

# Family Engagement

## *Syllabus: In-Person Course*

### Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

### Course Description

In this course, you will learn about systemic and integrated approaches to family engagement in early childhood settings serving children birth to age 8. This course focuses on the knowledge and skills early childhood professionals use to develop relationships with families that support positive family and child outcomes. During this course you will observe evidence-based practices and try out a variety of strategies. You will also reflect on your experiences related to family engagement and ways to support the development and growth of families and children.

This course is based on the premise that successful early childhood educators are committed to actions that support family well-being, nurture positive parent-child relationships, develop true partnerships with families, and respect families as agents of change. In addition, the course will focus on the key role that family context plays in supporting development, as well as the key role early childhood programs can play in promoting family engagement.

### Objectives

Participants will:

1. Demonstrate knowledge of effective relationship-building practices with parents\* and expectant families that focus on family strengths, wellness, and goals, including effective, respectful communication strategies with families.
2. Develop family well-being and engagement models or approaches that draw on theory, research and experience.
3. Identify and use:
  - Culturally receptive and responsive family engagement strategies.
  - Reflective practices to support families in developing skills and confidence to further their goals and the well-being of the individual family members.
  - Strategies that promote parent advocacy and leadership skills.
4. Demonstrate an understanding that families are vital to children's development and learning and that developing a partnership with families is key to successful outcomes for young children.
5. Develop a list local/regional community and program resources that help families achieve their goals and promote well-being of children in early childhood programs and during transitions.

\* Throughout this course the word “parent” will be used to describe the person who is a primary caregiver of a child, responsible for the overall safety, health, and well-being of a child. This person may also be the biological or legal parent or a relative of the child.

### Competencies\*

1. Engage in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.
2. Respect and respond appropriately to the culture, language, values, and family structure of each family served.
3. Support families’ safety, health, financial stability, life goals, and aspirations.
4. Enhance parent-child relationships and supports parents’ role as the first and lifelong educator of their children.
5. Facilitate networks and group activities that support families’ strengths, interests, and needs.
6. Support families in using community resources that enhance family well-being and children’s learning and development.

\*Adapted from U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center for Parent and Family Engagement (n.d.). Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors who Work with Families

### Grading

Participation/Professionalism	10%
Reading Review Assignments	10%
Quizzes/Session Reviews	10%
Weekly Assignments	35%
Capstone Assignment	35%

### Expectations

#### **Participation/Professionalism** (10 percent: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions. In-class activities may consist of, but are not limited to, discussions, observations, idea-sharing and generation, and planning exercises. Some class activities are designed as quick checks of your understanding, engagement, and application of the course information. Other class activities require you to work in pairs or small groups, and present your findings to the rest of the class. You are expected to participate in all in-class activities.

#### **Reading Review Assignments** (10 percent: Grading per Instructor)

Prior to the beginning of each session that includes reading, you are expected to complete the reading and reading review questions. Reading review questions are designed to check your understanding of the material. You may use the reading to answer the questions.

#### **Quizzes/Session Reviews** (10 percent: Grading per Instructor)

Most sessions have an opportunity to quickly review the material being covered for understanding and knowledge gained. These reviews provide an opportunity to reinforce the content and keep it fresh in mind.

### **Weekly Assignments** (35 percent: Grading per assignment rubric)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and lectures. Assignments vary and may include lesson plan development, filming yourself delivering classroom activities with children, reflection, action plans, graphic organizers, and practice using skills in your daily life. You are expected to complete all assignments in a timely manner, and contact the instructor as soon as possible if you are unable to do so.

- **Applied Assignments:** In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice.
- **Video and Communities of Reflection and Practice (CORP) Assignments:** In this course, you will video record yourself working with children (Positive Behavior Support lessons and activities). You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.

### **Capstone Assignments** (35 percent: Grading per assignment rubric)

Becoming a better educator is a never-ending journey. This course will also include a “capstone assignment” to be worked on throughout the course and to be completed by the end of the course. This assignment will include a final presentation to be worked on throughout the course and to be completed during the final weeks of the course. You will have the opportunity to demonstrate competencies from sessions of this course. These assignments take the place of any mid-term or final exams.

### **Note on Filming**

As noted above, some assignments ask participants to record classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

### **Time Estimations**

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all their own details here).

The estimated time commitment for each session is 5 to 8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2 to 5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

## Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

We want you to have the best possible experience in this class. At the \_\_\_\_\_ (your institution) \_\_\_\_\_ we aim to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers, please contact \_\_\_\_\_ Insert the department or person at your institution responsible for special accommodations \_\_\_\_\_ to discuss and address them. If you have already established accommodations with that office, please inform your instructor as soon as possible so we can discuss your needs in this course.

## Course Schedule

Session	Topic	Readings and Assignments
1	<p><b>Course Introduction</b></p> <p>Introductions (objectives, topics, course frameworks, and resources)</p> <p>Understanding Family Systems</p> <p>A Family's Engagement</p>	<p><b>Readings</b></p> <p>None for this session.</p> <p><b>Optional Enrichment Readings</b></p> <p>Christian, L. C. (2006). Understanding families: Applying family systems theory to early childhood practice. <i>Beyond the Journal: Young Children on the Web</i>, January, 1-8.</p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center for Parent Family and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf</a></p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Reading Review Questions (optional)</li> <li>• Family Letter</li> </ul> <p><b>Video Assignment:</b> Self-Introductions</p>

Session	Topic	Readings and Assignments
2	<p><b>Big Picture View of Families</b></p> <p>Factors Affecting Families</p> <p>Conceptual Models of Family Well-Being</p>	<p><b>Readings</b></p> <p>Christensen, P. (2004) The health-promoting family: a conceptual framework for future research. <i>Social Science &amp; Medicine</i> 59, 377–387. <a href="http://www.academia.edu/14435502/The_health-promoting_family_a_conceptual_framework_for_future_research">http://www.academia.edu/14435502/The_health-promoting_family_a_conceptual_framework_for_future_research</a></p> <p>Browne, C.H. (2014). The Strengthening Families Approach and Protective Factors Framework: Branching out and Reaching Deeper. <i>Center for the Study of Social Policy</i>. <a href="https://cssp.org/wp-content/uploads/2018/11/Branching-Out-and-Reaching-Deeper.pdf">https://cssp.org/wp-content/uploads/2018/11/Branching-Out-and-Reaching-Deeper.pdf</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Newland, L.A. (2015). Family well-being, parenting, and child well-being: Pathways to healthy adjustment. <i>Clinical Psychologist</i> 19, 3–14.</p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center for Parent Family and Community Engagement. (n.d.). <i>Understanding Family Engagement Outcomes: Research to Practice Series. Family Well-being</i>. <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-family-well-being.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-family-well-being.pdf</a></p> <p>Center on the Developing Child at Harvard University (2017). <i>Three Principles to Improve Outcomes for Children and Families</i>. <a href="https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/">https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/</a></p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Reading Review Questions</li> <li>• Neighborhood Walk</li> </ul> <p><b>Video Assignments:</b></p> <ul style="list-style-type: none"> <li>• Baseline Videos and Reflection</li> <li>• Baseline Videos CORP</li> </ul>

Session	Topic	Readings and Assignments
3	<p><b>Supporting the Parent-child Relationship</b></p> <p>Becoming a Family</p> <p>A Family Focus and Perspective</p> <p>Fathers</p>	<p><b>Readings</b></p> <p>Divecha, D. (2015, November 15) The transition to parenthood: What happened to me?  <a href="http://www.developmentalscience.com/blog/2015/11/30/the-transition-to-parenthood-what-happened-to-me">http://www.developmentalscience.com/blog/2015/11/30/the-transition-to-parenthood-what-happened-to-me</a></p> <p>Li, J. &amp; Julian, M. (2012). Developmental relationships as the active ingredient: A unifying hypothesis of “What Works” across intervention settings. <i>American Journal of Orthopsychiatry</i>, 82(2), 157-166.  <a href="http://www.incubator143.org/uploads/2/9/0/1/29014757/li_julian_2012_.pdf">http://www.incubator143.org/uploads/2/9/0/1/29014757/li_julian_2012_.pdf</a></p> <p>Supporting Dads in Child Care: Let’s Play.  <a href="http://articles.extension.org/pages/66930/supporting-dads-in-child-care:-lets-play">http://articles.extension.org/pages/66930/supporting-dads-in-child-care:-lets-play</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Smith, J.A. (2009). The Daddy Brain. Berkeley, CA: The Greater Good. <a href="http://greatergood.berkeley.edu/article/item/the_daddy_brain">http://greatergood.berkeley.edu/article/item/the_daddy_brain</a></p> <p>Farr, R. H., &amp; Tornello, S. L. (2016). the transition to parenthood and early child development in families with same-sex parents. <i>International Journal of Birth and Parent Education</i>, 3(3), 17-22.  <a href="https://psychology.as.uky.edu/sites/default/files/faculty_publications/Farr%26Tornello%282016%29trans%20to%20SSparent,IJBPE.pdf">https://psychology.as.uky.edu/sites/default/files/faculty_publications/Farr%26Tornello%282016%29trans%20to%20SSparent,IJBPE.pdf</a></p> <p>The National Center on Parent, Family, and Community Engagement (2013). Head Start Father Engagement Birth to Five Programming Guide. <a href="https://eclkc.ohs.acf.hhs.gov/publication/head-start-father-engagement-birth-five-programming-guide">https://eclkc.ohs.acf.hhs.gov/publication/head-start-father-engagement-birth-five-programming-guide</a> (pages 26-47)</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Parents Like Me</li> <li>• Reading Review</li> </ul> <p><b>Video Assignments:</b></p> <ul style="list-style-type: none"> <li>• Relationship-Based Practices</li> <li>• Relationship-Based Practices CORP</li> </ul>

Session	Topic	Readings and Assignments
4	<p><b>A Family's Culture and Language</b></p> <p>Introduction</p> <p>The Roles of an Educator</p> <p>Opportunities</p>	<p><b>Readings</b></p> <p>Delpit, L. (1995). Other People's Children: Cultural Conflict in the Classroom. The New Press: New York. pp. 48-62.  <a href="https://files.eric.ed.gov/fulltext/ED318076.pdf">https://files.eric.ed.gov/fulltext/ED318076.pdf</a> - page=247</p> <p>Columbo, M. (2005). Empathy and Cultural Competence Reflections from Teachers of Culturally Diverse Children. Young Children on the Web, 1, 1-8.  <a href="https://www.researchgate.net/profile/Michaela_Colombo2/publication/255647288_Reflections_from_Teachers_of_Culturally_Diverse_Children/links/564daa7708aeafc2aaaffcf9.pdf">https://www.researchgate.net/profile/Michaela_Colombo2/publication/255647288_Reflections_from_Teachers_of_Culturally_Diverse_Children/links/564daa7708aeafc2aaaffcf9.pdf</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Barrera , I. &amp; Kramer, L. (2012). Using skilled dialogue to transform challenging conversations. E-Books: National Association for the Education of Young Children (NAEYC).  <a href="https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Using_Skilled_Dialogue.pdf">https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Using_Skilled_Dialogue.pdf</a></p> <p>National Association for the Education of Young Children (2009). <i>Where we stand on responding to linguistic and cultural diversity</i>.  <a href="https://www.naeyc.org/files/naeyc/file/positions/diversity.pdf">https://www.naeyc.org/files/naeyc/file/positions/diversity.pdf</a></p> <p>Gilliam, W.S., Maupin, A.N., Reyes, C.R., Accavitti, M., &amp; Shic, F. (2016). A research study brief: Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations for preschool expulsions and suspensions? Yale University Child Study Center.  <a href="https://medicine.yale.edu/childstudy/zipper/publications/Preschool_Implicit_Bias_Policy_Brief_final_9_26_276766_5379_v1.pdf">https://medicine.yale.edu/childstudy/zipper/publications/Preschool_Implicit_Bias_Policy_Brief_final_9_26_276766_5379_v1.pdf</a></p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Research Demographic Group</li> <li>• Making the Connection: Funds of Knowledge &amp; Curriculum</li> </ul>



Session	Topic	Readings and Assignments
5	<b>Fostering Partnerships</b> Introduction Making Connections: Effective Communications Through the Home Visit	<p><b>Readings</b></p> <p>The National Center on Parent, Family, and Community Engagement (n.d.). Building Partnerships: Guide to Developing Relationships with Families. <a href="http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/docs/building-partnerships-developing-relationships-families.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/docs/building-partnerships-developing-relationships-families.pdf</a></p> <p>Global Family Research Project. (2017). Executive Summary. Joining Together to Create a Bold Vision for Next-Generation Family Engagement: Engaging Families to Transform Education. <a href="https://globalfrp.org/content/download/421/3844/file/GFRP_ExecutiveSummary.pdf">https://globalfrp.org/content/download/421/3844/file/GFRP_ExecutiveSummary.pdf</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Fialka, J. (2001). The Dance of Partnership: Why do my feet hurt? <i>Young Exceptional Children</i>: Vol. 4, Number 2, Winter. <a href="http://www.danceofpartnership.com/DanceArticleSept06.pdf">http://www.danceofpartnership.com/DanceArticleSept06.pdf</a></p> <p>Halgunseth, L. C., Peterson, A., Stark, D. R., &amp; Moodie, S. (2009). <i>Family engagement, diverse families, and early childhood programs: An integrated review of the literature</i>. Washington, DC: National Association for the Education of Young Children. <a href="https://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf">https://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf</a></p> <p>The National Center on Parent, Family, and Community Engagement (n.d.). Creating a welcoming early childhood program for LGBT-headed families. <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/lgbt-partnering.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/lgbt-partnering.pdf</a></p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Notes Home</li> </ul>

Session	Topic	Readings and Assignments
6	<p><b>Program Transitions</b></p> <p>Into, Within, and Between</p> <p>Kindergarten Transition</p> <p>More Transition Considerations</p>	<p><b>Readings</b></p> <p>The National Center on Parent, Family, and Community Engagement (2013). Family Engagement in Transitions: Transition to Kindergarten. <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf</a></p> <p>National Center on Early Childhood Development, Teaching and Learning. (2016). Supporting Transitions: Using Child Development As A Guide. USDHHS, ACF, Office of Head Start. <a href="https://eclkc.ohs.acf.hhs.gov/transitions/article/supporting-transitions-resources-building-collaboration">https://eclkc.ohs.acf.hhs.gov/transitions/article/supporting-transitions-resources-building-collaboration</a></p> <p>Little, M. H., Cohen-Vogel, L. , &amp; F. Chris Curran. (2016). Facilitating the Transition to Kindergarten: What ECLS-K Data Tell Us about School Practices Then and Now. AERA Open July-September 2016, Vol. 2, No. 3, pp. 1–18. <a href="https://us.sagepub.com/en-us/nam/open-access-at-sage">SAGE and Open Access pages (https://us.sagepub.com/en-us/nam/open-access-at-sage)</a>.</p> <p><b>Optional Enrichment Readings</b></p> <p>Edelman, Larry. (2004). A Relationship-Based Approach to Early Intervention. Resources and Connections. July-September, 2004 • Volume 3, Number 2 <a href="https://www.census.gov/content/dam/Census/library/publications/2013/demo/p70-135.pdf">https://www.census.gov/content/dam/Census/library/publications/2013/demo/p70-135.pdf</a></p> <p>Balaban, N. (2006). Easing the separation process for infants, toddlers, and families. <i>Young Children</i>, 61(6), 14-18.</p> <p>Raikes, H., &amp; Edwards, C. P. (2009). Staying in step: Supporting relationships with families. <i>Young Children</i>, 64(5), 50-55.</p> <p>The National Center on Quality Teaching and Learning (2014). Planning for the transition to kindergarten: Why it matters and how to promote success. <a href="https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/transition-brief.pdf">https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/transition-brief.pdf</a></p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Develop Transition Planning Form</li> <li>• Activities to Support Transitions</li> </ul>

Session	Topic	Readings and Assignments
7	<p><b>Supporting Child Development Together</b></p> <p>The Role of Families</p> <p>How to Work Together</p> <p>Partnering to Support Child Development</p> <p>Partnering Around Assessment</p>	<p><b>Readings</b></p> <p>Guralnick, M.J. (2006). Family Influences on Early Development: Integrating the Science of Normative Development, Risk and Disability, and Intervention. In K. McCartney &amp; D. Phillips (Eds.) Handbook of early childhood development (pp. 44-61). Oxford, UK: Blackwell Publishers.  <a href="https://depts.washington.edu/chdd/guralnick/pdfs/Family_Influences_Guralnick_Blackwell_06.pdf">https://depts.washington.edu/chdd/guralnick/pdfs/Family_Influences_Guralnick_Blackwell_06.pdf</a></p> <p>Office of Head Start: NCPFCE. (2011). Family Engagement and Ongoing Child Assessment (Four Guides). Children’s Hospital and Harvard Family Research Project.  <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/family-engagement-ongoing-child-assessment-eng.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/family-engagement-ongoing-child-assessment-eng.pdf</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Rutland, Julie H., &amp; Hall, Anna. (2013). Involving Families in the Assessment Process. <i>Dialog</i>, 16(4), 113-120.  <a href="https://journals.uncc.edu/dialog/article/view/153">https://journals.uncc.edu/dialog/article/view/153</a> and  <a href="http://tigerprints.clemson.edu/eugene_pubs">http://tigerprints.clemson.edu/eugene_pubs</a></p> <p>Center for the Study of Social Policy. (2017). Knowledge of Parenting and Child Development. <a href="https://www.cssp.org/reform/strengthening-families/2013/SF_Knowledge-of-Parenting-and-Child-Development.pdf">https://www.cssp.org/reform/strengthening-families/2013/SF_Knowledge-of-Parenting-and-Child-Development.pdf</a></p> <p>National Scientific Council on the Developing Child (2004). Young children develop in an environment of relationships. Working Paper No. 1. <a href="http://www.developingchild.net">http://www.developingchild.net</a></p> <p><b>Assignment:</b> <i>Reading Review</i></p> <p><b>Video Assignments:</b></p> <ul style="list-style-type: none"> <li>• Video Conversation</li> <li>• Video Conversation CORP</li> </ul>

Session	Topic	Readings and Assignments
8	<p><b>Addressing Concerns Together</b></p> <p>Sharing Observations and Concerns</p> <p>When a Child's Behavior is the Concern</p> <p>Exploring Next Steps Together</p> <p>Resources for Families</p>	<p><b>Readings</b></p> <p>Croft, C. (2010) Talking to Families of Infants and Toddlers about Developmental Delays. NAEYC, Young Children. <a href="http://www.ndkids.org/wp-content/uploads/2016/06/OnOurMindsWeb0110.pdf">http://www.ndkids.org/wp-content/uploads/2016/06/OnOurMindsWeb0110.pdf</a></p> <p>Center for the Study of Social Policy. (2017). Knowledge of Parenting and Child Development. <a href="https://www.cssp.org/reform/strengthening-families/2013/SF_Knowledge-of-Parenting-and-Child-Development.pdf">https://www.cssp.org/reform/strengthening-families/2013/SF_Knowledge-of-Parenting-and-Child-Development.pdf</a></p> <p>Center for the Study of Social Policy. (2017). Social-Emotional Competence of Children. <a href="https://cssp.org/wp-content/uploads/2018/08/HO-2.1e-CW-Social-Emotional-Competence.pdf">https://cssp.org/wp-content/uploads/2018/08/HO-2.1e-CW-Social-Emotional-Competence.pdf</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Ray, J., Pewitt-Kinder, J., &amp; George, S. (2009). Partnering with families of children with special needs. <i>Young Children</i>, 64(5), 16-22.</p> <p>Jiron, A., Brogle, B., &amp; Glacomini, J. (2013). How to Understand the Meaning of Your Child's Challenging Behavior. Backpack Connection Series. Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children.</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Local Resources for Concerns</li> </ul>

Session	Topic	Readings and Assignments
9	<p><b>Responding to Stress</b></p> <p>Recognizing Signs of Family Stress</p> <p>Highlighting Strengths During Stressful Times</p> <p>Your Resilience and Reflective Practice</p>	<p><b>Readings</b></p> <p>Weigand, R. E. (2007). Reflective supervision in child care: The discoveries of an accidental tourist. <i>Zero to Three</i>, 28(2), 17-22. <a href="https://perspectives.waimh.org/2012/12/15/zero-three-corner-reflective-supervision-discoveries-accidental-tourist/">https://perspectives.waimh.org/2012/12/15/zero-three-corner-reflective-supervision-discoveries-accidental-tourist/</a></p> <p>Annie E. Casey Foundation. (2018). <i>KIDS COUNT: Policy Report. Opening doors for young parents</i>. Baltimore, MD: Author. (pp. 12-16) <a href="https://www.aecf.org/m/resourcedoc/aecf-openingdoorsforyoungparents-2018.pdf">https://www.aecf.org/m/resourcedoc/aecf-openingdoorsforyoungparents-2018.pdf</a></p> <p>Center for the Study of Social Policy. (2017). <i>Parental Resilience</i>. <a href="https://cssp.org/wp-content/uploads/2018/08/HO-2.1a-CW-Parental-Resilience.pdf">https://cssp.org/wp-content/uploads/2018/08/HO-2.1a-CW-Parental-Resilience.pdf</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Browne, C.H. (2014). <i>The Strengthening Families Approach and Protective Factors Framework: Branching out and Reaching Deeper</i>. Center for the Study of Social Policy. <a href="https://cssp.org/wp-content/uploads/2018/11/Branching-Out-and-Reaching-Deeper.pdf">https://cssp.org/wp-content/uploads/2018/11/Branching-Out-and-Reaching-Deeper.pdf</a></p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Draft of Presentation</li> </ul>
10	<p><b>Families Experiencing Trauma</b></p> <p>Defining Trauma</p> <p>Trauma in Early Childhood</p> <p>Families and Trauma</p>	<p><b>Readings</b></p> <p>Bartlett, J. D., Smith, S., &amp; Bringewatt, E. (2017). <i>Helping Young Children Who Have Experienced Trauma: Policies and Strategies for Early Care and Education</i>. Washington, D.C.: Child Trends (pages 3-7). <a href="https://childtrends-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2017/04/2017-19ECETrauma.pdf">https://childtrends-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2017/04/2017-19ECETrauma.pdf</a></p> <p>Australian Childhood Foundation (2010). <i>Making SPACE for Learning: Trauma Informed Practice in Schools</i>. Pages 9-50 <a href="https://www.theactgroup.com.au/documents/makingspaceforlearning-traumainschools.pdf">https://www.theactgroup.com.au/documents/makingspaceforlearning-traumainschools.pdf</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Klinic Community Health Centre. (2013). <i>The Trauma Informed Toolkit: A resource for service organizations and providers to deliver services that are trauma-informed</i>. Government of Manitoba, Department of Health Living and Health Canada's First Nations and Inuit Health Branch. <a href="http://trauma-informed.ca/">http://trauma-informed.ca/</a></p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Case Study</li> </ul>

Session	Topic	Readings and Assignments
11	<p><b>Families in Transition</b></p> <p>Understanding Transition and Instability</p> <p>Addressing Instability</p> <p>Supporting Families</p>	<p><b>Readings</b></p> <p>Swick, K. J., &amp; Williams, R. D. (2006). An analysis of Bronfenbrenner's bio-ecological perspective for early childhood educators: Implications for working with families experiencing stress. <i>Early Childhood Education Journal</i>, 33(5), 371-378.  <a href="https://www.researchgate.net/publication/248055789_An_Analysis_of_Bronfenbrenner's_BioEcological_Perspective_for_Early_Childhood_Educators_Implications_for_Working_with_Families_Experiencing_Stress">https://www.researchgate.net/publication/248055789_An_Analysis_of_Bronfenbrenner's_BioEcological_Perspective_for_Early_Childhood_Educators_Implications_for_Working_with_Families_Experiencing_Stress</a></p> <p>David, D. H., Gelberg, L., &amp; Suchman, N. E. (2012). Implications of Homelessness for Parenting Young Children: A Preliminary Review from a Developmental Attachment Perspective. <i>Infant Mental Health Journal</i>, 33(1), 1-9.  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3370681/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3370681/</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Fornby, P. &amp; Cherlin, A.J. (2007). Family Instability and Child Well-Being. <i>American Sociological Review</i>, 72(2): 181-204.  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3171291/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3171291/</a></p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading Review Questions</li> <li>• Develop Family Transition Resource List</li> <li>• Resource Portfolio Preparation</li> </ul>

Session	Topic	Readings and Assignments
12	<p><b>Supporting Connections and Lifelong Learning</b></p> <p>Social Isolation and Networks</p> <p>Families as Learners</p> <p>Resources</p>	<p><b>Readings</b></p> <p>Armstrong, M. I., Birnie-Lefcovitch, S., &amp; Ungar, M. T. (2005). Pathways between social support, family well being, quality of parenting, and child resilience: What we know. <i>Journal of child and family studies</i>, 14(2), 269-281.  <a href="http://facweb.northseattle.edu/cadler/Eng_102_S2009/Readings/Shipping%20News%20Readings/Pathways.pdf">http://facweb.northseattle.edu/cadler/Eng_102_S2009/Readings/Shipping%20News%20Readings/Pathways.pdf</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Simons, K. A., &amp; Curtis, P.A. (2007). Connecting with communities: Four successful schools. <i>Young Children</i>, 62(2), 12-20.</p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, The National Center on Parent, Family, and Community Engagement (2013). Family Connections to Peers and Communities.  <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-family-connections-to-peers-and-community.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-family-connections-to-peers-and-community.pdf</a></p> <p>Adams, J. C. (2016). Schools enlist parents to bridge cultural barriers. <i>Education Week</i>, 35 (10), 15.  <a href="http://www.edweek.org/ew/articles/2015/10/28/schools-enlist-parents-to-bridge-cultural-barriers.html">http://www.edweek.org/ew/articles/2015/10/28/schools-enlist-parents-to-bridge-cultural-barriers.html</a></p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Community Resource Map</li> <li>• Wisdom of Practice and Experience</li> </ul>

Session	Topic	Readings and Assignments
13	<b>Families as Educators, Advocates, and Leaders</b>  Educators  Advocates  Leaders	<p><b>Readings</b></p> <p>Reynolds, M.C. &amp; St. John, J. (2012). Core Competencies of Family Leaders: A Guide for Families and Organizations. Missouri Family to Family Resource Center. University of Missouri-Kansas City: Institute for Human Development. <a href="http://mofamilytofamily.org/leadership-volunteer-network/family-leadership/core-competencies-of-family-leaders/">http://mofamilytofamily.org/leadership-volunteer-network/family-leadership/core-competencies-of-family-leaders/</a></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, The National Center on Parent, Family, and Community Engagement (2013). Families as Advocates and Leaders. <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-advocates-leaders.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-advocates-leaders.pdf</a></p> <p><b>Optional Enrichment Readings</b></p> <p>Trainor, A. A. (2010). Diverse approaches to parent advocacy during special education home—school interactions: Identification and use of cultural and social capital. <i>Remedial and Special Education</i>, 31(1), 34-47. <a href="https://www.researchgate.net/profile/Audrey_Trainor/publication/234725494_Diverse_Approaches_to_Parent_Advocacy_During_Special_Education_Home-School_Interactions_Identification_and_Use_of_Cultural_and_Social_Capital/links/568352fc08aebccc4e0e2e96.pdf">https://www.researchgate.net/profile/Audrey_Trainor/publication/234725494_Diverse_Approaches_to_Parent_Advocacy_During_Special_Education_Home-School_Interactions_Identification_and_Use_of_Cultural_and_Social_Capital/links/568352fc08aebccc4e0e2e96.pdf</a></p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Well-Being and Engagement Model</li> <li>• Capstone Assignment Review</li> </ul>
14	<b>Student Presentations</b>	<p><b>Readings</b></p> <p>Global Family Research Project. (2018). Joining Together to Create a Bold Vision for Next Generation Family Engagement: Engaging Families to Transform Education. Carnegie Corporation of New York. <a href="https://globalfrp.org/content/download/419/3823/file/GFRP_Family_Engagement_Carnegie_Report.pdf">https://globalfrp.org/content/download/419/3823/file/GFRP_Family_Engagement_Carnegie_Report.pdf</a></p> <p><b>Assignment:</b> <i>Reading Review</i></p>
15	<b>Bringing It All Together</b>  Content Review	<p><b>Readings</b></p> <p>None</p> <p><b>Assignment</b></p> <p>None</p>



