

CHLD 209: Child, Family and Community

IRIS Module: Collaborating with Families

Learning Outcomes	2. Discuss the benefits, limitations, and biases of the diverse communication formats one must acknowledge in order to establish cooperative relationships that respect the diversity and uniqueness of all families.
DEC Recommended Practices	F2. Family members and professionals work together and share information routinely and collaboratively to achieve family-identified outcomes.
NAEYC Standards	2b. Supporting and engaging families and communities through respectful, reciprocal relationships.

For this assignment you will be completing the web-based learning Star Legacy Module on Collaborating with Families.

To access this training, go to Collaborating with Families.

- IRIS Center. (n.d.). Star Legacy Modules. *Collaborating with Families*. Available from <http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm>

To begin the training click on the “Challenge” button at the top of the star graphic.

Complete the following sections of the module.

- **Challenge**
- **Thoughts**
- **Perspectives and Resources**
- **Assessment**
- **Wrap-up**

Be sure to watch all of the videos and read all the materials for each section. Use the “Next” button located at the bottom of each webpage to navigate through the training.

After completing the web-based learning module *Collaborating with Families* answer the following questions. Use direct quotes and specific examples from the “Perspectives and Resources Section” of this module to help you answer the questions.

1. Describe the range of emotions associated with being the parent of a child with special needs. Select two emotional states and describe how you as a teacher would work with a parent experiencing these emotions.

2. Identify and describe three roles that a parent of a child who has a disability might undertake that are unlike the roles typically associated with parenting.

3. Reese is a young girl with cerebral palsy. Her primary means of mobility is a manual wheelchair, though she is also able to take a few independent steps. Reese's parents have recently separated and are in the process of divorcing. Reese, her mom, and two older siblings have temporarily relocated and are now living in the upstairs of her grandparents' house. As a result of the move, Reese has transitioned to a new school. Although her mom is generally very involved with her child's education, there are currently many stressors in her life. Describe at least two of the stressors, besides divorce, that Reese's mom might be experiencing and explain how you think they might affect her time and involvement with the school.

4. Imagine you are a teacher in Reese's new school. Describe three ideas you have for building a relationship with Reese's family and how you would go about making the family feel welcome in your school.

5. Imagine that you, as Reese's new teacher, have just returned from a visit to Reese's grandparents. During your home visit, Reese's mother vented about her failed relationship with her husband and the reasons for their divorce. Now the teachers in the teachers' lounge are pushing you for the juicy details. What is your responsibility in this situation and why?