

Master Course Outline

With Sample Syllabus

Children, Families and Communities ECED 2875

Course Description

This course is an in-depth look at the child, family school and community and the relationship between and among them. It will review the socialization process and the development of the child as a social being. The course will examine how family systems, community settings and school environments impact young children including those with disabilities, developmental delays, language and/or cultural differences. Students will explore creating effective working relationships with families through communication considering the role of culture, diversity and theory.

Prerequisite or parallel:

Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:

Course Objective	Alignment with Standards
1. Society's concept of childhood and how it has changed over time.	DEC/EI/ECSE: 1.1 PS&C for ECE: 6a CKC's: 7.A.1
2. Uri Bronfenbrenner's ecological systems theory.	DEC/EI/ECSE: 1.1, and 2.1 PS&C for ECE: 1c, 2a and 2b CKC's: 5.A.1
3. The functions of all families and how they have changed over time.	DEC/EI/ECSE: 2.1 PS&C for ECE: 1c, and 2a CKC's: 5.A.1
4. The organizational patterns of all families and how they have changed over time.	PS&C for ECE: 2a CKC's: 1.A.2, 5.A.1

5. Diverse patterns of parenting	DEC/EI/ECSE: 2.1 PS&C for ECE: 2a CKC's: 1.A.2 and 5.A.1
6. The effects of stress, trauma, and transitions on families.	OSEP: Supporting Social and Emotional Development DEC/EI/ECSE: 1.2 PS&C for ECE: 1c and 1d, 2a, 2b and 4a CKC's: 1.B.1, 1.B.2, 2.B.1, 2.B.3 and 5.A.1
7. Working and communicating with families of all children, including those with disabilities, developmental delays, language and/or cultural differences.	OSEP: Working with Children and Families from Diverse Backgrounds DEC/EI/ECSE: 2.2, 2.3, 3.1, 6.1, and 6.2 PS&C for ECE: 2a, 2b and 6c CKC's: 1.A.2, 2.A.2, 3.B.4, and 5.A.2
8. The ethics of working with all families.	OSEP: Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds, DEC /EI/ECSE: 2.1, 2.2 and 2.3, 3.3, 4.4, 6.1, 6.2, 7.3 and 7.4 PS&C for ECE: 2b, 3c, and 6b CKC's: 1.B.3, 3.B.4, 4.B.2, 5.A.2, 5.A.3, and 7.A.3
9. Community resources to support all children and families	OSEP: Collaborating DEC/EI/ECSE: 2.2, PS&C for ECE: 2c and 6d CKC's: 1.B.3, 5.A.2, 5.A.3, 5.C.1, and 7.A.4
10. The importance of advocacy with and for families.	OSEP: Collaborating DEC/EI/ECSE: 2.1, 2.2, and 7.3 PS&C for ECE: 2c and 6a CKC's: 7.A.4

Student Outcomes: Upon completion of this course, students will be able to:

Student Outcomes:	Alignment with Standards
1. Discuss society's concept of childhood and how it has changed over time.	DEC/EI/ECSE: 1.1 PS&C for ECE: 6a CKC's: 7.A.1

2. Identify and define microsystem, mesosystem, exosystem and macrosystem and discuss how they are interrelated.	DEC/EI/ECSE: 1.1, and 2.1 PS&C for ECE: 1c, 2a and 2b CKC's: 5.A.1
3. Summarize functions of all families and how they have changed over time.	DEC/EI/ECSE: 2.1 PS&C for ECE: 1c, and 2a CKC's: 5.A.1
4. Compare and contrast organizational patterns of all families and how they have changed over time.	DEC/EI/ECSE: 2.1 PS&C for ECE: 2a CKC's: 1.A.2, 5.A.1
5. Analyze the diverse patterns of parenting	PS&C for ECE: 2a CKC's: 1.A.2 and 5.A.1
6. Connect stress, trauma, and transitions to the effects on children and families.	OSEP: Supporting Social and Emotional Development DEC/EI/ECSE: 1.2 PS&C for ECE: 1c and 1d, 2a, 2b and 4a CKC's: 1.B.1, 1.B.2, 2.B.1, 2.B.3 and 5.A.1
7. Evaluate strategies for working and communicating with families of all children, including those with disabilities, developmental delays, language and/or cultural differences.	OSEP: Working with Children and Families from Diverse Backgrounds DEC/EI/ECSE: 2.2, 2.3, 3.1, 6.1, and 6.2 PS&C for ECE: 2a, 2b and 6c CKC's: 1.A.2, 2.A.2, 3.B.4, and 5.A.2
8. Examine the ethics of working with all families.	OSEP: Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds, DEC /EI/ECSE: 2.1, 2.2 and 2.3, 3.3, 4.4, 6.1, 6.2, 7.3 and 7.4 PS&C for ECE: 2b, 3c, and 6b CKC's: 1.B.3, 3.B.4, 4.B.2, 5.A.2, 5.A.3, and 7.A.3
9. Generate community resource opportunities to support all children and families	OSEP: Collaborating DEC/EI/ECSE: 2.2, PS&C for ECE: 2c and 6d CKC's: 1.B.3, 5.A.2, 5.A.3, 5.C.1, and 7.A.4
10. Describe the importance of advocacy with and for families.	OSEP: Collaborating DEC/EI/ECSE: 2.1, 2.2, and 7.3 PS&C for ECE: 2c and 6a CKC's: 7.A.4

Course Content:

Course Content:	Alignment with Standards
1. Society's concept of childhood and how it has changed over time.	DEC/EI/ECSE: 1.1 PS&C for ECE: 6a CKC's: 7.A.1
2. Uri Bronfenbrenner's ecological systems theory	DEC/EI/ECSE: 1.1, and 2.1 PS&C for ECE: 1c, 2a and 2b CKC's: 5.A.1
3. Functions of families.	DEC/EI/ECSE: 2.1 PS&C for ECE: 1c, and 2a CKC's: 5.A.1
4. Organizational patterns of all families and how they have changed over time.	PS&C for ECE: 2a CKC's: 1.A.2, 5.A.1
5. Diverse patterns of parenting	DEC/EI/ECSE: 2.1 PS&C for ECE: 2a CKC's: 1.A.2 and 5.A.1
6. The effects on children and families from stress, trauma, and transitions	OSEP: Supporting Social and Emotional Development DEC/EI/ECSE: 1.2 PS&C for ECE: 1c and 1d, 2a, 2b and 4a CKC's: 1.B.1, 1.B.2, 2.B.1, 2.B.3 and 5.A.1
7. Strategies for working and communicating with families of all children, including those with disabilities, developmental delays, language and/or cultural differences.	OSEP: Working with Children and Families from Diverse Backgrounds DEC/EI/ECSE: 2.2, 2.3, 3.1, 6.1, and 6.2 PS&C for ECE: 2a, 2b and 6c CKC's: 1.A.2, 2.A.2, 3.B.4, and 5.A.2
8. The ethics of working with all families.	OSEP: Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds, DEC/EI/ECSE: 2.1, 2.2 and 2.3, 3.3, 4.4, 6.1, 6.2, 7.3 and 7.4 PS&C Standards: Standard Two, Family, Teacher Partnerships and Community Connections, 2b, 3c, and 6b

	CKC's Promoting Child Development and Learning, 1.B.3, 3.B.4, 4.B.2, 5.A.2, 5.A.3, and 7.A.3
9. Community resource opportunities to support all children and families	OSEP: Collaborating DEC/EI/ECSE: 2.2, PS&C Standards: 2c and 6d CKC's: 1.B.3, 5.A.2, 5.A.3, 5.C.1, and 7.A.4
10. The importance of advocacy with and for families.	OSEP: Collaborating DEC/EI/ECSE: 2.1, 2.2, and 7.3 PS&C for ECE: 2c and 6a CKC's: 7.A.4

Standards:

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

Key Experiences

(CO 1) Discuss the historical perspective of society's concept of childhood including children with disabilities, developmental delays, language and/or cultural differences.

Review the United Nations Children's Bill of Rights (the only nation that has not ratified this is the United States):

Timeline of Children's Rights <https://www.unicef.org/child-rights-convention/history-child-rights>

Convention of the Rights of Children <https://www.unicef.org/child-rights-convention/convention-text>

(CO 2) Review multiple models of Bronfenbrenner's Ecological Systems (many can be found on this Pinterest page [https://www.pinterest.com/search/pins/?rs=ac&len=2&q=bronfenbrenner's%20ecological%20model&eq=bronfenbrenner&etslf=3657&term_meta\[\]=bronfenbrenner's%7Cautocomplete%7C0&term_meta\[\]=ecological%7Cautocomplete%7C0&term_meta\[\]=model%7Cautocomplete%7C0](https://www.pinterest.com/search/pins/?rs=ac&len=2&q=bronfenbrenner's%20ecological%20model&eq=bronfenbrenner&etslf=3657&term_meta[]=bronfenbrenner's%7Cautocomplete%7C0&term_meta[]=ecological%7Cautocomplete%7C0&term_meta[]=model%7Cautocomplete%7C0))

Compare and contrast them.

(CO 3) Analyze Family Functions including families of children with disabilities

- a. Brainstorm way that families function to meet Maslow's Hierarchy of needs.
- b. Review:

[https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Sociology_\(Barkan\)/11%3A_The_Family/11.03%3A_Sociological_Perspectives_on_the_Family](https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Sociology_(Barkan)/11%3A_The_Family/11.03%3A_Sociological_Perspectives_on_the_Family)

(CO 4) Discuss the variety of family organizational patterns and the roles of family members that exist today starting with the students' and instructor's current families and families of origin. How has the "typical" family organization changed?

(CO 5) Explore parenting styles including the impact on child guidance:

- a. Authoritative
- b. Authoritarian or disciplinarian
- c. Permissive or indulgent
- d. Negligent or uninvolved
- e. Blended styles affected by culture and gender

(CO 6) Read this brief article and have the students take the embedded ACES quiz. <https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>

(CO 6) Research material for “How stress affects children” (see resource options below) to make presentations connecting stress, trauma and transitions to the effects on all children and families.

(CO 7) Explore the Family Engagement Inventory, <https://www.childwelfare.gov/FEI/practice-strategies/> Expand each category on the website and have small groups review and evaluate the strategies.

(CO -8) Use NAEYC's *Teaching the Code* activities focused around the ethics of working with families including those with children with disabilities, developmental delays, language and/or cultural differences. Give students ethical dilemmas and have them find the principle that explains what the right thing is to do.

(CO-9) Create a file of community agencies, businesses, and other resources to support families of all children making sure to include specific resources for families of children with developmental delays, disabilities, language and/or cultural differences.

(CO-10) Students develop an Advocacy Project: What to advocate for, who to advocate to, and best method to advocate. This includes finding their legislators contact information and reviewing the CT Early Childhood Alliance website and current bills.

Resources

Books

<https://www.prokids.org/wp-content/uploads/2017/01/Chap-4-Dec-2016.pdf>

Websites:

NAEYC Advancing Equity in Early Childhood Position Statement

<https://www.naeyc.org/resources/position-statements/equity>

CT Parent Advocacy Center

<https://cpacinc.org/programs.aspx>

Timeline of Children's Rights <https://www.unicef.org/child-rights-convention/history-child-rights>

Convention of the Rights of Children <https://www.unicef.org/child-rights-convention/convention-text>

Understood.org

"We're dedicated to shaping a world where millions of people who learn and think differently can thrive at home, at school, and at work."

https://www.understood.org/pages/en/school-learning/for-educators/?_sp=6977c727-fce4-4332-90d7-33ed756af818.1613665344358

Head Start Parent, Family and Community Engagement Framework

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-parent-family-community-engagement-framework>

Ct State Department of Education: Full, Equal and Equitable Partnerships with Families

<https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families/Implementing-the-Framework>

The Family Engagement Inventory: A Brief Cross Disciplinary Synthesis

<https://www.childwelfare.gov/pubPDFs/synthesis.pdf#page=6>

5 Functions of Community

<http://krypton.mnsu.edu/~jp5985fj/courses/230/Institutions.html>

A website that is dedicated to growing and shaping a world where everyone who learns and thinks differently feels supported at home, at school, and at work.

<https://www.understood.org>

Connect Module

<https://connectmodules.dec-sped.org/connect-modules/learners/module-4/>

Children's Defense Fund: Comprehensive, non-profit child advocacy agency offering information and support.

NATIONAL CHILDHOOD TRAUMA AND STRESS NETWORK

<https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma/effects>

Articles

Albuquerque School District: Family Engagement Best Practices Rubric and Assessment

<https://www.aps.edu/family-engagement-collaborative/documents/family-engagement-best-practices-rubric-with-action-plan>

NAEYC and DEC Joint Position Statement on Inclusion

http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

Building Relationships with Families of Children with Special Needs

<https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/building-relationships>

How Early Childhood Trauma Is Unique

<https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma/effects>

TYPES OF FAMILY STRUCTURES

<https://family.lovetoknow.com/about-family-values/types-family-structures>

<https://www.scoe.org/files/ccpc-family-structures.pdf>

Links to material about disabilities in different time periods in Great Britain

<https://historicengland.org.uk/research/inclusive-heritage/disability-history/>

A Brief Timeline of the History of Disabilities: The Shameful Treatment of People with Disabilities

<https://sailhelps.org/a-brief-timeline-of-the-history-of-disabilities-the-shameful-treatment-of-people-with-disabilities/>

Developing a plan for Advocacy

<https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/advocacy-plan/main>

Videos

Best Practices in Family and Community Engagement Video Series

<https://eclkc.ohs.acf.hhs.gov/community-engagement/article/best-practices-family-community-engagement-video-series>

The History of Special Education

<https://www.youtube.com/watch?v=23Jes6PHzkk>

TED TALK

[Parenting Styles | Scout O'Donnell | TEDxTheMastersSchool](#)

"The Raising of America is a five-part documentary series that explores how a strong start for all our kids can lead to a healthier, stronger and more equitable nation."

Link to streaming rights of Raising of America.

<http://vod.raisingofamerica.org>

Children's Books:

Books about divorce:

<https://www.barnesandnoble.com/blog/kids/the-best-picture-books-that-deal-with-divorce/>

Mommy, Mama, and Me:

<https://www.youtube.com/watch?v=BTtrB2y4-G0>

Books about all kinds of families:

<https://theeverymom.com/22-childrens-books-that-show-all-families-are-different/>

Date	Topic and Learning Activity	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
<p>Week 1 Introductions</p> <p>Society's Concept of Childhood</p>	<p>Review of course syllabus and expectations.</p> <p>*Introduce the historical perspective of society's concept of childhood including children with disabilities, developmental delays, language and/or cultural differences.</p> <p>https://www.youtube.com/watch?v=23Jes6PHzkk</p>	CO1	<p>Read: A Brief Timeline of the History of Disabilities: The Shameful Treatment of People with Disabilities https://sailhelps.org/a-brief-timeline-of-the-history-of-disabilities-the-shameful-treatment-of-people-with-disabilities/</p>	SO 1
2. Society's concept of children continued	<p>*Review the United Nations Children's Bill of Rights (the only nation that has not ratified this is the United States):</p> <p>Timeline of Children's Rights https://www.unicef.org/child-rights-convention/history-child-rights</p> <p>Convention of the Rights of Children https://www.unicef.org/child-rights-convention/convention-text</p>	CO 1	<p>*Discuss the historical perspective of society's concept of childhood including children with disabilities, developmental delays, language and/or cultural differences. (in-class discussion; Blackboard journal entry or discussion board)</p>	SO 1

<p>3. Bronfenbrenner's Ecological Systems Theory</p>	<p>Introduce the requirements for the Key Assessment Advocacy Project</p> <p>*Review multiple models of Bronfenbrenner's Ecological Systems (many can be found on this Pinterest page https://www.pinterest.com/search/pins/?rs=ac&len=2&q=bronfenbrenner's%20ecological%20model&eq=bronfenbrenner&etslf=3657&term_meta[]=bronfenbrenner's%7Cautocomplete%7C0&term_meta[]=ecological%7C0&term_meta[]=model%7Cautocomplete%7C0)</p> <p>Compare and contrast Bronfenbrenner's Ecological Systems.</p>	<p>CO2</p>	<p>Review the content of this link: https://www.naeyc.org/get-involved/advocate</p> <p>*Complete a blank Ecological Model template placing the name of the correct system in the correct place on the template and also placing examples of each system in the correct location on the template</p>	<p>SO 2</p>
<p>4. Functions of families</p>	<p>*Analyze Family Functions including families of children with disabilities</p> <p>Review: https://socialsci.libretexts.org/</p>	<p>CO 3</p>	<p>*Brainstorm way that families function to meet Maslow's Hierarchy of needs. Summarize how this has changed overtime.</p>	<p>SO 3</p>

	Bookshelves/Sociology/Book%3A%20Sociology%20(Barkan)/11%3A%20The%20Family/11.03%3A%20Sociological%20Perspectives%20on%20the%20Family			
5. Organizational Patterns of families	<p>*Discuss the variety of family organizational patterns and the roles of family members that exist today starting with the students' and the instructor's current families and their families of origin.</p> <p>Read or watch video of some of these children's books about all kinds of families: https://theeverymom.com/22-childrens-books-that-show-all-families-are-different/</p>	CO 4	<p>Consider the classroom discussion and review applicable resources in the resource section.</p> <p>*Compare and contrast organizational patterns of families and reflect on how those patterns have changed over time. (small group or BB discussion board)</p>	SO 4
6. Diverse patterns of parenting	*Explore parenting styles	CO 5	*Watch videos and read articles about parenting styles and analyze the diverse patterns of parenting.	SO 5
7. The effects of stress, trauma, and transitions on children and families	Introduce stress, trauma, and transitions	CO 6	<p>*Read this brief article and have the students take the embedded ACES quiz.</p> <p>https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-</p>	

			the-ace-quiz-and-learn-what-it-does-and-doesnt-mean *Research “How stress affects children” to gather material for presentation.	
8. Continued: The effects of stress, trauma, and transitions on children and families	*Presentations on stress	SO 6		
9.				
10. Strategies for working and communicating with families of all children, including those with disabilities, developmental delays, language and/or cultural differences.	*Explore the Family Engagement Inventory, https://www.childwelfare.gov/FEI/practice-strategies/ Expand each category on the website and have small groups review and evaluate the strategies.	CO 7	*Evaluate strategies using the rubrics found at https://www.aps.edu/family-engagement-collaborative/documents/family-engagement-best-practices-rubric-with-action-plan or another assessment tool.	SO 7
11. The Ethics of working with families.	Introduce and explore the NAEYC code of Ethical Conduct with particular attention to our responsibilities to Families.	CO 8	*Using NAEYC’s <i>Teaching the Code</i> , have students find the principle that explains what the right thing is to do for some of the ethical dilemmas referenced in the book.	SO 8

12.				
13. Community resource opportunities to support all children and families			*Create a file of community agencies, businesses, and other resources to support families of all children making sure to include specific resources for families of children with developmental delays, disabilities, language and/or cultural differences.	SO 9
14. The importance of advocacy with and for families.	Introduce advocacy and CPAC https://cpacinc.org/programs.aspx	CO 10	Attend a local educational meeting.	SO 10
15.				
16. Review and Reflections				

***Key Experience**