 points
Parent Panel & Reflection 50 points
Family Resources Bib & Presentations 50 points

Total 650 points

92 – 100% = A
83 – 91% = B
74 – 82% = C

Course Policies:

1. All assignments will have a due date. Assignments turned in after the deadline may have 10% deducted from the overall points of the assignment for each day it is late.
2. You are required to check the course site and your email on a regular basis. I will post agendas prior to each class meeting, but you can check the course calendar to see the topic and related readings for each class meeting. I MAY post power points for each of our weekly discussions prior to weekly meetings. Power points in no way take the place of reading the text or related materials and are the intellectual property of the instructor.
3. Assignments will be turned in via the assignment section of the blackboard course site. To access assignments, you follow the link from the main menu of the course. You will attach your
assignments through this tool. Documents you submit via assignments MUST be saved to your computer in either Microsoft WORD or Rich Text Format. You will know if you have successfully submitted an assignment by checking the grade book and under the assignment you should see a “!” by the name of the assignment. If you do not see a “!” your assignment has not been submitted and you will need to resend. Assignments turned in via email attachment will not be accepted, you must use the assignment section of blackboard to submit your work.

4. All assignments must be named with your first initial, last name and the name of the assignment. For example, your first assignment will be your family panel reflection – I would name my document SDietrichFamilyPanelReflection. Assignments turned in not following this naming convention will not be graded.

5. Save a hard copy of all assignments turned in through the assignment section of blackboard. Always backup documents from your hard drive so that you will not have to redo an assignment completely if you have technology problems.

6. Each student is expected to upload all critical performances for this class through the college of education’s portfolio system. Some critical performances, i.e. the IFSP will need to be scanned to be loaded into the system. The college of education micro computing lab can provide assistance with scanning of documents. A final grade will not be assigned if critical performances are not uploaded by the deadline indicated in the course calendar.

7. This is a course that is offered primarily via I-TV and any related technological issues are not the responsibility of the instructor. You should anticipate that at some point along the way, the system will crash and folks at remote sites may miss discussions or related materials. In the event the system fails, the instructor will tape the course and forward a video tape via the pony to each of the sites. It is then the students’ responsibility to view the tape of missed content.

PLAGIARISM POLICY: “To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give
any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism” (pg. 27, Western Kentucky University Undergraduate Catalog 2003-2005). This policy also applies to images taken from sources and not created by the student. Any act of plagiarism on part of the student will result in a failing grade for the assignment.

ATTENDANCE POLICY: Students are expected to attend class regularly and participate in weekly discussions and assignments.

DISABILITIES ACCOMODATIONS STATEMENT: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

UNIVERSITY POLICY FOR FIELD EXPERIENCES OR OBSERVATIONS: Western Kentucky University implemented a policy in August, 2002 that requires all students to have a criminal background check, a physical and a TB Skin test on file in the Office of Teacher Services before they can begin field experiences or observations. See attached document from Office of Teacher Services.