

EDUT 6205

**Diversity in Children with Special Needs: Cultural &
Family Systems**

(Family Systems & Cultural Diversity: Connections with Schools, Communities, and Hospital Settings)

Spring
DRAFT

Education 214/114: Diversity in Children with Special Needs: Cultural & Family Systems

Instructor: Dr. Rebecca Hawley

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Credit: 3.0

Office Hours: By appointment

Room: Remote

Time: 5:30-8:00

Course Description:

This course examines the significance of cultural values, traditions, and practices in child rearing, education, and health for infants and young children at risk and with special needs. Understanding the special needs and circumstances of children in a multicultural and socio-economic diverse society requires knowledge of child development, early intervention, the special education system, and a wide range of factors that impact the special-needs child. Equally as important is knowledge and sensitivity about family culture and one's ability to communicate effectively with children and parents/guardians from diverse socioeconomic racial, ethnic, and cultural backgrounds.

Mission Goals:

The course introduces students to and allows students to practice the following Mission Goals as set forth by the School of Education. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:

Goal # 1 Students will develop as leaders and innovators in their chosen endeavors.

- a) Integrate theory with practice;
- b) Demonstrate several forms of inquiry and self-reflection

Goal # 2 Students will learn to push the traditional boundaries of their disciplines.

- a) Through self-reflection and critical synthesis of theories in social-emotional development, students will develop the courage to challenge existing beliefs.

Goal # 3 Students will learn to think critically

- a) Articulate a clear theoretical framework that relates to a hypothesis;
- b) Collect data from multiple sources to establish a clear position

Program Goals:

The course prepares students to practice the following Programs Goals as set forth by their majors/graduate school focus. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:

Goal #1 Provide students with many different theoretical perspectives and scientific and practical knowledge to understand and support child development and learning

- a) All students through reading assignments, projects, and examination will gain an understanding of family systems theory, critical race theory, and the concept of cultural competence specific to the special need's population;

Goal #2 Prepare reflective and critical thinkers who examine issues pertaining to the development of infants and young children and their relationships in various contexts: family, early intervention settings, school, hospitals, and the community, and with the understanding of culture:

- a) All students through self-reflections, group reflective practices and discussion gain an understanding of the theoretical and practical issues in relation to the learning needs of children from diverse cultures.

Goal # 3 Prepare students to work as part of a team and to develop collegial relationships with fellow students and faculty:

- a) Students will work in collaborative groups during classroom activities and select projects.

Goal #4 Prepare students to be learners and take responsibly for their own learning:

- a) Students will complete assignments and will develop and demonstrate creativity through and inquiry project.

CA Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program [\(and can be found in detail here \(TPEs 1-6\) and here \(TPE 7\)\)](#). These are:

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

TPE 7: Effective Literacy Instruction for Children with Disabilities, Birth Through Kindergarten

This course addresses the following TPEs

➤ **Introduced:** [1.5](#); [4.1](#); [4.12](#); [5.4](#); [6.5](#)

- Practiced: [4.5](#); [4.8](#); [4.13](#); [7.12](#); [7.13](#)
- Assessed:

General Ed. Goals:

Multicultural Perspectives

Goal #1 Demonstrate understanding of culture and cultural identifies as dynamic rather than fixed categories, and describe the diverse ways in which they are produces, transformed, and maintained:

- a) Students discuss readings about families from diverse backgrounds and the acculturation process in the United States. In addition, students compare this experience to historically underserved communities and issues of racism as a result of slavery/colonization within the U.S.

Goal #2 Describe how two or more ethnic groups have interacted in different historical contexts, and are able to discuss the dynamics of that relationships:

- a) Students read and discuss worldviews of families from a variety of cultural backgrounds, with a focus on definitions of disabilities and inclusion practices.

Goal #3 Prepare students to work as part of a team and to develop collegial relationships with fellow students and faculty:

- a) Students will work in collaborative groups during classroom activities and for projects.

Goal # 4 Deploy the necessary critical tools to reflect on the artistic, and intellectual traditions of marginalized groups-both nationally and internationally-and to appreciate the diversity of cultural backgrounds, with a focus on inclusion of people with disabilities and learning differences.

- a) Students analyze and discuss parental/guardian views toward schools, from the perspectives of education, economics, language, ethnicity, and race.

Required Text/s:

Hanson, M.J. & Lynch, E.W. (2013). *Understanding Families: Supportive Approaches to Diversity, Disability, and Risk*, Second Addition. Baltimore: Paul H. Brooks

Derman-Sparks, L., Edwards, J. O., Goins, C. M. (2020). *Anti-bias education for young children and ourselves, (2nd Ed.)* National Association for the Education of Young Children.

- Ch. 6 Valuing all Cultures
- Ch. 7 Differences/Similarity
- Ch. 12 Families & Fairness

Course Articles: The required reading articles can be found in the course Blackboard, and or will be distributed during class sessions. Whenever possible, a web link is provided in the syllabus.

Course Resources:

IRIS MODULE: [Classroom Diversity: An Introduction to Student Differences](#)

This revision of the Teaching and Learning in New Mexico: Considerations for Diverse Student Populations module offers a broad overview of how diversity (i.e., culture, language,

exceptionality, and socioeconomic status) affects learning and how teachers can better meet the needs of all their students in their classes (est. completion time: 1 hour).

CONNECT MODULE: [Family-Professional Partnerships](#) 6205 Family & Diversity

This module was developed and is hosted by CONNECT: The Center to Mobilize Early

Childhood Knowledge. Learn about building trusting family-professional partnerships when working with families of young children.

Course Requirements and Grading Standards:

Students earn 0.5 credit hour upon completing Educ. 114/214. This course meets for 2.5 hours per week for 14 weeks and requires a minimum of 4.5 hours of outside work per week.

College Policy on incomplete courses is as follows: students qualify for incomplete grades only if they have completed 2/3 of the total coursework and are responding to unforeseen circumstances. In this course, Students must complete all work except the final exam to qualify for consideration of an incomplete. Students who have not completed substantial coursework should not assume that they will be given an incomplete at the end of the semester.

All assignments in this course will be graded using a point system. Students will be given a rubric that will outline requirements for the assignments and grading points given to each requirement.

Class attendance and participation are required. Students will have opportunities to engage in the class through discussions, group presentation, and class activities. Instead of a final exam, the course will have a final project.

Course Assignments

Grading rubric for the assignments are located at the end of this syllabus.

All written assignments must be typed, double spaced, and in 12-point font. References must be presented in APA format. Students are encouraged to submit written assignments (attached as word documents to the course's Blackboard no later than 11:55 PM on the date when each assignment is due. **Grades will be deducted for late papers.** The instructor encourages early completion of written assignments and will review papers before the drop deadline.

Campus support services are available to help students through the course. The Writing Center (430-3147) can help with writing assignments. Computing services (430-2005) are available to help students with various technological needs. All textbooks used for this course are available for purchase at the Bookstore (430-2156). F.W Olin Library (430-2385) is a great place to access reading material for this course and to conduct additional research assignments.

Digital ECSE Portfolio

Throughout the course sequence of the ECSE program, students will compile a [digital portfolio](#), which will include course assignments such as reflection pieces, presentations, and papers. The portfolio provides evidence of varied experiences, depth of knowledge, and critical reflection around instruction gained during the program. Specifically, candidates are expected to document their own learning, how they supported the learning and development of young children, and their development as educators. *For this course, students are required to upload the EI Project.*

Course Policies

College attendance policy is as follows: students are expected to attend all classes for which they are registered. Academic work proceeds up to the date and hour of the beginning of the holidays and semester breaks and resumes promptly at the end of such breaks at the time specified in the academic calendar. Students are accountable for any work missed by absence from classes.

Every effort will be provided to make this class universally accessible. Through “reasonable accommodation” is the legal right of people with disabilities; this course is designed to be universally accessible for students regardless of disability or another individual categorization. In addition to informing the instructor of your needs, students with needs for alternate learning materials or strategies should contact Services for Students with Disabilities (SSD) in the Cowell building by calling X 2130 in order for access to be arranged adequately and promptly.

Students should turn their cell phone (or leave them on vibrate only) in class. If necessary, take phone calls outside of the classroom. Laptops and I Pads/Tablets can be used to take notes in class.

University Policies

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as

set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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Below is an overview of the broad range of support services available to students at Mills College at Northeastern University to ensure your successful university journey.

Learner Experience, Support, and Resources:

- [Office for University Equity and Compliance](#)
- [University Health and Counseling Services](#)
- [Office of Diversity, Equity and Inclusion](#)
- [Center for Leadership, Equity, and Excellence](#)
- [Career Design](#)
- [Library Services](#)
- [Student Access and Support Services Office](#) | Accommodations, Writing and Tutoring Center
- [Connect To Tech: Information Technology Services](#)
- [Student Financial Services](#) | Financial Aid and Accounts

Safety & Transportation: *Campus security provides escorts to car or residence halls after dark.*

P: 510.430.5555

CPM, Room 113

If you feel anxious about your work, *talk to me immediately.*

Do not struggle alone in this class (or others).

You will do much better—mentally & academically—if you let yourself talk about what's hard and let people help you identify strategies for success.

Date: January 25th: Session 1

Content: # 1 Introduction to course (IEP/IFSP from a historical context)

Activity: Nia Case Study and Share Out

Text Reading: Hanson & Lynch Ch. 1 & 2 & 3

Required Article/s: *Addressing the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education through Culturally Responsive Education Systems*

Date: February 1st: Session 2

Content: ***We Can Shine from Institutions to Independence***

Activity: Group Discussion Post Viewing (Start the video at the start of class and log into zoom directly after)

Readings: Hanson & Lynch Ch. 4

Required Article/s: *Disproportionate Representation of African American Students in Special Education: Acknowledging the Role of White Privilege and Racism*
Where Difference Matters: A Cross-Cultural Analysis of Family Voice in Special Education

Date: February 8th: Session 3

Content: Families and Diversity-A Cross Cultural Perspective

Assignment/Activity: On your own research an article or blog on the subject to share with the class.

Text Reading: Hanson and Lynch Ch. 5

Required Article/s: *Melanie a Bird with a Broken Wing: A Mother's Story & Are Labels Good for Kids*

No Class February 15th: Presidents Day

Date: February 22th: Session 4

Content: Family Systems Theory Overview

Assignment/Activity: N/A

Text Reading: Ch. 6

Required Article/s: *Race, Class and Disproportionality: Reevaluating the Relationship between Poverty and Special Education*

Date: March 1st: Session 5

Content: Family Systems Continued

Activity: Robert Case Study and Group Discussion

Text Reading: Ch. 7 & 8

Required Article/s *The Effects of Culture on Special Education Services Evil Eyes, Prayers, and IEP's*

Assignment Due: Question Set # 1 E-Mail to rhawley@mills.edu

Date: March 8th: Session 6

Content: Dual Language Learners and Special Education

Activity: Robert Case Study Part II and Small Group Discussion

Text Reading: Ch. 9 & 10

Required Article/s:

Center on the Developing Child Harvard Working Paper # 9

Date: March 15th: Session 7

Content: White Privilege and Impacts on Educational Experiences and Learning for African American and Latino Children

Activity: Ted Talk Nadine Burk Harris- Trauma and Impacts on Young Children

https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

Text Reading: N/A

Required Articles: *The Science of Neglect: Center on the Developing Child Harvard University*

Assignment Due: Family System's Paper and Visual Project Submit Via E-Mail to Rhawley@mills.edu

March 22rd No Class Spring Break Enjoy ☺

Date: March 29th: Session 8

Content: Risk Factors, Attachment, Learning and Development in Young Children- Lisa 911

Activity: Final Project Planning

Text Reading: Ch. 11

Required Articles: *Family Perspectives on Prematurity*

Date: April 5th : Session 9

Content: Little Man Film Documentary Found on Amazon Prime

Activity: Group reflection

Text Reading: N/A

Required Articles: N/A

Date: April 12th: Session 10

Content: *Preterm Birth and Impact on Development*

Activity: Baby K Case Study in Contrast to Little Man

Text Reading: N/A

Required Article/s: *Independent Research for Final Project*

Date: April 19th: Session 11

Content: Guest Speaker Jabali Smith Executive Director of the Well Child Foundation and Author of "Slave"

Activity: Final Group Project Planning

Text Reading: N/A

Required Article/s: Stigma Consciousness Among Adolescents with Learning Disabilities: Considering Individual Experiences of Being Stereotyped

Assignment Due: Question Set # 2 e-mail to rhawley@mills.edu

Date: April 26th Session 12

Content: Invisible Disabilities and Social/Emotional Impact

Activity: Documentary Dyslexia the Big Picture Found on Amazon Prime

Text Reading: Reading catch up

Required Article/s: *Independent Research for Final Project*

Date: May 3th: Session 13

Content: Course Reflections Share Out

Activity: Small Group Work for Final Project

Text Reading: N/A

Required Articles: N/A

Date: May 10th- Final Presentations You Made It!

Grading Rubric for Education 114/214

Grade	Family Systems Theory Project
A/A-	Project demonstrates strong evidence of analysis and application of Family Systems Theory, strong indication of self-inquiry and ability to reflect and integrate self-history and present analysis; presentations and material are well organized.
B +/B	Project presents sufficient evidence of analysis and application of Family Systems Theory, clear evidence of self-inquiry and ability to reflect and integrate self-history and present analysis; presentation and material are organized.
C+/C/ C-	Project presents weak evidence of analysis and application of Family Systems Theory; weak evidence of self-inquiry and ability to reflect and integrate self-history and present analysis; presentation and material are poorly organized.
D + NA	Project lacks analysis and no evidence of self-inquiry or ability to reflect and integrate self-history with present analysis; misinterpreted content; presentation and material are poorly organized or missing.

Grade	Early Intervention Project
A/A-	Written portion of the paper-intervention plan presents a strong analysis of theories and research; strong evidence of inquiry and ability to integrate theoretical and practical components of the materials into direct service delivery examples; offers critical insight in discussion of the research topic; conforms to APA format with citations and references to support content, writing is clear and concise with minimal grammatical errors.
B+/B	Paper-Project presents sufficient level of analysis of research and theories; clear evidence of inquiry and ability to integrate theoretical and practical components of the material into direct service delivery examples; offers adequate insight in discussion of the research topic; conforms to APA format with citations and references to support content, writing is clear and concise with minimal grammatical errors.
C+/C and below	Paper-Project presents weak level of analysis of research and theories; weak evidence of inquiry and ability to integrate theoretical and practical components of the materials; does not offer insight in discussion of the research topic; difficulties with APA format including citations and references to support content; paper is perforated with grammatical errors.
D+ and below	Paper-Project lacks analysis of developmental theory; no evidence of providing inquiry and ability to integrate theoretical and practical components of the materials; lacks insight of the research topic; does not conform to APA format with citations and references to support content; writing is unclear and has poor grammar.

EDUC 114/214 Course Assignments (Former student work is posted on Blackboard as a reference for all required assignments)

Family Systems Project

Part 1: Construct a mobile or like project that represents your own family system. Reflect on the components that make up your family system. How large or important is each component in your life? How do you keep the system balanced? Is the system easy or hard to balance? You will be graded based on your understanding of the Family Systems Theory and

Ecological System's Theory and how it applies to your own life. Be as creative as you like and have fun.

Part 2: Written Portion of Family System's Project

Students will share their project with the group

Students will write a 5 page write up describing their family system visual project, while making connections to family systems theories introduced via the course utilizing the required text, and related lectures/articles.

Question Sets

A minimum of three-four pages is expected for each question set. Questions sets will cover current class material and will require a reflective response utilizing the readings, lectures, and films/guest speakers when applicable.

Young Child and Family Early Intervention Plan:

Students will invent a fictive child between the ages of 0-5 and their family. Students will describe the family make up, the child's disability/difference, and area of residence the child resides in. Using this info to frame the case study, students will map out a service plan that is inclusive of:

1. Overview of disability/learning difference/behavioral challenge (using up to three academic peer reviewed resources/texts as a research base)
2. Agencies/School District providing services
3. Level of Services received with recorded location i.e., school, clinic, home, community-based setting and type of funding services will be provided through
4. Culturally and Linguistically Parent/Family/Professional Goals for the child over a 12-month period
5. Community based resources to support the child/family in full