

 <p>FAU COLLEGE OF EDUCATION Florida Atlantic University</p>	<p><b>Yash Bhagwanji, Ph.D.</b> 330 College of Education</p> <p>561-297-6594 ybhagwan@fau.edu</p> <p><b>Office Hours:</b> Mondays, Wednesdays, and Thursdays, 1-4 pm</p>
<p><b>Department of Exceptional Student Education (ESE)</b></p>	

**COURSE NUMBER: EEX 3754 (Section 002, Call Number 21259)**

**COURSE TITLE: Building Family, Community, and School Partnerships**

**CATALOG DESCRIPTION:**

2 semester hours. Prerequisites: None

This course focuses on the skills necessary to create positive working relationships with families. Different approaches, methods and materials using research based developmentally appropriate practices will be covered.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by identifying the five dimensions of readiness and developing a family communication/collaboration plan that demonstrates respect for the developmental characteristics of young children, their families, and needs of ESOL students, and demonstrating the capability to teach and respect young children.

**REQUIRED TEXTS:**

Berger, E. & Riojas-Cortez, M. (2012). *Parents as Partners in Education: Families and Schools Working Together*. Upper Saddle River, NJ: Merrill Prentice Hall.

Horn, E., Ostrosky, M. & Jones, H. (Eds.) (2003). *Young Exceptional Children Monograph No. 5: Family-Based Practices*. Division of Early Childhood of the Council for Exceptional Children.

**RECOMMENDED TEXTS:**

Bredenkamp, S. & Copple, C. (Eds.) (1997). *Developmentally appropriate practice in early childhood programs*. Washington: NAEYC.

**SUGGESTED RESOURCES:**

Overton, S. (2005). *Collaborating with Families: A Case Study Approach*. Upper Saddle River, NJ: Merrill Prentice Hall.

**AUDIO/VISUAL TECHNOLOGY:**

Computer: Blackboard Distance Learning (blackboard.fau.edu Do not type www. Follow links for Login)

Computer: APA Style web sites:

<http://www.wisc.edu/writing/Handbook/DocAPA.html>;

<http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apamenu.htm>

<http://www.apastyle.org/fifthchanges.html> Computer: E-mail

Computer: Power Point Presentations

Computer: Word processing

Overhead projector, Computer Projector, VCR

CD-ROM's, DVD, Laser Disks

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

Council for Exceptional Children/Division for Early Childhood (CEC/DEC)

NCATE Recommendations for Technology in Teacher Education = (NCATE-tech)  
 National Association for the Education of Young Children (NAEYC)  
 State of Florida Prekindergarten/Primary Education (Age 3) Specialization Competencies (PK/P)  
 Educator Accomplished Practices: Florida Education Standards Commission (EAP)  
 Pathways to Professionalism Competency  
 Subject Matter Content Standards for Florida's Teachers: ESOL = (ESOL)

**COURSE OBJECTIVES:**

<b>Course Objective: Students will...</b>	<b>Competencies</b>
1. Students will be able to identify and apply skills that contribute to the development of a school environment that supports and protects the health and safety of young children.	<p><b><u>PreKindergraten/Primary</u></b></p> <ul style="list-style-type: none"> <li>• 7-1 Identify strategies to adapt curriculum for children with diverse needs. (PK/P)</li> </ul>
2. Students will be able to identify and demonstrate the appropriate use of resources and strategies to facilitate family and community involvement amongst diverse populations of individuals and groups.	<p><b><u>PreKindergraten/Primary</u></b></p> <ul style="list-style-type: none"> <li>• 5-1 Identify strategies for encouraging and facilitating family and community partnerships in all phases of school programs. (PK/P)</li> <li>• 7-4 Identify programs, curricula, and activities that provide for the language needs of children and their families who have limited English proficiency. (PK/P)</li> </ul> <p><b><u>Florida Educator Accomplished Practices</u></b></p> <ul style="list-style-type: none"> <li>• Standard 3 Continuous improvement (FAU EAP 3.2)</li> </ul>
3. Students will demonstrate understanding of family systems, theories, and their impact on children.	<p><b><u>PreKindergraten/Primary</u></b></p> <ul style="list-style-type: none"> <li>• 5.2 Identify contemporary family systems and how to provide for their needs. (PK/P)</li> </ul> <p><b><u>Professional Organizations</u></b></p> <ul style="list-style-type: none"> <li>• EC9-S2 Use family theories and principles to guide professional practice. NAEYC</li> <li>• EC9-S3 Respect family choices and goals. NAEYC</li> <li>• EC6-S1 Support and facilitate family and child interactions as primary contexts for learning development. NAEYC</li> <li>• EC8-S4 Assist families in identifying their concerns, resources, and priorities. NAEYC</li> <li>• EC8-S5 Participate and collaborate as a team member with other professionals in conducting family-centered assessments. NAEYC</li> <li>• EC8-S6 Evaluate services with families. NAEYC</li> <li>• CC-K4 Family systems and the role of families in supporting development. CEC-DEC</li> <li>• CC1-K7 Family systems and the role of families in the educational process. CEC-DEC</li> </ul>
4. Students will identify the rights and responsibilities of children, families, and schools related to students with disabilities.	<p><b><u>PreKindergraten/Primary</u></b></p> <ul style="list-style-type: none"> <li>• 2-3 Identify the impact of federal and state laws on education in the classroom. (PK/P)</li> </ul> <p><b><u>Professional Organizations</u></b></p> <ul style="list-style-type: none"> <li>• CC1-K4 Rights and responsibilities of students, parents, teachers and other professionals and schools related to exceptional learning needs. CEC-DEC</li> <li>• CC7-S3 Involve the individual and family in setting instructional goals and monitoring progress. CEC-DEC</li> </ul>

	<ul style="list-style-type: none"> <li>• CC9-K2 Importance of the teacher serving as a model for individuals with exceptional learning needs. CEC-DEC</li> <li>• CC9-S3 Act ethically in advocating for appropriate services.</li> <li>• CC9-S10 Access information on exceptionalities. CEC-DEC</li> <li>• CC10-K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program CEC-DEC</li> <li>• CC10-K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns. CEC-DEC</li> <li>• CC10-S1 Maintain confidential communication about individuals with exceptional learning needs. CEC-DEC</li> <li>• CC10-S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. CEC-DEC</li> <li>• CC10-S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. CEC-DEC</li> <li>• CC10-S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. CEC-DEC</li> </ul>
<p>5. Students will demonstrate sensitivity to diverse children and families and identify strategies to provide for their needs.</p>	<p><b><u>PreKindergraten/Primary</u></b></p> <ul style="list-style-type: none"> <li>• 7-3 Identify ways to facilitate family support and involvement with children who have diverse needs. (PK/P)</li> </ul> <p><b><u>Professional Organizations</u></b></p> <ul style="list-style-type: none"> <li>• CC6-K2 Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages. CEC-DEC</li> <li>• CC6-K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. CEC-DEC</li> <li>• CC5-K9 Ways specific cultures are negatively stereotyped. CEC-DEC</li> <li>• CC5-K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism. CEC-DEC</li> <li>• CC10-K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. CEC-DEC</li> <li>• CC10-S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. CEC-DEC</li> <li>• CC9-K1 Personal cultural biases and differences that affect one’s teaching. CEC-DEC</li> <li>• CC9-S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals. CEC-DEC</li> <li>• CC1-K8 Historical points of view and contribution of culturally diverse groups. CEC-DEC</li> <li>• CC1-K10 Potential impact of differences in values, languages, and customs that can exist between the home and school. CEC-DEC</li> <li>• CC2-K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. CEC-DEC</li> <li>• CC3-K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs family and schooling. CEC-DEC</li> </ul>

<p>6. Students will identify and apply skills necessary for building respectful and beneficial relationships</p>	<p><b><u>Florida Educator Accomplished Practices</u></b></p> <ul style="list-style-type: none"> <li>• Standard 2 Communication (FAU EAP 2.1)</li> <li>• EC9-S4 Apply models of team process in early childhood. NAEYC</li> </ul> <p><b><u>Professional Organizations</u></b></p> <ul style="list-style-type: none"> <li>• EC10-K1 Dynamics of team building, problem solving, and conflict resolution. NAEYC</li> <li>• EC10-S2 Communicate effectively with families about curriculum and their child’s progress. NAEYC</li> <li>• EC10-S5 Establish and maintain positive collaborative relationships with families. NAEYC</li> <li>• CC10-K1 Models and strategies of consultation and collaboration. CEC-DEC</li> <li>• CC3-K4 Cultural perspectives influencing the relationships among families, school, and communities as related to instruction. CEC-DEC</li> <li>• CC1-K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them. CEC-DEC</li> </ul>
<p>7. Students will identify their roles in working with and obtaining resources for families in stressful situations.</p>	<p><b><u>PreKindergraten/Primary</u></b></p> <ul style="list-style-type: none"> <li>• 7-3 Interpret formal and informal assessment data to make instructional decisions about the educational needs of children. (PK/P)</li> </ul> <p><b><u>Professional Organizations</u></b></p> <ul style="list-style-type: none"> <li>• CC10-S3 Foster respectful and beneficial relationships between families and professionals. CEC-DEC</li> <li>• EC2-K5 Impact of medical conditions on family concerns, resources, and priorities. NAEYC</li> </ul>

**CONTENT OUTLINE:**

Week	Topic(s)	Readings	Assignments
1	Overview of Course Outline, Readings, Assignments Conceptual Framework	DEC Position on Responsiveness to Family Cultures, Values, and Languages; YEC Page 1-2	
2	An Introduction to Families <ul style="list-style-type: none"> <li>• Definitions, Roles, Responsibilities</li> <li>• Historical/Global Views</li> <li>• Parental Systems/ Involvement</li> </ul>	Berger: Chapter 1	
3	Historical Overview of Family Life and Parental Involvement	Berger: Chapter 2	
4	The Family and Community <ul style="list-style-type: none"> <li>• Family structure/roles</li> <li>• Cultural diversity</li> <li>• Family types</li> </ul>	Berger: Chapter 3 YEC: Honoring Differences: Essential Features of Appropriate ECSE Services for Young Children from Diverse Sociocultural Environments, p. 27-39	Article Review #1 due
5	Effective Home-School-Community Relationships <ul style="list-style-type: none"> <li>• Communication and Parent Programs</li> <li>• Home visits</li> </ul>	Berger: Chapter 4 YEC: The Notebook System: Developing Language and Literacy While Strengthening Home-School Communication p. 89-103 Berger: Chapter 5	
6	Families of Children with Disabilities	Berger: Chapter 9	Article review #2 due

7	Working with Parents of a Child with Disabilities • Parent/Teacher disagreements • IFSP/IEP	YEC: Rethinking Denial p. 3-13	
8	Working with Parents of a Child with Disabilities Cont.	YEC: Writing Outcomes that Make a Difference for Children and Families, p. 51-61 Family-Centered Intervention: Bridging the Gap Between IFSPs and Implementation, p. 61-77	Article review #3 due
9	Collaborative Leadership	Berger: Chapter 6	
10	School-based Programs	Berger: Chapter 7	Welcome letter due
11	Home-based Programs Community-based programs	Berger: Chapter 8 YEC: Entering Preschool: Supporting Family Involvement in the Age Three Transition, p. 77-89	
12	Fathers, grandparents and other caregivers	YEC: Partnerships with Family Members: What about Fathers? p. 39-51	
13	Child Abuse/Neglect	Berger: Chapter 10	
14	Rights/Responsibilities/ Advocacy	Berger: Chapter 11	Home visit report due
16	<b>Final Examination</b>		

#### **COURSE REQUIREMENTS:**

##### **1. Exams – Final**

The exam will cover assigned readings and classroom lectures. 100 points.

##### **2. Home Visit**

Students will conduct a home visit with a family of a child who you wish to know more about. The visit should focus on learning about the **child's life at home** (e.g., daily routines, features of family life that impact the care and education of the child at home) and the **professionalism required to establish and/or maintain good relationships with parents/families**. Students make an appointment for the visit, follow the family's lead when visiting, be prepared to ask suitable questions for the interview, and use friendly techniques in obtaining information (e.g., have conversations, not interview with a writing pad in the hand). Following the visit, students will prepare a detailed written paper providing a summary and lessons learned. The paper should be a well-organized essay of at least five pages long and no more than ten pages. 50 points.

##### **3. Professional Development Activity [CRITICAL ASSIGNMENT EAP INDICATOR 3.2: Participates in professional development and other learning activities to increase his or her own professional development.]**

The student will review three articles about home-school-community partnerships and provide written critiques summarizing its applicability to practice. 3 X 15 points = 45 points

##### **4. Welcome Letter [CRITICAL ASSIGNMENT EAP INDICATOR 2.1: Communicates high expectations in a positive and supportive manner.] 50 points.**

The student will develop a three to four-page welcome letter that conveys the assistance and support that will be made available to parents and children in a classroom. The letter must include:

- an introduction of yourself and the classroom
- ways you will make children feel safe and comfortable
- your goals for the children
- educational supports that you will make available to parents
- social support and resources available to assist families, and

- positive communication that conveys high expectations

**TEACHING METHODOLOGIES:**

Modeling  
 Guided Practice  
 Research  
 Simulations  
 Lecture  
 Discussion  
 Internet communication (use of e-mail, web sites, distance learning)  
 Power Point presentations by instructor and students  
 Cooperative Learning Presentations  
 Use of overhead projector, videos, computer, and other media

**ASSESSMENT PROCEDURES:**

Exams	100 pts	225-250 = A	Less than 150 = F
Home visit	50 pts	200-224 = B	
Journal article reviews	45 pts	175-199 = C	
Welcome Letter	50 pts	150-174 = D	
Active participation	5 pts		

**FAU GRADING SCALE:**

A	4.0	C	2.0
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.0	D	1.00
B-	2.67	D-	.67
C+	2.33	F	0

All assignments must be completed in order to earn a grade of an “A” in this course.

**ATTENDANCE POLICY:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**STUDENTS WITH DISABILITIES:**

Reasonable accommodations will be made for students with disabilities. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations to students with disabilities.”

**PLAGIARISM AND CHEATING:**

Florida Atlantic University’s policy on academic honesty as published in the Catalog.

**BIBLIOGRAPHY:**

**A. BOOKS**

Adams, S .K., & Baronberg, J. (2005). *Promoting positive behavior: Guidance strategies for early childhood settings*. Columbus, OH: Merrill Prentice Hall.

Beaty, J. J. (1999). *Prosocial guidance for the preschool child*. Columbus, OH: Merrill Prentice Hall.

Bell, S. H., Carr, V., Denno, D., Johnson, L. J., & Phillips, L. R. (2004). *Challenging behaviors in early childhood settings creating a place for all children*. Baltimore, MD: Brookes Publishing Company.

Gordon, A., & Brown, K. W. (1996). *Guiding young children in a diverse society*. Boston, MA: Allyn and Bacon.

Hearron, P. F., & Hildebrand, V. (2005). *Guiding young children*. Columbus, OH: Merrill Prentice Hall.

Wheeler, E. J. (2004). *Conflict resolution in early childhood: Helping children understand and resolve conflicts*. Columbus, OH: Merrill Prentice Hall.

## **B. JOURNALS:**

Childhood Education  
Early Childhood Research Quarterly  
Exceptional Parent  
Infants and Young Children  
Journal of Educational Research  
Journal of Research in Childhood Education  
TESOL Journal  
TESOL Matters  
Topics in Early Childhood Special Education  
Young Exceptional Children  
Young Children

**C. INTERNET SITES** (Note: If the address is not given, search using the title or name of the site. Remember, URLs may change.)

### **1. Search Engines**

Google <http://www.google.com>  
Yahoo <http://www.yahoo.com>  
Ask Jeeves <http://www.ask.com>  
Excite <http://www.excite.com>  
HotBot <http://www.hotbot.com>  
Lycos <http://lycos.com>

### **2. Organizations**

Association of Childhood Education International (ACEI)  
Council for Exceptional Children (CEC)  
National Association for the Education of Young Children (NAEYC)  
Southern Early Childhood Association (SECA)  
Early Childhood Association of Florida (ECA of Florida)  
Association of Childhood International (ACEI)  
Children and Family Services  
Florida Children  
Kids Campaign

### **3. Reports, Standards, etc.**

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services: <http://clas.uiuc.edu/>

Harvard Family Research Project: <http://www.gse.harvard.edu/hfrp/projects/family.html>

National Association for Bilingual Education: <http://www.NABE.org>

National Clearinghouse for English Language Acquisition and Language Instruction Education Programs: <http://www.ncela.gwu.edu>

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (formerly the Office of Bilingual Education and Minority Languages Affairs, OBEMLA): <http://www.ed.gov/offices/OBEMLA/>

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) <http://www.pbis.org>

Rehabilitation Research and Training Center on Positive Behavior Support <http://rrtcpbs.org>

Tobin, T. J., & von Ravensberg, H. (2001). *Parent's guide to functional assessment and support*. Eugene, OR: Educational and Community Supports, University of Oregon. (Available for free at <http://darkwing.uoregon.edu/~ttobin.>)

#### **4. Resources (Materials, Activities, Lesson Plans, etc.)**

101 Activities to Do With Your Toddler Home Page

Early Childhood Educators and Family Web Corner

Early Childhood Education On Line

Early Childhood Special Education Resources

Early Connections-Tech. In Early Childhood Education

[www.education-world.com](http://www.education-world.com)

Internet Sites for Early Childhood Development

Kid's Almanac

[www.yahooligans.com](http://www.yahooligans.com)

[www.LeanFrogSchoolHouse.com](http://www.LeanFrogSchoolHouse.com)

[www.lessonplans.page.com](http://www.lessonplans.page.com)

[www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)



## SCORING RUBRIC FOR CRITICAL ASSIGNMENT

**Florida Educator Accomplished Practice:** STANDARD 2– Communication

**Indicator:** 2.1 Communicates high expectations in a positive and supportive manner.

**Description of Critical Assignment:** The student will develop a three to four-page welcome letter that conveys the assistance and support that will be made available to parents and children in a classroom.

Components	Does Not Meet Expectations	Meets Expectations	Exceeds Expectation
Content	The welcome letter addressed less than three or does not include any of the following components: an introduction of yourself and the classroom; ways you will make children feel safe and comfortable; your goals for the children; educational supports that you can make available to parents; social resources available to assist families; positive communication that conveys high expectations	The letter includes at least three of the following: an introduction of yourself and the classroom; ways you will make children feel safe and comfortable; your goals for the children; educational supports that you can make available to parents; social resources available to assist families; positive communication that conveys high expectations	The letter includes all of the following: an introduction of yourself and the classroom; ways you will make children feel safe and comfortable; your goals for the children; educational supports that you can make available to parents; social resources available to assist families; positive communication that conveys high expectations
Mechanics	Correct grammar, punctuation and person first language are used inconsistently	Correct grammar, punctuation and person first language are used mostly used	Correct grammar, punctuation and person first language are used are always used
Presentation	Letter is not typed and presented in a visually appealing way	Letter is typed, some visual appeal.	Letter is typed and visually appealing.

## SCORING RUBRIC FOR CRITICAL ASSIGNMENT

**Florida Educator Accomplished Practice:** STANDARD 3– Continuous Improvement

**Indicator:** 3.2- Participates in professional development and other learning activities to increase his or her own professional development

**Description of Critical Assignment:**

The student will review three articles about home-school-community partnerships and provide written critiques summarizing its applicability to practice.

Components	Does Not Meet Expectations	Meets Expectations	Exceeds Expectation
Content	Less than three reviews are provided or reviews did not sufficiently summarize or critique the articles.	Reviews include some of the following: general summary of the article, usability of the information to the field, applicability to practice, relationship between theory and everyday practice, and a critique of the article.	Reviews include all of the following: general summary of the article, usability of the information to the field, applicability to practice, relationship between theory and everyday practice, and a critique of the article.
Mechanics	Inconsistent writing; many errors are noted.	Consistent writing for the most part; some errors are noted.	Clear and easy to read; consistent and accurate writing skills.