



INSTRUCTOR COURSE GUIDE

Course Four

Capstone: Family and Team-Centered Practices

This document is intended to serve as a guide only and is not a prescriptive curriculum.

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Revised Date 2023

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Course Description

Frequently encountered specialized health care needs of individuals with disabilities will be explored in this course. Students will explore a team approach in looking at health promotion in children and adults with special health care needs. The care of individuals with altered body systems function including sensory, gastrointestinal, bowel and bladder elimination, respiratory, skin/immune, and endocrine related states will be explored. Recognizing the family as expert on their own child/family member including understanding emergency management for various health conditions, community resources and support systems will also be covered.

This course is meant to be informative and introduce the medical conditions only It does not train an individual to be qualified as a health care provider.

Credential At-a-Glance

Course 1 Children with Differing Abilities	Course 2 Behavior and Emotional Challenges	Course 3 Special Health Care Needs	Course 4 CAPSTONE Family & Team-Centered Practices
Providing a rationale for inclusive ECE Programs	What is Inclusion	Families	Societal Attitudes Towards Disability
Applying Legal Requirements	Challenging Behavior	Health Care Professionals	Family Systems Theory
Typical & Atypical Development	Universal Practices	Roles of ECE Program Staff	Family Engagement
Adaptations & Modifications	Self-Regulation Strategies	Altered Body Systems Part 1	Working Together to Support Child Development
Working with Families	Intentional Teaching S/E Skills	Altered Body Systems Part 2	Support Systems for Families
Working with Community Resources	Promoting Peer Relationships	Health Promotion	Recognizing Maltreatment and Abuse
Sensory Disorders	Function Based Planning	Community Resources	Credential Portfolio
Speech, Language & Communication Disorders	Trauma Informed Practices	Legal Requirements	
Learning Disabilities vs. Cognitive Disabilities			
Physical Disabilities			
Medical & Health Disorders			

Course Objectives

Upon completion of this course, it is expected that learners will be able to:

1. Identify historical and current roles/views of families and parents in society with regards to disability.
2. Analyze the impact of disability on family systems.
3. Articulate understanding of daily issues faced by families through participation with the child and family in daily routines community settings.

4. Critique families' experiences accessing systems and resources.
5. Implement meaningful curriculum based on child observations and assessment

Required Resources

Text Resources

- The Wisconsin Model Early Learning Standards Steering Committee Wisconsin Model Early Learning Standards Fifth Edition. (n.d.).
https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf

Web Resources

- NAEYC Inclusion Statement (2009) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf
- Position Statements. (n.d.). DEC. <https://www.dec-sped.org/position-statements>
- Official DEC 2014 Recommended Practices.pdf on Egnyte. (2014, April 14). Egnyte. <https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U>
- CDC. (2019, November 25). Centers for Disease Control and Prevention. Centers for Disease Control and Prevention. <http://www.cdc.gov/>
- American Academy of Pediatrics <http://www.aap.org/topics.html>

Instructor Resources

- Early Childhood Inclusion Resources and Tip Sheets. (n.d.). Dcf.wisconsin.gov. Retrieved February 25, 2024, from <https://dcf.wisconsin.gov/youngstar/eci/resource-library>
- Early Childhood Special Education. (1969, December 31). Wisconsin Department of Public Instruction. <https://dpi.wi.gov/sped/early-childhood>

Guidance on Journal Entries

Journal entries serve as a point of reflection on the knowledge gained by a student as they evolve through this credential. The course developers and instructors are cognizant of student learner styles and welcome various types of journal entries throughout this credential. Please consider the following types of journal entries along with guidance and resources to support your work.

- Written- Length of entry words/paragraphs 1-2 pages double spaced, use as much or little as needed to be clear about your reflection
- Video- Explain your reflection
- Oral- Audio recording of your reflection
- Visual- Representation of your thinking with an oral or written explanation

Course Modules

Please note: Modules are not defined as individual class sessions but rather as course themes/topics with identified learning objectives. Modules can be taught sequentially, or instructors may choose to integrate module content throughout the course. Instructors are

encouraged to make instructional decisions regarding sequence and pacing based on delivery mode, the needs of the learner, and institutional guidelines.

Module 1: Societal Attitudes Towards Disability

- Overview
 - Family's role in child advocacy and support
 - Historical Timeline of Disability
 - Views from World/National – Individual Families and Programs
 - Early Childhood books for families
- Course Objectives Addressed
- Suggested Resources
 - World Views
 - Europe <https://ec.europa.eu/social/BlobServlet?docId=22757&langId=en>
 - Latin America
<https://www.worldbank.org/en/region/lac/publication/rompiendo-barreras>
 - Logsdon, A. (2022, May 23). Why parents have such an important role in special education. Verywell Family. <https://www.verywellfamily.com/parental-importance-special-education-2162701>
- Suggested Learning Activities/Discussion/Journal Topics
 - Journal: Review the historical timeline of disability. Compare how attitudes, practices and laws have changed.
 - Discussion: Consider the Civil Rights movement. How did the Civil Rights movement influence laws and impact disabilities?
 - Learning Activity: Each student is assigned to a country to research inclusive practices and services available in that country. Students share key findings on how that country views children with disabilities. What are the educational settings for children with disabilities and how they are included in play, in that country? Did anything you found surprise you? Are there any laws or practices that could be brought into practice in the United States?
 - Learning Activity: Each student creates an annotated bibliography of 5 Early Childhood books for children and families related to disabilities, inclusion, and or representation of children with disabilities (the book may not call out the disability, but it is represented). How would you use these books? Be prepared to share with the class, to compile a resource list of inclusive children's literature books.
 - Learning Activity: Create a brochure or flyer for families with 5 tips/ways to advocate for a child with disabilities.
 - Discussion: Review example scenario situations. Brainstorm next steps to break through the barriers of family perceptions and attitudes.
 - Example Scenarios:
 - Family doesn't want their child near a child that has a history of biting other children. They want to remove their child from the classroom.

- Family doesn't want their child to "catch this or that" by being around a child with a disability.
- Family is concerned their child will not be challenged or expectations will be lower because the classroom is inclusive.
- Family doesn't feel their child is receiving 'enough attention' when a child with a disability is part of their child's class.
- How is this addressed in a center's policy? Review a center's policy, are the example scenarios above addressed? If not, how could the policy be revised to address these situations?

Module 2: Family Systems Theory

- Overview
 - Eco Mapping
 - Analyze Student's own family
 - Applying to real life setting
 - Family Systems
 - Marital/Parental/Sibling/Extended Family roles
 - Major Life Transitions/Environmental Events/Historical Events and impact on the family
 - Siblings of a child with a disability
- Course Objectives Addressed
- Suggested Resources
 - Eco Maps
 - Jesuit Social Services. (2009). A Simple Guide to Eco-Maps - Strong Bonds - Building Family Connections. Jss.org.au. <http://www.strongbonds.jss.org.au/workers/cultures/ecomaps.html>
 - Eco Map. (n.d.). Wwww.youtube.com. Retrieved February 25, 2024, from <https://youtu.be/81J4LWY9qPM>
 - Wade, A. (2022, February 3). Ecological Systems Theory By Bronfenbrenner - Psychology Facts. Cheaters Catcher. <https://psychologyfacts.com/ecological-systems-theory-by-bronfenbrenner/>
 - The Bruno Family - Season 3 Episode 9 | Full Episodes | Supernanny USA. (n.d.). Wwww.youtube.com. Retrieved February 25, 2024, from <https://youtu.be/xxvllQIS3Ek>
- Suggested Learning Activities/Discussion/Journal Topics
 - Discussion: What is Family Systems Theory? Identify the different components and how they interconnect.
 - Discussion: Review Bronfenbrenner Ecological Theory article. Looking at each system 'circle,' reflect on who those individuals are in your own life. Consider the different system layers and what resources would go along with each layer. Some families may have access to those resources, while others do not.
 - Learning Activity: Students create an Eco Map on their own family and community support. Reflect on creating your Eco Map and what surprised you? What potential gaps did you find?

- Learning Activity: Interview a family with a child with disabilities. Work together to create an Eco Map. Review where there maybe potential gaps. What resources or supports can be used to fill those gaps? What support strengths does the family already have established?
- Learning Activity: Review your organizations and/or communities' resources available to families with a child with a disability. Brainstorm what connections you can make to the family you interviewed to make their Eco Map better supported. Choose 3 and explain why you feel these 3 would be the most beneficial for the family.
- Discussion: Review the different family units you may encounter. What role does culture play in the family support? What potential barriers could each unit encounter? What similarities do they have?
- Discussion: Watch [video](#) of a family with a child with a disability. What did you notice about the different relationships? What did you notice about the sibling's relationship with the rest of the family? What challenges did the siblings face? Discuss potential solutions.

Module 3: Family Engagement

- Overview
 - Updating roles and labels in language used to normalize different families
 - Language Etiquette
 - Culture
 - Universal Design for Learning (UDL)
- Course Objectives Addressed
- Suggested Resources
 - Universal Design Learning (UDL) Resources:
 - Universal Design for Learning (UDL) | ECLKC. (2022, April 27). Eclkc.ohs.acf.hhs.gov. <https://eclkc.ohs.acf.hhs.gov/publication/universal-design-learning-udl>
 - Enhancing Early Ed Classrooms with UDL | The Inclusion Lab. (n.d.). Blog.brookespublishing.com. <https://blog.brookespublishing.com/enhancing-early-ed-classrooms-with-udl/>
 - Early Childhood Ages <https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/ConnPowersBTJ%281%29.pdf>
 - Wisconsin Early Childhood Inclusion <https://dcf.wisconsin.gov/files/youngstar/pdf/eci/wi-eci-toolkit.pdf>
 - Language Etiquette
 - https://dosaygive.com/app/uploads/2021/02/WordsMatter_Feb2021-2.jpeg
 - <https://inclusivehandouts.s3.amazonaws.com/General+Handouts+/transition+to+an+equity+lens+.pdf>
 - Family Roles and Structures

- <https://family.lovetoknow.com/about-family-values/common-family-roles-how-theyve-changed>
- <https://family.lovetoknow.com/about-family-values/exploring-nontraditional-family-structures>
- <https://family.lovetoknow.com/about-family-values/types-family-structures>
- <https://www.innerchange.com/parents-resources/family-roles/>
- Culture
 - <https://www.naeyc.org/resources/position-statements/dap/core-considerations>
 - https://childcareta.acf.hhs.gov/sites/default/files/public/family_engagement_and_cultural_perspectives-508_2-20-18.pdf
- Wisconsin Unites Model 2 Rise 360. (n.d.). Rise.articulate.com. Retrieved February 25, 2024, from <https://rise.articulate.com/share/azhXfVpUzJaLJXZOemQgInDUrkU5SBnA>
- Suggested Learning Activities/Discussion/Journal Topics
 - Learning Activity: Interview a family with a child with a disability to learn about their experiences. Discuss the experience, including supports or resources that were the most helpful? What issues or barriers did they experience?
 - Discussion: Write down your role in the family and the roles you see other family members exhibiting. Which roles don't benefit your family and which roles would you like to see more of? Discuss this with roles, family members and make goals to increase those roles you think would benefit your family.
 - Discussion: Identify what type of family structure your own family is. How has your family structure evolved over time? What similarities do you see between your family structure and other family structures?
 - Learning Activity: Review the list of phrases regarding [language etiquette](#). Think of 5 more phrases you have heard used and list how you would reframe the language.
 - Learning Activity: Review [UDL Article](#). Create a list of 5 classroom activities. Describe how you would modify each activity for a variety of disabilities (child using a wheelchair, child with hearing impairment, child with Autism, etc.)
 - Learning Activity: Simulate a disability. Students' complete activities with one of the following:
 - Wear [Vision simulator glasses](#)
 - Complete a fine motor task with mittens on
 - Discussion: Review the scenarios and following dialogue in the [article](#). Early childhood professionals and their situations are unique. How might these ideas work for you and your program? What strategies do you already use to understand the perspectives of families? What new strategies can you plan for and implement in the future to promote an understanding of the family's and your own perspectives?

Module 4: Working Together to Support Child Development

- Overview
 - Communicating with Families
 - Parent rights and advocacy
 - Family empowerment/child experts
- Course Objectives Addressed
- Suggested Resources
 - Ideas for Partnering with Parents Opportunities to promote the education of the child at home and at school- Partnering with Parents. (n.d.). Retrieved February 25, 2024, from <https://dpi.wi.gov/sites/default/files/imce/title-i/pdf/ideas-for-partnering-w-parents.pdf>
 - Special Education Transitions. (n.d.). Cerebralpalsy.org. <https://www.cerebralpalsy.org/information/education/transitions>
 - Transitioning of Young Children with Disabilities Health & Safety Notes. (n.d.). https://cchp.ucsf.edu/sites/g/files/tkssra181f/TransDisabilityEN030607_v5.pdf
 - Transition from Preschool Special Education to Kindergarten https://ectacenter.org/~pdfs/decrp/PG_Trn_PreschoolSEtoKindergarten_prac_print_2017.pdf
 - Pacer Center. (n.d.). Preparing for Transition from Early Intervention to an Individualized Education Program. Wwww.pacer.org. <https://www.pacer.org/ec/early-intervention/transition-early-intervention-to-iep.asp>
 - Transitioning from Early Childhood Special Education (ECSE) to Kindergarten: Tips for Parents of Children with Challenging Behaviors. (n.d.). Wwww.pacer.org. <https://www.pacer.org/ec/transition-to-kindergarten/transition-from-special-ed-to-kindergarten.asp>
 - Building Relationships with Families - Family Community Engagement. (n.d.). Collaborating Partners. Retrieved February 25, 2024, from <http://www.collaboratingpartners.com/family-community-engagement/building-relationships-families/>
 - Holder, A. (2017, August 30). Children with Disabilities. Disability Rights Wisconsin. <https://disabilityrightswi.org/resource-center/children-with-disabilities/>
 - Brianna Anderson. (n.d.). What to Know About Parent Empowerment for Children With Disabilities. WebMD. <https://www.webmd.com/children/what-to-know-about-parent-empowerment-for-children-with-disabilities>
 - Heiphetz, L., & Oishi, S. (2021). Viewing Development Through the Lens of Culture: Integrating Developmental and Cultural Psychology to Better Understand Cognition and Behavior. Perspectives on Psychological Science, 17(1), 174569162098072. <https://journals.sagepub.com/doi/full/10.1177/1745691620980725>
- Suggested Learning Activities/Discussion/Journal Topics
 - Discussion: A. How do you help families identify developmentally appropriate expectations for both typical and atypical development? (teacher observations,

- developmental screeners, parent teacher conferences, flyers, informational sessions, daily conversations). B. How do families help you identify developmentally appropriate expectations for their children? (culture)
- Discussion: What information needs to be shared as the child transitions to a new classroom/program/teacher? Identify transitions a child may experience. What transition policy and procedures does your program have in place? Do you feel the transition plans best support the child's needs? What would you change? If your program doesn't have a transition plan, what would you like to see?
 - Activity: If your program has procedures for transitions, what works well, what would you change? Write your own transition planning policy and procedure to support a child's optimal development.
 - Activity: Review the [developmental milestones through a cultural lens](#) article. After reviewing this, how would your family discussions change or be the same?
 - Activity: Put together a flyer/brochure of resources for families to better understand their legal rights. Include resources in your area, as well as statewide.

Module 5: Support Systems for Families

- Overview
 - Support Available in other languages
 - Local and National Support
 - Social Media groups
- Course Objectives Addressed
- Suggested Resources
 - Facets, W. (n.d.). Special Education Online Resources Wisconsin. WI FACETS. <https://wifacets.org/resources/online-resources/>
 - <https://infohub.nyced.org/in-our-schools/translations/letters/special-education>
- Suggested Learning Activities/Discussion/Journal Topics
 - Activity: Instructor assigns a specific disability or condition to each student. Students then locate supports and resources for that assigned disability or condition:
 - in another language
 - local
 - national
 - Discussion: What was the take away from researching family supports in another language. How easy or hard was it to locate resources? Discuss how this could impact families in your area.
 - Discussion: What are the pros and cons of using Social Media as a support?

Module 6: Recognizing Maltreatment and Abuse

- Overview
 - Population at higher risk
 - Children may not be able to vocalize for themselves

- ACES overview/recap
- Mandated Reporters
- Course Objectives Addressed
- Suggested Resources
 - Legano, L. A., Desch, L. W., Messner, S. A., Idzerda, S., & Flaherty, E. G. (2021). Maltreatment of Children With Disabilities. *Pediatrics*, 147(5), e2021050920.
<https://publications.aap.org/pediatrics/article/147/5/e2021050920/180813/Maltreatment-of-Children-With-Disabilities?autologincheck=redirected>
 - Serious Violations in Licensed Child Care. (n.d.). Dcf.wisconsin.gov. Retrieved February 25, 2024, from <https://dcf.wisconsin.gov/cclicensing/seriousviolations>
 - Wisconsin Mandated Reporter Online Training – Wisconsin Child Welfare Professional Development System
<https://media.wcwpds.wisc.edu/mandatedreporter/whois.html>
 - Centers for Disease Control and Prevention. (2019, September 18). Childhood Maltreatment among Children with Disabilities. Centers for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/disabilityandsafety/abuse.html>
 - Disability and Abuse - The Initiative. (n.d.). <https://www.dviforwomen.org/get-informed/disability-and-abuse/>
 - Disability Justice. (2014). Abuse and Exploitation of People with Developmental Disabilities | Disability Justice. Disability Justice.
<https://disabilityjustice.org/justice-denied/abuse-and-exploitation/>
 - Burke, N. (2015, February 17). How childhood trauma affects health across a lifetime | Nadine Burke Harris. YouTube. <https://youtu.be/95ovIJ3dsNk>
- Suggested Learning Activities/Discussion/Journal Topics
 - Learning Activity: Complete the mandated reporter training and present their certificate.
 - Learning Activity: Create a brochure/flyer for families on recognizing maltreatment and abuse.
 - Discussion: Reflect on the Maltreatment of Children with Disabilities article.
 - Discussion: Read through Case Studies. Identify red flags.
 - Role Play what steps should be taken to address the situation (how to professionally say it, state facts, who to report to or contact, etc)
 - Discussion: Share what your Center’s policies and procedures are for reporting maltreatment and/or abuse. How comfortable do you feel reporting? What changes would you like to see made to your Center’s policies and procedures for reporting abuse? Are there any gaps in the procedures?
 - Journal or anonymously share (Jamboard, Padlet, etc.): Watch the “How Childhood trauma affects health across a lifetime” video. What is an ACE? How does childhood trauma affect development? What can you develop if you have a high ACE score? Why is it important in our work with children? What can we do to decrease ACE scores?

Module 7: Credential Portfolio

- Overview
 - Completion of a professional inclusive child care portfolio
 - Observation of child with special needs
 - Knowledge and skills gained through the 4 courses
- Course Objectives Addressed
 - Implement meaningful curriculum based on child observations and assessment
- Suggested Resources
 - Registry Inclusion Credential Portfolio Guide – WI Registry Credentials Resource Center <https://wiregistry.org/credentials-overview/resource-center/>
- Suggested Learning Activities/Discussion/Journal Topics
 - Observation hours
 - Observation hours can be split among courses, under the guidelines:
 - should be completed within 1 year of assembling the portfolio
 - with a child outside of the student’s immediate family and/or home.
 - 20 hours of Observation is completed
 - Minimum 5 hours with Family home visits
 - Remaining hours in other setting
 - Example “Other” observation locations: park, school, child care, community location
 - Read through the Inclusion Credential Portfolio Guidelines
 - Self-Reflections
 - Professional Development Goals