

SPED 991
FAMILY SUPPORTS AND OUTCOMES
Spring Semester, 2008

Ann Turnbull, turnbull@ku.edu, 864-7608 (phone), 864-5825 (fax), 3111 Haworth

What is our purpose?

Welcome to SPED 980. Our seminar's purpose is acquiring, synthesizing, and applying theory and research related to providing support to families and enhancing outcomes. We will particularly focus on knowledge mobilization strategies for integrating research, policy, and experiential insight to increase the likelihood that both families and practitioners will make wise decisions and will implement those decisions in order to achieve their goals. We will explore possibilities and even push limits of traditional knowledge dissemination in moving into a Web 2.0 paradigm in which we particularly concentrate on enabling families to easily access informative and inspiring resources. Throughout all of our discussions, we will focus on being culturally responsive and ensuring that families from diverse backgrounds have full opportunities for access, participation, and improved outcomes. I very much look forward to this opportunity to learn through partnerships and to apply what we learn so that we can contribute to enhanced outcomes on the part of families of young children with special needs.

What are our topics and reading assignments?

1/22 – Overview of course; guided tour of Early Childhood Family Support Community of Practice (CoP); overview of Organized Wisdom website

1/29 – Communities of Practice

1. Turnbull, A.P., Summers, J.A., Gotto, G., Beauchamp, D., Klein, S. et al. (in preparation). Communities of practice as an approach to adult learning: Case study of early childhood family support community of practice. *Infants and Young Children*.
2. Beach Center on Disability (2007). *Project Whole Life: An online, multi-component community of practice for whole-life transition planning*. Grant proposal submitted to NIDRR Field-Initiative Program (pp. 1-40).
3. National Association of State Directors of Special Education, Inc. (2007). *Communities of Practice: A new approach to solving complex educational problems*. Washington, DC: NASDSE. [S]

2/5 – From knowledge dissemination to knowledge mobilization

4. Graham, I.D., Logan, J., Harrison, M.B., Straus, S.E., Tetroe, J., Caswell, W., & Robinson, N. (2006). Lost in knowledge translation: Time for a map? *The Journal of Continuing Education in the Health Professions*, 26(1), 13-24.

5. Fixsen, D.L., Naoom, S.F., Blasé, K.A., Friedman, R.M., & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

2/12 – Family preferences for information and Web 2.0

6. Rollett, H., Lux, M., Strohmaier, M., Dösinger, G., & Tochtermann, K. (2007). The Web 2.0 way of learning with technologies. *International Journal of Learning Technology*, 3(1), 1-21.
7. O'Reilly, T. (2005, September 30). *What is Web 2.0: Design patterns and business models for the next generation of software*. Retrieved January 2, 2008 from <http://oreillynet.com/lpt/a/6228>.
8. Skinner, D., & Schaffer, R. (2006). Families and genetic diagnosis in the genomic and internet age. *Infants & Young Children*, 19(1), 16-24.

2/19 – From evidence-based practice to wisdom-based action

9. Buysse, V., Wesley, P.W., Snyder, P., & Winton, P. (2006). Evidence-based practice: What does it really mean for the early childhood field? *Young Exceptional Children*, 9(4), 2-11.
10. Williams, R., & Fulford, K.W.M. (2007). Evidence-based and values-based policy, management and practice in child and adolescent mental health services. *Clinical Child Psychology and Psychiatry*, 12(2), 223-242
11. Sternberg, R.J. (2003). *Wisdom, intelligence, and creativity synthesized* (pp. 147-173). New York: Cambridge University Press.

2/26 – Family quality of life theory and research

12. Zuna, N., Summers, J.A., Turnbull, A.P., & Hu, K. (in preparation). Theorizing about family quality of life. In Kober (Ed.), *Enhancing the quality of life of people with intellectual disability: From theory to practice*. Dordrecht, The Netherlands: Springer.
13. Turnbull, A.P. (2003). Family quality of life as an outcome of early intervention services: Research and practice directions. In B.F. Williams (ed.), *Directions in early intervention and assessment* (pp. 477-498). Spokane Guilds' School and Neuromuscular Center: Spokane, WA.

3/4 – Overview of family research

14. Turnbull, A.P., Turnbull, H.R., Summers, J.A., & Poston, D. (2008). Partnering with families of children with developmental disabilities to enhance family quality of life. In G. Peterson-Karlan, R. Ringlaben, & P. Parette, (Eds.), *Research-based and emerging practices in developmental disabilities* (pp. 482-499). Austin, TX: Pro-Ed.
15. Turnbull, A.P., Summers, J.A., Lee, S.H., & Kyzar, K. (2007). Conceptualization and measurement of family outcomes associated with families of individuals with intellectual disabilities. *Mental Retardation and Developmental Disabilities Research Reviews, 13*, 346-356.
16. Bailey, D.B., Bruder, M.B., Hebbeler, K., Carta, J., DeFosset, M., Greenwood, C., Kahn, L., Mallik, S., Markowitz, J., Spiker, D., Walker, D., & Barton, L. (2006). Recommended outcomes for families of young children with disabilities. *Journal of Early Intervention, 28*(4), 227-251.

3/11 – Overview of family research

17. Friend, A. (2007). Impacts of family support in early childhood intervention research. Paper prepared for comps.
18. Turnbull, A.P., Zuna, N., Turnbull, R., Poston, D., & Summers, J.A. (2007). Families as partners in educational decision-making: Current implementation and future directions. In S. Odom, R. Horner, M. Snell, & J. Blacher (Eds.), *Handbook of developmental disabilities* (pp. 570-590). New York, NY: Guilford Publications, Inc.

3/18 – Spring Break

3/25 – Family-professional partnerships

19. Turnbull, A.P., Turnbull, H.R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall. (Chapters 7 and 8).
20. Santelli, B., Markey, U., Johnson, A., Turnbull, R., & Turnbull, A. (2001). The evolution of an unlikely partnership between researchers and culturally diverse families: Lessons learned. *TASH Newsletter*, March/April, 21-25
21. Santelli, B., Singer, G.H.S., DiVenere, N., Ginsberg, C., Powers, L.E. (1998). Participatory action research: Reflections on critical incidents in a PAR project. *Association for Persons with Severe Handicaps, 23*(3), 211-222.

4/1 – Family characteristics and family interaction

22. Turnbull, A.P., Turnbull, H.R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall. (Chapters 1 and 2).

4/8 – Family functions and family life cycle

23. Turnbull, A.P., Turnbull, H.R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall. (Chapters 3 and 4).

4/15 – Empowerment theory and ecological theory

24. Kiefer, C.H., (1984). Citizen empowerment: A developmental perspective. *Prevention in Human Services*, 4(2 & 3), 9-36.
25. Peck, C.A. (1993). Ecological perspectives on the implementation of integrated early childhood programs. In C.A. Peck, S.L. Odom, & D.D. Bricker (Eds.), *Integrating young children with disabilities into community programs: Ecological perspectives on research and implementation* (pp. 3-15). Baltimore: Brookes.
26. Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723-742.

4/29 – Stress/coping theory and cognitive adaptation theory

27. Turnbull, A.P., Summers, J.A., Backus, L., Bronicki, G.J., & Goodfriend, S.J. (1983). Stress and coping in families having a member with a developmental disability. Washington, DC: NARIC.
28. McCubbin, H.I., & Patterson, J.M. (1983a). Family stress and adaptation to crises: A Double ABCX Model of family behavior. In D. Olson & B. Miler (Eds.), *Family Studies Review Yearbook* (pp. 87-106). Beverly Hills, CA: Sage Publications.
29. Deardorff, C.A. (1992). Use of Double ABCX Model of family adaptation in the early intervention process. *Infants and Young Children*, 4(3), 75-83.
30. Summers, J.A., Behr, S.K., & Turnbull, A.P. (1989). Positive adaptation and coping strengths of families who have children with disabilities. In G.H.S. Singer & L.K. Irvin (Eds.), *Support for caregiving families: Enabling positive adaptation to disability* (pp. 27-40). Baltimore: Brookes.

5/6 – Student presentations/discussions of projects

What are our course requirements?

1. Each of you will choose a topic of your special interest. I encourage you to choose a topic around which you would like to focus for your dissertation. For that topic, you will organize a “resource bank” consistent with the definition of wisdom-based action which we will discuss during the second class. Together, we will create a resource template for integrating research, policy, and experience-based knowledge so that it is family-friendly, cutting-edge informing, and even inspiring. We will integrate our readings on knowledge mobilization in order to create “out-of-the-box” opportunities for families to engage in wise decision-making and in taking wisdom-based action.
2. You will read all assigned readings, reflect with intention on them to derive as much insight as possible, and discuss your insights in class. You will be expected to creatively and critically think about the connection of the major concepts in the readings to your outcome topic, specifically, and also to the larger issue of providing relevant information to families, particularly those from diverse backgrounds. You will have an opportunity to share your thinking with your classmates.
3. You will make at least two contributions to the CoP online discussions during each week of the course. You will keep a log of the date, topic, and learning outcome from each of your contributions. (This log is posted on Blackboard.)
4. In teams of two, you will select a book that is consistent with contemporary thinking and practice related to knowledge mobilization. Each of you, as team members, will read the book. Then you will be responsible for facilitating a virtual book club on the CoP in which you invite others to read the book, share your perspectives on it, and engage in dialogue about implications. As a class, we will collaboratively create the book club format.
5. As a final project, we will collaborate on an article for *Young Exceptional Children* which describes the process of mobilizing knowledge for the benefit of families through our class projects and invite readers to the CoP to access the “resource guides.”

How will you be graded?

Class participation – 15%

CoP contributions – 10%

Book review – 25%

Resource bank – 35%

Contribution to article – 15%

What steps should you take if you have a disability?

The University of Kansas is committed to helping all students learn. If you have a special need that makes learning difficult for you, please contact me as soon as possible. Please be aware that the KU of Disability Resources coordinates accommodations and services for all students who are eligible. The phone number is 785-864-2620 (V/TTY). Please contact me privately regarding your needs in this course.