



Early Childhood: Family-Centered Services

Instructor Name: Dr. Marrea Winnega
Facilitator: Aumony Dahl, M.Ed.
Phone: 509-891-7219
Office Hours: 8 a.m. to 5 p.m. PST Monday – Friday
Email: aumony_dahl@virtualeduc.com
Address: Virtual Education Software
23403 E Mission Avenue, Suite 220F
Liberty Lake, WA 99019
Technical Support: support@virtualeduc.com

Introduction

Welcome to *Early Childhood: Family-Centered Services*, a course that seeks to promote the development of thoughtful, knowledgeable, effective educators for a diverse society. The course provides conceptual frameworks for working with families of children from a variety of backgrounds. Course content places an emphasis on family-centered practices designed to help early childhood professionals involve and support families in the care and education of children.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Early Childhood: Family-Centered Services*
Publisher: Virtual Education Software, inc. 2008, Revised 2012, Revised 2015, Revised 2018, Revised 2021, Revised 2025
Instructor: Dr. Marrea Winnega
Facilitator: Aumony Dahl, M.Ed.

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed as one of a five-part series on early childhood education. Upon completion of the five-course series you will have covered most competencies found in a Child Development Associates (CDA) program, however, completion of all five courses does not earn participants a CDA unless they are formally enrolled in a program that recognizes these courses within that program. This course specifically covers competencies 1–9, 12, and 13 (**it is recommended you check on individual state competencies**), which all relate to the establishment of well-run, purposeful programs for young children that are responsive to individual needs and advance the development of the whole child. This course also incorporates the applicable Division for Early Childhood (DEC) *Recommended Practices in Early Intervention/Early Childhood Special Education*, in addition to the newest *National Association for the Education of Young Children (NAEYC) Accreditation Standards* (2018), and the *Every Student Succeeds Act (ESSA)*, which was signed into law on December 10, 2015. ESSA both sustains and expands the nation's investment in increasing access to high-quality early childhood education for all children. This course is designed for anyone planning programs for young children: childcare providers, early childhood educators, and healthcare or social services providers, to name a few.

Expected Learning Outcomes

At the conclusion of this course students will:

- Have a working knowledge of the major frameworks for understanding family systems, transitions, and diversity.
- Be competent in communicating about the role of families in promoting optimal growth, development, and learning from pre-birth to age five.
- Have the ability to seek out appropriate local, regional and national resources when working with families facing special challenges.
- Demonstrate understanding of appropriate professional practices related to enhancing and assessing positive staff-parent communication and involvement.

Course Description

Family-Centered Services is a continuum of services that employ the family-centered practice approach to promote the primary goals of child welfare: safety, permanency, and well-being. A family-centered practice approach is a way of organizing and delivering assistance and support to families based on interconnected beliefs and attitudes that shape the program philosophy and behavior of personnel as they organize and deliver services to children and families.

Family-centered service is an approach to service delivery that grew out of family preservation attempts in the mid-seventies to prevent out-of-home placements of minors. Since then, family-centered services has expanded from a particular type of service to an overall philosophy for the delivery of services to families. FCS currently includes a wide range of programs from *family support* prevention services to *family preservation*, for families who are dealing with extremely difficult situations. Family support is largely a preventative service that focuses on promoting healthy family relationships and child development. A family support model may include programs such as peer support groups, Head Start, parent training, and home visitation. Family preservation, on the other hand, is more concerned with preventing family breakdown when serious problems arise by providing more intensive services that help families resolve specific issues.

While there are several similar, yet differing, definitions of family-centered services that exist in fields such as social services, child welfare, mental health, and early childhood special education, there is consensus on the principles and values that characterize family-centered services. Descriptors such as “strengths-based, consumer driven, family systems, partnerships, empowerment, enhancement, interdependence, proactive, and collaborative relationships” are all found in many of these definitions (Pletcher & McBride, 2003).

For the purpose of this class, we will use the terms *Family-Centered Services* and *Family-Centered Practice* interchangeably, to refer to a way of working with families across service systems to enhance their capacity to care for and protect their children, and strengthen their ability to manage their own lives. Family-centered services focus on the needs and welfare of children within the context of their families and communities. These services are accessible and individualized, and are available to families that may not initially seek services.

Family-centered service providers reach out to families, conveying the message that all families can benefit from support, and that families can learn from one another.

Family-centered practice recognizes the strengths of family relationships and builds on these strengths to achieve optimal outcomes. *Family* is defined broadly to include birth, blended, kinship, and foster and adoptive families. Family-centered practice includes a range of strategies, including advocating for improved conditions for families, supporting them, stabilizing those in crisis, reunifying those who are separated, building new families, and connecting families to the resources that will sustain them in the future.

Student Expectations

As a student you will be expected to:

- Complete all four information sections showing a competent understanding of the material presented in each section.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Course Overview

Chapter 1: Introduction to Family-Centered Services

Chapter One defines what is meant by Family-Centered Services (FCS) and examines the important role it plays in Early Childhood Education (ECE). We consider the philosophy, core values, and essential elements of best practice in FCS. In addition, we identify several key principles that guide the delivery of Family-Centered Services and provide practical examples of how to implement each principle for those providing services to families.

Chapter 2: Understanding Families

Chapter Two takes a more in-depth look at how we can work together to connect the ECE profession's standards of quality to the urgent needs of families. This chapter discusses the complexity of family dynamics by examining several factors that contribute to family diversity, such as ethnicity, race, culture, economic differences, gender role identity, religiosity, and geographic region. We discuss the practical implications of such factors and look at family strengths, functions, and structures.

Chapter 3: Working Together: A Shared Responsibility

Chapter Three takes a closer look at several stress factors, such as family violence, substance abuse, homelessness, disability, serious illness, and immigration, that many families in crisis may face. We discuss the impact of such stressors on both family and child, and identify various ways in which early childhood educators can support and encourage them in their time of need.

Chapter 4: Building Communities of Care

Chapter Four focuses on the need for Early Childhood Educators and care providers to provide parents with child-rearing information and support. In order to do this, we examine the critical processes for child development, discuss how to develop and implement needs assessments for families with young children, and describe the dimensions of high-quality parent education programs. This chapter also identifies critical components of parenting and discusses methods of parent education.

Examinations

At the end of each course chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may impact your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link. You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.***

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

You must click SAVE before you write another essay or move on to another part of the course.

Journal Article Summations

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D., or similar, on the topic outlined within each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400 word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE before you write another summary or move on to another part of the course.

Facilitator Description

Early Childhood: Family-Centered Services has been developed by Aumony Dahl, MS/ED, the instructor of record. Aumony received her master’s degree in Exceptional Children from Western Washington University. She is certified to teach in K–12 Special Education with an additional endorsement in P–3 Early Childhood Special Education. Aumony began her career working as an elementary special education teacher for several years. She then served as a senior instructor in the Special Education Department at Western Washington University for over 22 years, teaching a variety of classes on topics related to early childhood special education, students with complex special needs, assessment and evaluation, and program planning. While at WWU, Aumony also enjoyed her role as a field supervisor for practicum students training to become teachers. Recently, Aumony decided to get back into the classroom and is now serving as a special education preschool teacher in an Inclusive Early Learning Center, where there is never a dull moment! In addition to this course, Aumony has authored two others in this Early Childhood series: Early Childhood: Infant & Toddler Mental Health and Early Childhood: Program Planning.

Instructor Description

Dr. Marrea Winnega is a licensed clinical psychologist with 20 years of experience in the field of Autism Spectrum Disorders. Currently, she is an assistant professor of Clinical Psychology in the University of Illinois at Chicago Department of Psychiatry. She consults for schools and agencies serving individuals with Autism Spectrum Disorders, including Asperger’s Disorder. She has also conducted numerous workshops, in-services, and trainings throughout the United States. Please contact Professor Dahl if you have course content or examination questions.

Contacting the Facilitator

You may contact the facilitator by emailing Professor Dahl at aumony_dahl@virtualeduc.com or calling her at 509-891-7219, Monday through Friday, 8:00 a.m. – 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course. Please contact Professor Dahl if you have course content or examination questions.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call (509) 891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

Bibliography

American Institutes for Research & RAND Corporation. (2013). *Local quality improvement efforts and outcomes descriptive study: Final report*. California Department of Education.

American Institutes for Research, MDRC, MEF Associates, & Child Trends. (2014). *Head Start professional development: Design options and considerations for an evaluation of Head Start coaching*. (2014, July 29). E. C. Howard & K. V. Drummond (Eds.). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. https://www.mdrc.org/sites/default/files/design_options_for_head_start_coaching_finaldraft_11_19_14_new_title.pdf

Bender, S. L., Carlson, J. S., Van Egeren, L., Brophy-Herb, H., & Kirk, R. (2017). Parenting stress as a mediator between mental health consultation and children's behavior. *Journal of Educational and Developmental Psychology*, 7(1). <http://dx.doi.org/10.5539/jedp.v7n1p72>

Bredekamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs: Revised edition*. National Association for the Education of Young Children.

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Bronfenbrenner, U. (2004). *Making human beings human: Bioecological perspectives on human development*. Sage.
- Burkhardt T., Huang L., Herriott A., Pacheco-Applegate, A., & Spielberger, J. (2022). Strengthening home visitor practice through an embedded model of infant and early childhood mental health consultation. *Prevention Science*, 24, 105–114. <https://doi.org/10.1007/s11121-022-01461-6>
- Byington, T. A., & Whitby, P. S. (2011). Empowering families during the early intervention planning process. *Young Exceptional Children*, 14(4), 44–56. <https://doi.org/10.1177/1096250611428878>
- Candelaria, M., Latta, L., Afkinich, J., Wasserman, K. S., Kane, A., Shivers, E. M., & GalSzabo, D. (2021). Maryland's infant and early childhood mental health consultation equity efforts. *Journal of Ethnic & Cultural Diversity in Social Work*, 32(4), 1–6. <https://doi.org/10.1080/15313204.2021.2001403>
- Candelaria, Margo; Afkinich, Jenny; Sweeney, Kate; Latta, Laura; and Kane, Angelique (2022) "Workforce development needs to address early childhood mental health within the childcare and early school years setting," Perspectives on Early Childhood Psychology and Education: Vol. 6: Iss. 2, Article 2. Retrieved on 3/31/25 from: <https://digitalcommons.pace.edu/perspectives/vol6/iss2/2>
- Caron, B., Kendall, R., Wilson, G., & Hash, M. (2017, December). *Taking on the challenge: Building a strong foundation for early learning*. Early Learning Challenge Summary Report. AEM Corp. <https://files.eric.ed.gov/fulltext/ED583117.pdf>
- Carter, B., & Goldrick, M. (1999). *The expanded family life cycle: Individual, family and social perspectives* (3rd ed.). Allyn & Bacon.
- CDC [Centers for Disease Control and Prevention]. (2009, August 10). *Preventing child maltreatment through the promotion of safe, stable, and nurturing relationships between children and caregivers: Strategic direction for child maltreatment prevention*. Author. Retrieved April 15, 2025, from <https://stacks.cdc.gov/view/cdc/134218>
- CDC. (2018). *Report to Congress: The management of traumatic brain injury in children*. National Center for Injury Prevention and Control; Division of Unintentional Injury Prevention. Retrieved April 15, 2025, from <https://stacks.cdc.gov/view/cdc/51852>
- Center on the Developing Child, Harvard University. (2009). *Young children develop in an environment of relationships* (Working paper no. 1). <https://developingchild.harvard.edu/resources/working-paper/wp1/>
- Center on the Developing Child, Harvard University. (2010). *The foundations of lifelong health are built in early childhood*. Working Paper No. 5. <http://www.developingchild.harvard.edu>

- Center on the Developing Child, Harvard University. (2016). *From best practices to breakthrough impacts: A science-based approach to building a more promising future for young children and families*. <http://www.developingchild.harvard.edu>
- Center on the Developing Child, Harvard University. (2024). *Place Matters: The environment we create shapes the foundations of healthy development* (Working paper 16). Retrieved March 31, 2025, from https://developingchild.harvard.edu/wp-content/uploads/2024/10/HCDC_WP16_R2A.pdf
- Center of Excellence for Infant and Early Childhood Mental Health Consultation. (2022). *Status of the evidence for infant and early childhood mental health consultation*. Retrieved April 15, 2025, from <https://www.iecmhc.org/wp-content/uploads/2020/12/CoE-Evidence-Synthesis.pdf>
- Chow, K. A., Smith, S., Park, C. E., Grindal, T., & Edge, N. A. C. (2024). Implementation of a comprehensive state effort to reduce exclusionary discipline in early care and education settings: Arkansas's policy. *Early Childhood Research Quarterly*, 67, 330–342. <https://doi.org/10.1016/j.ecresq.2024.01.007>
- Chase-Landsdale, P. L., & Brooks-Gunn, J. (2014). Two-generation approaches in the twenty-first century. *The Future of Children*, 24(1). https://www.fcd-us.org/wp-content/uploads/2014/07/24_01_01.pdf
- Child Development Association. (2014, November 16). Diversity & inclusion in early care & education. https://www.cdacouncil.org/storage/documents/Media_Room/Diversity-WhitePaper_final.pdf
- Childress, D. C. (2019). *Coaching families during service coordination: A practice guide*. https://veipd.org/main/pdf/coaching_families_white_paper.pdf
- Childress, D. C., Nichols, S., & Schnurr, M. (2019). *Strengths and challenges of service coordination in eight states*. *Infants & Young Children*, 32, 139–148. <https://doi.org/10.1097/IYC.0000000000000140>
- Christianakis, M. (2011). Parents as “help labor”: Inner-city teachers’ narratives of parent involvement. *Teacher Education Quarterly*, 38(4), 157–178. http://www.teqjournal.org/TEQ%20Website/Back%20Issues/Volume%2038/VOL38%20PDFS/38_4/17christianakis.pdf
- Conn-Powers, M., Conn-Powers, A. F., Traub, E. K., & Hutter-Pishgahi, L. (2006, September). The universal design of early education: Moving forward for all children. *Beyond the Journal: Young Children on the Web*. https://www.iidc.indiana.edu/styles/iidc/defiles/ECC/ECC_Universal_Design_Early_Education.pdf
- Couchenour, D., & Chrisman, K. (2014). *Families, schools, and communities: Together for young children* (5th ed.). Wadsworth.

- Cowan, C. P., & Cowan, P. A. (1995). Interventions to ease the transition to parenthood: Why they are needed and what they can do. *Family Relations: Journal of Applied Family and Child Studies*, 44, 412–423. <https://doi.org/10.2307/584997>
- Cowan, C. P., & Cowan, P. A. (2000). *When partners become parents: The big life change for couples*. Erlbaum.
- Davis, A. E., Barrueco, S., & Perry, D. F. (2020). The role of consultative alliance in infant and early childhood mental health consultation: Child, teacher, and classroom outcomes. *Infant Mental Health Journal*. <https://doi.org/10.1002/imhj.21889>
- Davis, A. E., Shivers, E. M., & Perry, D. F. (2018). Exploring culture, race, and ethnicity in early childhood mental health consultation: The role of the consultative alliance. *Perspectives on Early Childhood Psychology and Education*, 3(2).
- Davis Schoch, A. E., Tidus, K. M., Catherine, E., Perry, D. F., Duran, F., & Rabinovitz, L. (2024). Essential elements of infant and early childhood mental health consultation: Inside the black box of preschool expulsion prevention. *Early Childhood Research Quarterly*, 66, 24–33. <https://doi.org/10.1016/j.ecresq.2023.08.005>
- DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf
- Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. <http://www.dec-sped.org/recommendedpractices>
- Division for Early Childhood of the Council for Exceptional Children and IDEA Infant and Toddlers Coordinators Association. (2020, September). *Service coordination in early intervention: Joint position statement*. Retrieved April 16, 2025, from <https://www.decdocs.org/service-coordination>
- Douglass, A. (2011). Improving family engagement: The organizational context and its influence on partnering with parents in formal child care settings. *Early Childhood Research & Practice*, 13(2). <http://files.eric.ed.gov/fulltext/EJ956369.pdf>
- Dozier, M., & Fisher, P. (2014). Neuroscience enhanced child maltreatment interventions to improve outcomes. *Social Policy Report*, 28(1), 25–27.
- Duran, F., Hepburn, K., Kaufmann, R., Le, L., Allen, M., Brennan, E., & Green, B. (date). Research synthesis: Early childhood mental health consultation. https://challengingbehavior.org/docs/ResearchSynthesis_ecmhc.pdf
- Edwards, V. J., Holden, G. W., Anda, R. F., & Felitti, V. J. (2003). Experiencing multiple forms of childhood maltreatment and adult mental health: Results from the adverse childhood experiences study. *American Journal of Psychiatry*, 160(8), 1453–1460. <https://doi.org/10.1176/appi.ajp.160.8.145>

- Elmore, R. F., & City, E. (2007). The road to school improvement: It's hard, it's bumpy, and it takes as long as it takes. *The Harvard Letter*, 23(3).
- Fang, X., Brown, D. S., Florence, C., & Mercy, J. (2012). The economic burden of child maltreatment in the United States and implications for prevention. *Child Abuse and Neglect*, 36(2), 156–165. <https://doi.org/10.1016/j.chiabu.2011.10.006>
- Faria, A.-M., Greenberg, A., DeSousa, J.-M., Hawkinson, L., Hamilton, E., & Scott, L. (2015). *Quality rating and improvement systems in early childhood care and education: Lessons learned from seven Midwest states*. Regional Educational Laboratory Midwest, American Institutes for Research. <https://files.eric.ed.gov/fulltext/ED565903.pdf>
- Galinsky, A.D., Ku, G., & Wang, C. S. (2005). Perspective-taking: Fostering social bonds and facilitating social coordination. *Group Processes and Intergroup Relations*, 8, 109–125. <https://doi.org/10.1177/1368430205051060>
- Green, B. L., Malsch, A. M., Kothari, B. H., Busse, J., & Brennan, E. (2012). An intervention to increase early childhood staff capacity for promoting children's social-emotional development in preschool settings. *Early Childhood Education Journal*, 40(2), 123–132. <https://doi.org/10.1007/s10643-011-0497-2>
- Gregg, K., Rugg, M., & Souto-Manning, M. (2011). Fostering family-centered practices through a family-created portfolio. *School Community Journal*, 21(1), 53–70. <https://files.eric.ed.gov/fulltext/EJ932200.pdf>
- Gurian, A. (2007). *Parenting styles/children's temperaments: The match*. NYU Child Study Center. Retrieved April 16, 2025, from <https://www.scribd.com/document/376655448/Parenting-Styles-Children-s-Temperaments-the-Match-Goodman-Gurian-1999>
- Halberstadt, A. G., Cassidy, J., Stifter, C. A., Parke, R. D., & Fox, N. A. (1995). [Self-expressiveness within the family context: Psychometric support for a new measure](#). *Psychological Assessment*, 7(1), 93–101. <https://doi.org/10.1037/1040-3590.7.1.93>
- Haeseler, L. (2011). Strategies for building social support for families. *Exchange*, March/April 2011(198), 82–85. <https://hub.exchangepress.com/wp-content/uploads/2024/11/5019882.pdf>
- Halgunseth, L., Peterson, A., Stark, D. A., & Moodie, S. 2009. *Family engagement, diverse families, and early childhood education programs: An integrated review of the literature*. NAEYC and Pre-K Now. <https://eric.ed.gov/?id=EJ868214>
- Heller, S. S., Rice, J., Boothe, A., Sidell, M., Vaughn, K., Keyes, A., & Nagle, G. (2012). Social-emotional development, school readiness, teacher-child interactions, and classroom environment. *Early Education & Development*, 23(6), 919–944. <https://doi.org/10.1080/10409289.2011.626387>
- Hernandez, D. J. (1993). *America's children: Resources from family, government, and the economy*. Russell Sage.

- Hindman, A. H., & Morrison, F. J. (2011). Family involvement and educator outreach in Head Start: Nature, extent, and contributions to early literacy skills. *Elementary School Journal*, 111(3), 359–386. <https://doi.org/10.1086/657651>
- Howard, Eboni C. (2015, July). *What matters most for children: Influencing inequality at the start of life*. American Institute for Research. <https://www.air.org/sites/default/files/downloads/report/Early-Childhood-Education-Equity-Howard-August-2015.pdf>
- Howard, E. C., Holod, A., Sowers, J., Perrot, M., & Manship, K. (2015). *Partnerships for early learners: Quality improvement findings and strategy recommendations*. American Institutes for Research.
- Isner, T., Tout, K., Zaslow, M., Quinn, K., Rothenberg, L., Burkhauser, M., & Soli, M. (2011). *Coaching in early care and education programs and quality rating and improvement systems (QRIS): Identifying promising features*. Child Trends. <https://cms.childtrends.org/wp-content/uploads/2014/09/2011-47CoachingEarlyCareEducation.pdf>
- Kadik, F. Z., Eng, E., Pappas, K., Berger, S. (2024). Improved classroom and child outcomes through mental health consultation in New York City subsidized early care and education programs. *Infant Mental Health Journal*. <https://doi.org/10.1002/imhj.22026>
- Kagan, S. L., & Weissbourd, B. (1994). *Putting families first: Americas family support movement and the challenge of change*. San Francisco, CA: Jossey-Bass.
- Kniegge-Tucker, K., Yuma, P., Caplovitz-Barrett, K., & Miles, B. (2020). Early childhood mental health consultation: Care providers' experiences of the consultative relationship. *Infant Mental Health Journal*. <https://doi.org/10.1002/imhj.21865>
- Kornhaber, A. (2002). *The grandparent guide: The definitive guide to coping with the challenges of modern grandparenting*. Contemporary Books.
- Kroeger, J., & Lash, M. (2011). Asking, listening, and learning: Toward a more thorough method of inquiry in home-school relations. *Teaching and Teacher Education: An International Journal of Research and Studies*, 27(2), 268–277. <https://doi.org/10.1016/j.tate.2010.08.010>
- Krogh, S., & Slentz, K. (2001). *The early childhood curriculum*. Lawrence Erlbaum.
- Kyle, D. W. (2011). Families' goals, school involvement, and children's academic achievement: A follow-up study thirteen years later. *School Community Journal*, 21(2), 9–24. <https://www.adi.org/journal/2011fw/kylefall2011.pdf>
- LaForett, D. R., Bivona, M. A., Mendez Smith, J., & Williford, A. P. (2021). Training future school and clinical psychology leaders in consultation for early childhood education settings. *Journal of Educational and Psychological Consultation*, 32(3), 1–22. <https://doi.org/10.1080/10474412.2021.1977138>
- Lambarth, C. H., & Green, B. L. (2019). Exploring a model for infant and early childhood mental health consultation in early childhood home visiting. *Infant Mental Health Journal*, 40(6), 874–888. <https://doi.org/10.1002/imhj.21818>

- LaRossa, R., & LaRossa, M. (1981). *Transition to parenthood: How infants change families*. Sage.
- Lieberman, T., & Weisblatt, A. (1995). *Storybooks teach about world cultures*. Monday Morning Books.
- Lingras, K. A. (2022). Mind the gap(s): Reflective supervision/consultation as a mechanism for addressing implicit bias and reducing our knowledge gaps. *Infant Mental Health Journal*, 43, 638–652. <https://doi.org/10.1002/imhj.21993>
- Lopez, M. E., & Caspe, M. (2014). Family engagement in anywhere, anytime learning. *Family Involvement Network of Educators (FINE) Newsletter*, 6(3). https://media1.razorplanet.com/share/510991-7245/resources/834379_FamilyEngagementinAnywhereAnytimeLearning_HarvardFamilyReProj.pdf.
- Madsen, W. C. (2009). *Collaborative helping: A practice framework for family-centered services*. *Family Process*, 48, 103–116.
- Mathis, E., Hartz, K., Berkowitz, M., Carlson, A., Kimport, R., Brown, C., & Domitrovich, C. E. (2022). Using early childhood mental health consultation to facilitate the social–emotional competence and school readiness of preschool children in marginalized communities. *School Mental Health*, 14, 1–16. <https://doi.org/10.1007/s12310-021-09486-y>
- McCarthy, C. (2017, June 13). Resilience: A skill your child really needs to learn (and what you can do to help). *Harvard Health Blog*. Retrieved April 16, 2025, from <https://www.health.harvard.edu/blog/resilience-a-skill-your-child-really-needs-to-learn-and-what-you-can-do-to-help-2017061311899>
- McEwen, B. S. (2007). Physiology and neurobiology of stress and adaptation: Central role of the brain. *Physiology Review*, 87(3), 873–904. <https://doi.org/10.1152/physrev.00041.2006>
- McGoldrick, M. (1989). Women and the family lifecycle. In B. Carter & M. McGoldrick (Eds.), *The changing family lifecycle: A framework for family therapy* (2nd ed., pp. 29–68). Allyn & Bacon.
- Mineo, L. (2018, February 6). Gauging how children grow, learn, thrive. *Harvard Gazette*. <https://news.harvard.edu/gazette/story/2018/02/early-learning/>
- NAEYC. (2018). About the Early Childhood program standards. <https://www.naeyc.org/resources/position-statements/early-childhood-program-standards>
- NAEYC (2021). *Principles of effective family engagement*. <https://www.naeyc.org/resources/topics/family-engagement/principles>
- Natale, R., Agosto, Y., Bulotsky, R. J., Shearer, B., St. George, S. M., & Jent, J. (2023). Designing a virtual mental health consultation program to support and strengthen childcare centers impacted by COVID-19: A randomized controlled trial protocol. *Contemporary Clinical Trials*, 124. <https://doi.org/10.1016/j.cct.2022.107022>

- Natale, R., Bailey, J., Kolomeyer, E., Futterer, J., Schenker, M., & Bulotsky-Shearer, R. (2023). Early childhood teacher workplace stress and classroom practices. *Journal of Early Childhood Teacher Education*, 44(4), 897–914. <https://doi.org/10.1080/10901027.2023.2185556>
- Natale, R., Kolomeyer, E., Futterer, J., Mahmoud, F. D., Schenker, M., Robleto, A., Horen, N., & Spector, R. (2022). Infant and early childhood mental health consultation in a diverse metropolitan area. *Infant Mental Health Journal*, 43, 440–454. <https://doi.org/10.1002/imhj.21983>
- National Center for Pyramid Model Innovations. (2016, November). *Supporting children and families during a difficult time*. <https://challengingbehavior.org/docs/Supporting-children-difficult-time.pdf>
- National Center for Pyramid Model Innovations. (2018). *All hands on deck: Partnering with infant and early childhood mental health (IECMH) consultants to implement the pyramid model*. https://challengingbehavior.org/docs/IECMHC_All-Hands-on-Deck.pdf
- National Center for Pyramid Model Innovations. (2018). *What is infant early childhood mental health coordination?* <https://challengingbehavior.org/docs/What-is-IECMHC.pdf>
- National Center for Pyramid Model Innovations. (2020). *Connecting with families*. https://challengingbehavior.org/docs/Connecting-with-Families_tipsheet.pdf
- National Center for Pyramid Model Innovations. (2022). *Response strategies when families share hard things*. <https://challengingbehavior.org/document/response-strategies-when-families-share-hard-things/>
- National Center for Pyramid Model Innovations. (2023). *Communication is key*. https://challengingbehavior.org/wp-content/uploads/2023/08/communication_is_key.pdf
- National Center for Pyramid Model Innovations. (2023). *Communicating with families: 3 key steps*. <https://challengingbehavior.org/document/communicating-with-families-3-key-steps/>
- National Center for Pyramid Model Innovations. (2024). *Communicating with families: Helpful suggestions*. <https://challengingbehavior.org/docs/Communicating-with-Families.pdf>
- National Center for Pyramid Model Innovations. (2025). *Considerations for working with children who have experienced trauma*. https://challengingbehavior.org/wp-content/uploads/2025/02/considerations-children_experienced_trauma.pdf
- National Center for Pyramid Model Innovations. (2025). *Reflection questions for families on social and emotional development*. https://challengingbehavior.org/wp-content/uploads/2025/01/reflection_questions_fams.pdf
- National Center for Pyramid Model Innovations. (n.d.). *Checklist of early childhood practices that support social emotional development and trauma-informed care*. <https://challengingbehavior.org/docs/Informed-Care-Checklist.pdf>

- National Coalition Against Domestic Violence [NCADV]. (2015). *Domestic violence national statistics*. <https://ncadv.org/>
- National Scientific Council on the Developing Child. (2004, April 13). *Young children develop in an environment of relationships: Working Paper 1*. <https://developingchild.harvard.edu/wp-content/uploads/2024/10/Young-Children-Develop-in-an-Environment-of-Relationships.pdf>
- National Scientific Council on the Developing Child (2007). *The timing and quality of early experiences combine to shape brain architecture: Working paper 5*. https://developingchild.harvard.edu/wp-content/uploads/2024/10/Timing_Quality_Early_Experiences-1.pdf
- National Scientific Council on the Developing Child. (2005/2014). *Excessive stress disrupts the architecture of the developing brain: Working paper 3*. Updated edition. https://developingchild.harvard.edu/wp-content/uploads/2024/10/Stress_Disrupts_Architecture_Developing_Brain-1.pdf
- Norris, K. L. (2011). Beyond the textbook: Building relationships between teachers and diverse families. *Education Digest: Essential Readings Condensed for Quick Review*, 77(2), 58–61.
- Olson, D. H., & DeFrain, J. (2000). *Marriage and the family: Diversity and strengths*. Mayfield.
- Oppenheim, J., & Bartlett, J. D. (2022). *Cost-effectiveness of infant and early childhood mental health treatment*. https://edd7a5243b34af7605d8-b8043178b2a243312d0713ebe0b9a50c.ssl.cf2.rackcdn.com/zerotothree_7a88b4a51bf368b6509422446d06e24a.pdf
- Partee, A. M., Sachdeva, S., Bivona, M. A., Clayback, K. A., Miller-Marshall, S., Parker, K., Alamos, P., Frank, C., Downer, J. T., & Williford, A. P. (2023). Implementation of an early childhood mental health consultation pilot in Virginia: Critical tensions and implications for scale-up. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1070591>
- Perry, D. F., & Conners-Burrow, N. (2016). Addressing early adversity through mental health consultation in early childhood settings. *Family Relations*, 65(1), 24–36. <https://doi.org/10.1111/fare.12172>
- Perry, D., & Kaufmann, R. (2009). *Issue brief: Integrating early childhood mental health consultation with the pyramid model*. https://challengingbehavior.org/docs/IssueBrief_integrating-ECMHC.pdf
- Phillips Day, C. B. (1995). *Culture as process*. https://www.teachingforchange.org/wp-content/uploads/2012/08/ec_culturalasprocess_english.pdf
- Pletcher, L., & McBride, S. (2000). *Family-centered services: Guiding principles and practices for delivery of family centered services*. Iowa State Department of Education.
- Rush, D. D., & Shelden, M. L. (2020). *The early childhood coaching handbook* (2nd ed.). Paul H. Brookes.

- Scott, R. M., Nguyentran, G., & Sullivan, J. Z. (2024). The COVID-19 pandemic and social cognitive outcomes in early childhood. *Scientific Reports*, 14. <https://doi.org/10.1038/s41598-024-80532-w>
- Scully, P. (2019). *Families, schools, and communities: Building partnerships for educating children*. Merrill Education/Prentice Hall.
- Shamblin, S., Graham, D., & Bianco, J. A. (2016). Creating trauma-informed schools for rural Appalachia: The partnerships program for enhancing resiliency, confidence and workforce development in early childhood education. *School Mental Health*, 8(1), 189–200. <https://doi.org/10.1007/s12310-016-9181-4>
- Shea, S. E., Sipotz, K., McCormick, A., Paradis, N., & Fox, B. (2022). The implementation of a multi-level reflective consultation model in a statewide infant & early childcare education professional development system: Evaluation of a pilot. *Infant Mental Health Journal*, 43(2), 266–286. <https://doi.org/10.1002/imhj.21973>
- Shonkoff, J. P., & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. National Academies Press.
- Simons, R. (1987). *After the tears: parents talk about raising a child with a disability*. Harcourt Brace Jovanovich.
- Smith, C. A., Cudaback, D., Goddard, H. W., & Myers-Walls, J. (1994). *National extension parent education model*. Kansas Cooperative Extension Service.
- Tidus, K. M., Davis Schoch, A. E., Perry, D. F., Rabinovitz, L., & Horen, N. (2022). The evidence base for how and why infant and early childhood mental health consultation works. *NHSA Dialog*, 25(2). <https://www.iecmhc.org/wp-content/uploads/2023/08/bbottoms3TidusetalRAEdits.pdf>
- U.S. Census Bureau, Current Population Survey. (2017). *2016 annual social and economic supplements*, Tables POV01, POV03, POV13, POV21, POV40, and 3. Retrieved April 16, 2025, from <https://www.census.gov/data/datasets/2016/demo/cps/cps-asec-2016.html>
- U.S. Census Bureau. (2017). *Poverty thresholds for 2016 by size of family and number of related children under 18 years*. <https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>
- U.S. Department of Health and Human Services. (2016, May 5). *Policy statement on family engagement: From the early years to the early grades*. <https://challengingbehavior.org/docs/policy-statement-on-family-engagement.pdf>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.
- Wardle, F. (2008). Diversity in early childhood programs. *Early Childhood News*. <https://mjlaron3702.files.wordpress.com/2010/04/actionplan-early-diversity.pdf>
- Wardle, F. (2003). *Diversity workshop*. Child Care Partnership.

- Washington, V. (2015). *Diversity and inclusion in early care and education* [White paper]. Council for Professional Recognition. https://www.cdacouncil.org/storage/documents/Media_Room/Diversity-WhitePaper_final.pdf
- Weiss, H. B. & Lopez, M.E. (2015). *Engage families for anywhere, anytime learning*. https://www.pdkmembers.org/members_online/publications/Archive/pdf/PDK_96_7/14pdk_96_7.pdf
- Wildenger, L. K., & McIntyre, L. (2011). Family concerns and involvement during kindergarten transition. *Journal of Child and Family Studies*, 20(4), 387–396. <https://doi.org/10.1007/s10826-010-9403-6>
- Workgroup on *Recommended Knowledge and Skills for Service Coordinators (KSSC)*, National Service Coordination Leadership Institute Group. (2020). Knowledge and skills for service coordinators (KSSC). Retrieved April 16, 2025, from <https://www.dec-sped.org/single-post/2020/09/17/knowledge-and-skills-for-service-coordinators-kssc>
- Zero to Three. (2021). Zero to Three competencies for prenatal to age 5 professionals. <https://www.zerotothree.org/resources/2239-about-the-p-5-competencies>
- Zinsser, K. M., Silver, H. C., Shenberger, E. R., & Jackson, V. (2022). A systematic review of early childhood exclusionary discipline. *Review of Educational Research*, 92(5). <https://doi.org/10.3102/00346543211070047>

Websites

- American Academy of Pediatrics: <http://www.aap.org>
- American Institute for Research: <https://www.air.org/>
- Bridgeport School District McKinney-Vento/Homeless: <https://www.bridgeport.wednet.edu/page/mckinney-vento-homeless>
- Centers for Disease Control and Prevention website: <https://www.cdc.gov/>
- Center for Parent Information and Resources: <http://www.parentcenterhub.org/>
- Center on the Developing Child at Harvard University: <https://developingchild.harvard.edu/>
- Child Welfare Information Gateway: <https://www.childwelfare.gov/>
- Council for Exceptional Children: <http://www.cec.sped.org>
- Early Learning Challenge Technical Assistance (ELCTA) Program: <https://www.acf.hhs.gov/ecd/early-learning/race-top>
- Every Student Succeeds Act (ESSA): <https://www.ed.gov/laws-and-policy/laws-preschool-grade-12-education/every-student-succeeds-act-essa>
- Global Family Research Project: <https://globalfrp.org/>

High/Scope Educational Research Foundation: <http://www.highscope.org>

National Association for the Education of Young Children: <http://naeyc.org>

National Center for Pyramid Model Innovations: <https://challengingbehavior.org/>

National Association of Counsel for Children: <http://www.naccchildlaw.org/>

National Center

on Early Childhood Quality Assurance: <https://childcareta.acf.hhs.gov/center/national-center-early-childhood-quality-assurance>

National Child Traumatic Stress Network: <http://www.nctsn.org/>

Quality Rating and Improvement System (QRIS): <https://www.cde.ca.gov/sp/cd/rt/>

U.S. Department of Education-

Early Learning: <https://www2.ed.gov/about/inits/ed/earlylearning/index.html>

Vort Corporation: <http://www.vort.com>

Zero to Three Organization: <http://www.zerotothree.org>

Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.

6/9/25 JN



COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the GRADE IS FINAL.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letter grades will be assigned as follows:	90% to 100%	A
	80% to 89%	B
	70% to 79%	C
	69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions

- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.**
- Course Evaluation:** Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.

- **Print Certificate:** You can print a copy of your course certificate for your records.

Accessing your NDSU Transcript:

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance. Instructions are found at this link: [Transcript Instructions | Continued Learning | NDSU](#)

Drops & Refunds:

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

Questions or Concerns:

Please direct any questions or concerns regarding this class to ndsudce@ndsudce.edu. Please include the title of the course in your correspondence.