COURSE OUTLINE: TAL 680, FALL 2013 (8/22v5)
Instructor: Lynne Katz, Ed.D.
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Memorial Building Room 105   Time: 5:00-7:40p.m.

A: COURSE DESIGNATION: Working With Families of Young Children with Disabilities: Strategies and Medical Issues
Department and Number: TAL 680
Credits: 3

B. BULLETIN DESCRIPTION: This course will address issues related to working with families with young children with special educational and health needs. This will include strategies for effective communication and collaboration with all members of the interdisciplinary team.

C. PREREQUISITE: Graduate standing or permission of instructor.

D. COURSE OBJECTIVES/CONTENT:
The student will be able to:
1. Describe family centered approaches to promote the active involvement of parents of children with disabilities in their children’s education.
2. List parents' and students' rights as defined by federal, state, and local legislation and effectively communicate these rights to parents and students.
3. Demonstrate understanding of how to apply theoretical models, in particular, family systems and ecological theory, when providing direct services to families.
4. Demonstrate understanding of the impact - both positive and negative - that a child with a disability may have on the family system.
5. Describe the family's vital role in the referral, assessment, placement, and intervention processes.
6. Describe the roles of all members of the interdisciplinary team, including families.
7. Demonstrate the ability to interact, communicate, and collaborate in a reciprocal manner with families, showing respect for cultural variations.
8. Demonstrate understanding of the requirements and challenges for the provision of services in natural environments.
10. Demonstrate knowledge of the requirements for Individualized Education Program (IEP).
11. Identify local, regional, and national resources for families with young children with disabilities.
12. Demonstrate knowledge of genetic, biological, and environmental risk factors (including health and nutrition), which occur during the prenatal, perinatal, and early years of development.
13. Identify indications of suspected child abuse and neglect and the procedures for reporting suspected child abuse or neglect.
14. Demonstrate and implement effective health and sanitation procedures, especially universal infection procedures.
Demonstrate knowledge of techniques for managing acute and chronic illnesses and other medical conditions in young children, including proper handling of medications and treatments.

Effectively and safely manage the environment of infants, toddlers and young children with special needs, including those with complex health care needs.

Identify the essential domains of transition planning (e.g., personal/social, general community functioning, and leisure/recreational), with an emphasis on family input.

Discuss and critique research on topics related to working with families and special needs children.

E. COURSE REQUIREMENTS:

Class attendance and Participation: Attendance at all classes is required, with exceptions only in cases of emergency. Failure to observe this will affect your grade in the case of borderline grades. Active and informed participation is expected and will be taken into account in the case of borderline grades. The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. Classes missed due to observances of religious holy days will count as excused absences only if you provide written notice of your intended absence(s) to me no later than the end of the first two meetings of our class. The ways in which missed tests, quizzes and other assignments can be made up after you return to class will be provided at a later date.

Deadlines: Satisfactory completion and timely submission of the course requirements is required. Assignment dates are firm, and late submissions will be accepted only in cases of documented emergency. Dates for the family project assignments may be negotiated, if scheduling changes are made by the families.

CPR Certification: Students are required to present proof of updated CPR certification, no later than the last day of classes.

Students with Disabilities: The University’s policy on instructional and assessment modifications for students registered with the Office of Students with Disabilities will be honored.

Honor Code: The University’s honor code is observed in this course. Any evidence of plagiarism will be penalized to the full extent allowed by the University.

Evaluation:

Points are assigned as follows:
- Cultural reciprocity paper: 15%
- Family project
  - Interview & critique: 30%
  - Observation notes and reflections: 10%
- Final paper: Reality Check: 30%
- Take-home exam: Medical Issues: 10%
- Oral presentation: 5%
Assignments

1. **Assigned readings**: Students' preparation for, and participation in, class discussions will be considered for borderline grades.

2. **Ten (10) hours of Field Experience**, approved by the instructors, which will be tied to the "Family Project". All field experiences are to be documented via a time sheet signed by the family member with whom you work for your project.

3. **Cultural reciprocity paper (15%)**: Step 1 - personal analysis

4. **The Family Project (40%)**: Identify a family with a child who has a disability and/or related medical issues. Gain their permission to work with them for the semester. (The instructor will give you a letter explaining the project to the family member). The project will consist of 2 separately graded activities with the family, as outlined below. Detailed guidelines will be given for each activity.

   (a) Conduct an informal, tape-recorded interview with the primary care-giver, to determine his/her perspectives regarding the child and the disability services received. Transcribe the interview verbatim, and write a critique of your own role in the interview. (60% of family project)

   (b) Participate with the family in a social activity typically engaged in by the family, OR observe the family member's participation in a parent support or advocacy group. Write a paper describing the event and your own reactions to it. (40% of family project)

5. **Final paper: Reality check paper (30%)**: Write a paper in which you attempt to integrate theory and practice, using the lessons learned from the family to critique the literature read in class. Detailed guidelines will be given.

6. **Take-home exam Medical Issues (10%)**: Based on the lectures by Mailman Center faculty.

7. **CPR certification**: Required to be shown by the last night of classes. This is a requirement for passing the course.

8. **Oral Presentation (5%)**-Response to *Melanie: Bird with a Broken Wing: A Mother’s Story*

F. **INSTRUCTIONAL METHODS/STRATEGIES**:

Lecture/discussion, group and individual projects, field observations at parent meetings and other activities for families with special needs children, videos.

G. **TEXTS & REQUIRED READINGS**:

2. **Articles and Chapter Excerpts on Blackboard**


**REFERENCE:** *Publication manual of the American Psychological Association* (6th ed).

**RECOMMENDED ADDITIONAL READINGS:**


CLASS SCHEDULE: FALL, 2013

8/28 Introductions: Class members, Dr. Katz
   Course overview and syllabus
   Basic concepts:
     Culture, race, ethnicity, disability, identity
     Culture and Special Education: Embedded beliefs
     Identity and Family Collaboration: Introduction to building personal webs

9/4 Parental Reactions to Disability, Coping theories, Stress, and Support Dr. Harry/Katz
   Due: “Melanie, bird with a broken wing: A mother’s story” (text)
     Discussion by Dr. Harry, author/mother and lessons learned
     Stage theories re: Parental reactions
     Coping theories
     Choose oral presentation groups for 9/18/13

9/11 Cultural reciprocity process: Step 1: self analysis exercises using personal webs Dr. Harry/Katz
   Due: Kalyanpur & Harry (Blackboard) Ch. 1
     Ballenger (Blackboard)
     Skinner et al (Blackboard)

   Family Project: Interview guidelines explained (Project due 10/30)

9/18 Oral presentations based on “Melanie, bird with a broken wing: A mother’s story”
   Due: This assignment will be done in small group format (15 minutes) to cover the following:
     Lessons learned: Select one or two specific lessons learned and explain how one
     mother’s story can help you as an educator in your work with the families of children you
     will be teaching? Did you learn something new to incorporate into your personal
     perspective on what families deal with?

9/25 Cultural reciprocity process: Steps 2-4 (Katz)
   Reciprocal communication skills with family members
   Due: Kalyanpur & Harry (Blackboard)
     Role plays based on case studies from Kalyanpur & Harry

   Due: Cultural reciprocity self-analysis paper

10/2 Family systems and Ecological systems framework (Katz)
   Family characteristics, interaction, functions, and life cycle
   Turnbull, Ch. 6
   Applications of model to family interviews
   Bronfenbrenner: Blackboard
Returned: Cultural reciprocity paper

10/9  Child abuse and neglect and the impact on families and child development (Katz)  
      Due: Family project interviews

10/16  The Children’s Movement  
       Guest Lecturer: Mr. Dave Lawrence, SOEHD Community Education Scholar  
       Real life application of the ecological model from a leading community advocate

10/23  Referring, evaluating, and individualizing for appropriate education (Katz)  
       Turnbull, Ch. 12  
       Lynch & Hanson (Blackboard)  
       IFSP/IEP requirements  
       The multidisciplinary team  
       Family centered services  
       Natural environments  
       Applications of policies to family interviews  
       Returned: Family interviews

10/30  Medical issues in the classroom (Dr. Schladant) Porter & Haynie (BB)

11/6   Medical issues in the classroom (Dr. Schladant) Porter & Haynie (BB)

11/13  The Miami Child Well-Being Court for children 0-3  
       Guest Lecturer: Judge Cindy S. Lederman, Eleventh Judicial Circuit, Juvenile Court  
       Discussion of a non-traditional court model focusing on babies and toddlers in Miami

11/20  Miami Providers Panel Early Childhood Services in Miami-Dade:  
       Panelists will discuss their agencies and programs and the services provided for young children with  
       disabilities in the community.  

       Due: Medical Issues take-home exam  
       Returned: Family observation papers

11/27  NO CLASS THANKSGIVING BREAK

12/4:  WRAP UP OF CORE CONCEPTS  
       Due: Reality Check paper: Hard copies to be submitted to Dr. Katz/Harry  
       This will be the last class this fall