Family Collaboration Partnership Signature Assignment for EPSY 6551

Family Collaboration Partnership – 102 Points (total)
The purpose of this EPSY 6551 course is to increase candidates' integration of family-professional collaboration and knowledge of how to support families while being mindful of cultural differences. The Family Collaboration Partnership assignment provides an opportunity for candidates to demonstrate their skills working with family members of a young child with a disability. To fulfill the requirements of this assignment the candidate will:

1. identify a family having a young child with a disability (preferably birth to 5 years old)
2. meet with the family every week throughout the quarter (at least 6 times total), and keep a family journal about the candidate’s interactions, observations, comments and questions during those visits
3. provide at least two available resources to meet needs identified by family members
4. create an IFSP and an IEP with at least six goals. At least two of those goals will address the family’s needs (only for IFSP) and four addressing the child’s needs
5. with the family develop a collaborative plan, take action, and evaluate results

Note: Candidates will need to submit a Family Consent Form to be signed by the family prior to home visits. This consent is uploaded on Black Board.

The Family Collaboration Partnership assignment is divided into two parts:

Part 1 – 50 pts.

- Family Journal (25 points)
Candidates are required to document all family visits, which describe necessary elements in understanding family functions, priorities, cultural adaptations, challenges, and other relative issues. Each journal is dated, and a minimum of one page per journal entry.

- Family Description (15 points)
Candidates will describe the family’s history, background, and most especially their journey into the world of special education. The description includes family’s strengths, priorities and needs. A resource list will be included in the report that could be helpful in developing the family’s efficacy. This is to be a minimum of 3 pages including the resource page. (Refer to Turnbull and Turnbull, Chapters 1 and 11).
• Self-reflective Practice and Evaluation on Family Collaboration Partnership (10 points)

Based on the family journal entries, the candidate will reflect upon his/her interactions with the family and will self-critique in regards to the exchange of communication and various interactions during the visit. These reflections are at least one page for every visit.
(Refer to Turnbull & Turnbull Chapter 7).

Part 2 - 52 pts.

Individualized Family Service Plan (IFSP) and an Individualized Education Plan (IEP):

Working together in a small group of five candidates, choose one family case study (any of the participants of the family collaboration project will serve as the IFSP subject.) The group will create four multidisciplinary goals for the child, and two goals for the family. A blank template of an IFSP is uploaded on Black Board. (Refer to Turnbull & Turnbull, Chapter 10). They will create an IEP for the child with at least four goals.

The IFSP/IEP will include three components:

A. Written Description of the Child (20 pts.)

The group will submit the history, along with the multidisciplinary assessment of the focus child.

• Child’s History/Family Background
  Child’s cultural background, medical history, family situation, parental style, milestones
  Child’s developmental profile
  Child’s Biosocial, Cognitive, Language, Social/Emotional Competencies Development

• Parent/Family Input
  The candidate will report the parent’s own observations of his/her own child. Parent concerns, priorities, and expectations for the child are included in this report.

• Conclusion
  The candidate will report the overall summary and view of the child and the family.

B. IFSP/IEP Document (10 pts.)

The form should be completely filled out, signed, and submitted after the IFSP role play. A blank document will be uploaded on BlackBoard.

C. IFSP/IEP Meeting- Role Playing - (22 pts.)

Each group will conduct a 30-minute, simulated IFSP and IEP meeting in class during the last face to face class session. Candidates will assume the role of various IFSP team members.