

## Family-Professional Partnerships

### Sample Syllabus

#### Course Description

This course provides an overview of content areas relevant to students working to build family partnerships. The major topics include an overview of the foundations of trusting family-professional partnerships, family systems theory and its application to families of children with disabilities, family quality of life and group action planning. This course aims to provide learners with information on concepts and characteristics of family-professional partnerships through the assigned reading, course outline, learning activities, and assignments.

#### Required Text

Turnbull, A. P., Turnbull, H. R., Francis, G., Burke, M., Kyzar, K. K., Haines, S., Gershwin, T., Shepard, K., Holdren, N., & Singer, G. (2021). *Families and professionals: Trusting partnerships in general and special education*. (8<sup>th</sup> ed.). Pearson.

#### Course Learning Objectives

As a result of active participation and successful completion of course requirements, students will be able to:

1. Explain the core concepts of disability policy most related to family support as they relate to and align with the [DEC Code of Ethics](#) and [DEC Recommended Practices](#).
2. Compare and contrast different family-professional partnership models and the potential positive outcomes for families and children for each model.
3. Apply the Family Systems Framework in order to gather information about families, their values, and desired outcomes to inform decisions.
4. Summarize research findings on family quality of life and the impact of trusting family-professional partnerships to inform practice.
5. Implement the process of group action planning (GAP) as a tool to increase family quality of life outcomes.
6. Apply the *Sunshine Model* on Trusting Family-Professional Partnerships to develop a plan for an IEP meeting for a family with diversified needs who has a toddler with a severe disability.
7. Identify evidence-based practices, tools, scales, and self-assessments to foster trusting family-professional partnerships with families with infants and young children with disabilities.
8. Recognize how systemic racism and cultural barriers can impact the development of trusting partnerships with families and identify at least one strategy to help navigate challenging partnership dynamics with families who have experienced systemic racism.

## Readings

- Hoffman, L., Marquis, J. G., Poston, D. J., Summers, J. A., & Turnbull, A. (2006). Assessing family outcomes: Psychometric evaluation of the family quality of life scale. *Journal of Marriage and Family*, 68(4), 1069-1083. <https://doi.org/10.1111/j.1741-3737.2006.00314.x>
- Kyzar, K., Turnbull, A. P., & Turnbull, H. R. (2019). Enhancing quality of life for families of children with disabilities through trusting partnerships. *American Academy of Pediatrics: Bioethics Newsletter*, Spring, 13-16.
- Turnbull, A. P. (2004). "Wearing two hats": Morphed perspectives on family quality of life. *Mental Retardation*, 42(5), 383-399. [https://doi.org/10.1352/0047-6765\(2004\)42<383:PAWTHM>2.0.CO;2](https://doi.org/10.1352/0047-6765(2004)42<383:PAWTHM>2.0.CO;2)
- Turnbull, A. P. (2020a). Handout: Application of the Sunshine Model.
- Turnbull, A. P. (2020b). Handout: Research Foundations of the Beach Center Partnership Scale and Sunshine Model on Trusting Family-Professional Partnerships.
- Turnbull, H. R., Beegle, G., & Stowe, M. S. (2001). The core concepts of disability policy affecting families who have children with disabilities. *Journal of Disability Policy Studies*, 12(3), 133-143. <https://doi.org/10.1177/104420730101200302>
- Turnbull, H. R., Shogren, K. A., & Turnbull, A. P. (2011). Evolution of the parent movement: Past, present, and future. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education* (pp. 639-653). Routledge.
- Turnbull, A. P., & Summers, J. A. (1987). From parent involvement to family support: Evolution to revolution. In S. M. Pueschel C., Tingey, J. W. Rynders, A. C. Crocker, & D. M. Crutcher (Eds.), *New perspectives on Down syndrome: Proceedings on the state-of-the-art conference* (pp. 289-306). Paul H. Brookes.
- Turnbull, A. P., Turbiville, V., Schaffer, R., & Schaffer, V. (1996). "Getting a shot at life" through group action planning. *Zero to Three*, 16(6), 33-40.
- Turnbull, A. P., Turbiville, V., & Turnbull, H. R. (2000). Evolution of family-professional partnership models: Collective empowerment as the model for the early 21st century. In S. J. Meisels & J. P. Shonkoff (Eds.), *Handbook of early intervention* (pp. 630-650). Cambridge University Press.
- Turnbull, A. P. & Turnbull, H. R. (n.d.). Handout: Group action planning tips.

### **Accommodations**

Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 require the institution to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Services for Students with Disabilities on the appropriate campus.

### **Attendance**

Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. Because this is a 15-week course, each class member needs to make every effort to attend each class. Anyone who misses more than one class will lose 5 points for each class missed after the first absence. Significant tardiness or early departure beyond 15 minutes will count as an absence. If you know ahead of time you will not be in class, please contact the instructor the day before the class.

### **Communicating with the Instructor**

All correspondence from the instructor to the students by way of announcements, updates, assignments, and so forth, will be communicated via school email or online learning management system if not verbally in class. It is the student's responsibility to ensure their university e-mail is correct. Failure to do so may result in missing important information that could negatively impact your grade. Please be mindful of professionalism.

### **Course Outline**

The following schedule is subject to change. For any course syllabi posted prior to the beginning of the semester, the course instructor reserves the right to make changes prior to or during the semester. The course instructor will notify students, via e-mail or verbal announcements when changes are made in the requirements and/or grading of this course. ***The course instructor reserves the right to revise the schedule/assignments if needed.***

## Course Schedule

Week	Topic	Reading	Activities
1	Ethical, Policy, and Historical Foundations of Trusting Family-Professional Partnerships	Turnbull et al., 2001	<b>Discussion Prompt:</b> In light of your previous professional experiences, reflect on how you have incorporated the core concept of family centeredness into our professional practice with a family whose values were very different from your own.
2	Ethical, Policy, and Historical Foundations of Trusting Family-Professional Partnerships	Turnbull & Summers, 1987	<b>Discussion Prompt:</b> Reflect on how the Copernican Revolution has manifested in your own beliefs and practices related to family support.
3	Ethical, Policy, and Historical Foundations of Trusting Family-Professional Partnerships	Turnbull et al., 2000	<b>Discussion Prompt:</b> “Stand in the shoes” of Jeannette and Tisha. To do this, imagine that you are Jeannette and reflect intensely on what it would be like for you to participate in each of the four models. What would help you? What would be unhelpful? How would you respond to the professionals with your head, as well as your heart? To what extent, if any, would your participation improve your quality of life and that of your family? Next, imagine you are Tisha. What impact do you think having your mom participate in each of the models would have on your quality of life?
4	Ethical, Policy, and Historical Foundations of Trusting Family-	Turnbull et al., 2011	<b>Discussion Prompt:</b> Summarize the role of families in the development and implementation of national disability policy and service systems. Include at least three seminal events and three important leaders in your summary.

Week	Topic	Reading	Activities
	Professional Partnerships		Reflection
5	Family Systems Theory: Application to Families of Children with Disabilities	<p>Read the <a href="#">DEC Preparation Standards</a>, Standard 2, pp. 5-8</p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Cast of Characters</li> <li>• Chapter 3</li> <li>• Chapter 4</li> </ul>	<b>Assignment: Worksheet 2.2: Family Systems Analysis</b>
6	Family Systems Theory: Application to Families of Children with Disabilities	Same as Week 3	<p><b>Assignment: Group presentation:</b> Assigned Readings and Family Systems Analysis</p> <p><b>In-class: Worksheet 2.2: Family Systems Analysis</b></p> <p><b>Reflection</b></p>
7	Conceptualization, Measurement, and Application of Family Quality of Life	Turnbull, 2004	<b>Discussion Prompt:</b> Reflect on the five domains of family quality of life in your own family and in families you know.
8	Conceptualization, Measurement, and Application of Family Quality of Life	Kyzar et al., 2019	<b>Discussion Prompt:</b> Reflection (a) the results from family quality of life research, and (b) the impact of trusting partnerships on family quality of life outcomes.
9	Conceptualization, Measurement, and Application of Family Quality of Life	<p><a href="#">Beach Center Quality of Life Scale</a></p> <p><a href="#">Beach Center Family Quality of Life Conversation Guide</a></p>	<b>Discussion Prompt:</b> The primary audience of the <i>Beach Center Quality of Life Scale</i> is families of children PK-young adulthood. Consider how you could use this scale in a research study to document the impact on family quality of life outcomes. Reflect on

Week	Topic	Reading	Activities
		Hoffman et al., 2006	the <i>Beach Center Family Quality of Life Conversation Guide</i> could be useful in planning family outcomes and service coordination. <b>Reflection</b>
10	Group Action Planning: Enhancing Family and Individual Quality of Life Across the Life Span	Turnbull et al., 1996	<b>Discussion Prompt:</b> Consider how group action planning (GAP) aligns with the collective empowerment model (week 2; Turnbull, Turbiville, & Turnbull, 2000). What are the pros and cons of GAP? How feasible is it to develop a GAP team during early childhood years? Predict whether the GAP process made a difference in Sarah's quality of life and that of her family after she transitioned to preschool. What are the implications of support "being here today and gone tomorrow?"
11	Group Action Planning: Enhancing Family and Individual Quality of Life Across the Life Span	Turnbull, A.P. & Turnbull, H. R (n.d.). Handout: Group action planning tips.	<b>Discussion Prompt:</b> The GAP handout was designed for families across the life span, so the items on fostering self-determination of the person with a disability during meetings would need to be adapted to how self-determination can be infused during the early childhood stage. What specific adaptations would you make?
12	Group Action Planning: Enhancing Family and Individual Quality of Life Across the Life Span	Turnbull et al., 2000 (Week 2)	<b>Discussion Prompt:</b> How are the family-centered and collective empowerment models (pp. 638-645) similar and different? Aryaha's early intervention started out with the family-centered model and is currently evolving to the collective empowerment model. Reflect on the potential of the collective empowerment model implemented through GAP to enhance positive outcomes for all parties—Aryaha, Sharilyn and Dei'ja, the EI providers, and other GAP members. <b>Reflection</b>

Week	Topic	Reading	Activities
13	Trusting Family-Professional Partnerships in Special and General Education: Sunshine Model on Trusting Family-Professional Partnerships	<p>Turnbull (2020). Handout: Research Foundations of the Beach Center Partnership Scale and Sunshine Model on Trusting Family-Professional Partnerships.</p> <p>Turnbull (2020). Handout: Application of the Sunshine Model.</p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Front Matter: Table of Contents &amp; Preface</li> <li>• Compendium: Contents</li> <li>• Compendium: Section on General Strategies</li> </ul> <p><a href="#">Beach Center Family-Professional Partnership Scale</a></p> <p><a href="#">Beach Center Family-Professional Partnership Scale: Psychometric Characteristics and Scoring Guide</a></p> <p><a href="#">Beach Center Family-Professional Partnership Self-Assessment</a></p>	<p><b>Discussion Prompt:</b> How could you use the <i>Beach Center Family-Professional Partnership Scale</i> in a research study on family and professional outcomes? How could the <i>Beach Center Family-Professional Partnership Self-Assessment</i> be implemented as part of professional development?</p>

Week	Topic	Reading	Activities
14	Trusting Family-Professional Partnerships in Special and General Education: Sunshine Model on Trusting Family-Professional Partnerships	Same as Week 13	<p><b>Discussion Prompt:</b> Describe the <i>Beach Center's</i> partnership research and <i>Sunshine Model</i> for professional development of general and special educators. What do you consider to be relevant or unique elements?</p> <p><b>In-class:</b> Presentation and discussion: partnering with families of color around systemic racism issues. Prepare one question around developing trusting partnerships with families when cultural barriers exist.</p> <p><b>Assignment:</b> Application of Sunshine Model</p>
15	Finals Week		<p><b>Final Reflection</b></p> <p><b>Final Assignment</b></p>



## Instructions for Assignments

1. **Reflections:** Reflect on the content for this part of the course. Answer the following questions: 1. What are your three most significant “take home” insights? (50 words or fewer for each insight), 2. What are the two most important questions you would like to pose related to the topic that weren’t covered?
2. **Worksheet 2.2: Family Systems Analysis:** Using the Family Systems Framework (see Chapter 3, p. 83) and the content from both chapters as a guide, complete Worksheet 2.2: Family Systems Analysis to analyze your own family system.
3. **Group presentation: Assigned Readings and Family Systems Analysis:** Meet with peers virtually as a team to discuss your take-aways from your assigned portions of readings and from completing *Worksheet 2.2: Family Systems Analysis* in terms of your understanding of family systems theory. When you meet, prepare a 5- minute group presentation highlighting 3 take-aways from the assigned portion of your readings and 3 take-aways about the nature of insight you gained from your family systems analysis. Be creative in ensuring that your presentation is engaging. You might create a song, rap, limericks, simulation, drawings, or wherever your creativity takes you. You may also choose to use a traditional approach if that works better with the content you want to present.
  - Reading sections for presentations
    - Pp. 80-90 (to Influence of Race and Culture)
    - Pp. 90-98 (to Influence of Disability)
    - Ps. 98-112 (to end of chapter)
    - Pp. 113-119 (to Parental Subsystem)
    - Pp. 119-131 (to Influence of the Family Life Span)
    - Pp. 131-140 (to end of chapter)
4. **Application of Sunshine Model:** You will use the *Sunshine Model* to develop a plan for an IEP meeting for a family with highly diversified needs whose toddler has a severe disability. What potential significant systemic barriers and challenges will the family face? What do you as a professional need to consider in order to work successfully with families who experience systemic racism?
5. **Final Assignment: Presentation/Training:** Develop a presentation or training materials on a critical issue related to early childhood intervention and family-centered practice. Create one of the following:

- a. a 15-20 slide PowerPoint presentation, or

- b. training materials (e.g., pamphlet, insert to IFSP/IEP manual, handouts, portfolio materials).

Include resources or website links where individuals can obtain more information and be sure to include references for information candidates will obtain from websites or articles. Then write a 2-page reflection on why you chose this topic and how you will use the presentation and/or materials you developed.

### **Course Grading**

Assignments are due by 11:59pm on the indicated date. Late assignments without previous written approval of the instructor will incur a 50% penalty for the first time and lose all points beyond. This instructor and learners are required to adhere to the University's Academic Integrity policy. Any plagiarism will not be tolerated and referred to the Academic Integrity Office. The learner will be given an "F" in the course and be recommended to the Student Conduct Office.

Learners will be evaluated based upon the assignments described below. The plus/minus grading system and scale is as follows:

<b>Letter Grade</b>	<b>Grade Range</b>
A	93 and above
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	59 and below

<b>Component</b>	<b>Weight for final grade</b>
Participation/Discussion	10%
Assignment (3)	30%
Reflection (5)	50%
Final Assignment	10%

## Resources

Resources to supplement the Syllabus:

- [CEC Initial Practice-Based Professional Preparation Standards for EI/ECSE \(2020\)](#)
  - Link to the standards and supporting resources.
- [Center for Parent Information and Resources](#)
  - Link to family-friendly materials and resources.
- [CONNECT Modules \(Module 3\)](#)
  - A module about effective communication practices to support collaboration.
- [CONNECT Modules \(Module 4\)](#)
  - A module to learn about building family-professional partnership practices.
- [Early Childhood Recommended Practices Modules \(Module 5\)](#)
  - A Module to learn about effective family-professional partnership practices.
- [ECPC Cross-Disciplinary Competencies](#)
  - Core cross-disciplinary competence areas for use by ECI professionals.
- [Professional Standards and Competencies for Early Childhood Educators](#)
  - Link to the standards of the National Association for the Education of Young Children (NAEYC).

## Journals in EI/ECSE

Below are examples of journals that publish topics about EI/ECSE. Faculty may want to explain how to use articles to support practice and to examine current research. Clarify the difference between practitioner-based journals and research-based journals.

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| • <i>Exceptional Parent Magazine</i>                                | • <i>Journal of Special Education Technology</i>     |
| • <i>Infants and Young Children</i>                                 | • <i>Rural Special Education Quarterly</i>           |
| • <i>International Journal of Early Childhood Special Education</i> | • <i>Teaching Exceptional Children</i>               |
| • <i>Intervention in School and Clinic</i>                          | • <i>Topics in Early Childhood Special Education</i> |
| • <i>Journal of Early Hearing Detection and Intervention</i>        | • <i>Young Children</i>                              |
| • <i>Journal of Early Intervention</i>                              | • <i>Young Exceptional Children</i>                  |

This is a product of the Early Childhood Intervention Doctoral Consortium (ECiDC), a project of the [A.J. Pappanikou Center for Excellence in Developmental Disabilities](#) at [UConn Health](#). The Center is funded through cooperative agreement number H325H190004 from the [Office of Special Education Programs](#), U.S. Department of Education. Materials and opinions expressed herein do not necessarily represent the Department of Education's position or policy.