



P.O. Box 222000
Seattle WA 98122-1090
Department of Counseling and School Psychology

The College of Education's Organizing Theme

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement

The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

The School Psychology Program's Mission Statement

The School Psychology Program prepares knowledgeable, ethical and reflective school psychologists for leadership and service in diverse communities.

COURSE INFORMATION

Course: SPSY 562
Title: Family/School Collaboration
Room: Hunthausen/Room 110
Mondays/4:15-6:55
Term: Fall 2008

INSTRUCTOR

Instructor: Kay Beisse, Ph.D.
Office: Loyola, 208
Office hours: By Appointment
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COURSE MATERIALS

Required Texts:

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

Seligman, M., (2000) *Conducting effective conferences with parents of children with disabilities*
New York, Guilford Press.

Walsh, F. (2006). *Strengthening family resilience (2nd ed.)* New York: Guilford Publications.

Required Articles:

Cox, D. (2005). Evidence-based interventions using home-school collaboration. *School Psychology Quarterly*, 20, 473-497. (Available on ANGEL)

Shannon, G. S. & Bylsma, P. (2002). Addressing *the achievement gap: A challenge for Washington state educators*. Office of Superintendent of Public Instruction, Olympia, WA. (Available on ANGEL)

Stollar, S, Poth, R. L., Curtis, M. J. & Cohen, R.M. (2006). Collaborative strategic planning as illustration of the principles of systems change. *School Psychology Review*, 35, 181-197. (Available on ANGEL)

Optional Articles:

Mitchell, N. A. & Bryan, J.A. (2007). School-family-community partnerships: Strategies for school counselors working with Caribbean immigrant families, *Professional School Counseling*, 10, 399-409.

Support Materials: Web Resources

<http://www.k12.wa.us/> Washington State OSPI
www.schoolcounselor.org American School Counselor Association
www.nasponline.org National Association of School Psychologists
<http://www.nichcy.org/> National Information Center for Children and Youth with Disabilities
<http://www.cec.sped.org> Council for Exceptional Children
www.search-institute.org The Search Institute
www.smhp.psych.ucla.edu Center for Mental Health in Schools
www.nwrel.org Northwest Regional Educational Laboratory
<http://www.gse.harvard.edu/~hfrp/> Harvard Family Research Project
www.sedl.org/connections/ Southwest Regional Development Lab: *A New Wave of Evidence, The impact of School, Family, and Community Connections on Student Achievement.* (2002)
<http://www.allianceforbetterschools.org/index.htm> Washington Alliance for Better Schools

COURSE DESCRIPTION

Graduate Bulletin Description:

Focus on theory and skills to work collaboratively with families and professionals at an individual, group and systems level. Includes knowledge of diverse family influences on student learning, and introduces theoretical application of systems thinking to work with families and organizations.

Course Purpose:

In this course, prospective school personnel develop knowledge and skills for working together and with schools and families to improve student achievement. The course is structured to meet current professional standards and to model "best practices" in evidence-based intervention, leadership, and systems change.

COURSE OBJECTIVES

By the end of quarter student will demonstrate:

1. *Knowledge of culturally appropriate counseling interventions when working with diverse clients (focus on evidence-based family-school collaboration) (CACREP K2.c)*
2. *Understanding of established and emerging individual and systems counseling theories (CACREP K.5.d).*
3. Knowledge of methods to collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels (NASP 2.2).
4. Sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs (NASP 2.5).
5. Knowledge of schools as systems and the ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others (NASP 2.6).
6. Knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery (NASP 2.8).
7. Knowledge of research in family-school collaboration and ability to translate research into practice (NASP 2.9)

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

K.2. SOCIAL AND CULTURAL DIVERSITY:

- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

K.5. HELPING RELATIONSHIPS:

- d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

National Association of School Psychologists (NASP) Domains of School Psychology Training and Practice

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

ESSENTIAL UNDERSTANDINGS THIS COURSE WILL ADDRESS

1. Effective evidence based family-school collaboration models/methods have positive effects on student learning and achievement.
2. The degree of connectedness between individual students, their families and schools has a direct relationship on learning and achievement.
3. Effective collaboration practices among educational professionals have positive effects on student learning and achievement.

4. Effective leadership directed to affect change at multiple system levels (individual, family, school, district, community) is required to accomplish effective sustained improvement in family/school collaboration.

ESSENTIAL QUESTIONS THIS COURSE WILL ADDRESS

1. What evidence based best practices develop and sustain family-school collaboration and demonstrate a clear link to improved learning outcomes for children?
2. How can a school counselor/school psychologist/special educator apply proven models/methods for family/school collaboration to address the challenge(s) of low/under-performing students in a comprehensive, systemic way?
3. What evidence based practices in family-school collaboration can school counselors, psychologists, and special educators use to facilitate the school improvement process.

KEY COMPONENTS OF EFFECTIVE COLLABORATION:

This course incorporates four key components as the basis for constructive family-school collaboration as described by Sandra Christenson and Susan Sheridan in *Schools and Families; Creating Essential Connections for Learning* (2001). Collaboration is distinguished from “involvement” in that collaboration is viewed as an interface of two key systems in a child’s development in a constructive fashion such that both systems share accountability for educational outcomes. The four key components of effective family-school collaboration are identified as:

Attitudes: The beliefs, values, and perceptions held about family-school relationships

Approach: The framework for interaction between schools and families

Atmosphere: The climate in schools for families and educators

Actions: What schools do to build partnerships and shared responsibility between families and schools.

LEADERSHIP THEMES:

This course incorporates a model of leadership described by Michael Fullan in *Leading in a Culture of Change* (2001). Fullan describes five components of leadership that are “independent but mutually reinforcing forces for positive change” (p 3). Application of these leadership components is woven into the structure of the course.

Moral Purpose: Leadership is about acting with intention to make a positive difference for children, families, schools and society.

Understanding the Change Process: Leadership is about unlocking the mysteries of living organizations; creating the capacity to seek, critically assess, and incorporate new ideas and practices.

Relationship Building: Leadership is about building relationships. The single factor common to positive change in organizations is that relationships improve. If relationships improve, things get better.

Knowledge Creation and Sharing: Leadership is about generating and increasing knowledge inside and outside of the organization. Effective leaders transform information into knowledge and share knowledge with others.

Coherence Making: Leadership is about seeking coherence. Effective leaders understand that the world is not chaotic, but it is complex. They tolerate ambiguities, embrace complexities, but always seek coherence (meaning).

COURSE INSTRUCTIONAL METHODS

This course incorporates methods of collaboration to study collaboration. The course encourages students to finding leadership within themselves as we study leadership. This course is about relating as we study families, schools, and their relationships.

This course will use a variety of instructional methods, including but not limited to the following: Lecture, group discussion, demonstration, role play/simulation. Opposing points of view and critical thinking are encouraged through the use of class discussion and individual reflection. We will form and utilize work groups configured with a multi-disciplinary structure that simulates school problem-solving teams. These collaboration teams will provide a venue for students to share research findings, evaluate, practice and apply methods of collaboration. The course includes a research project that addresses one or more of the essential questions and a poster presentation in which students report their findings to colleagues.

The Seattle University on line tool “ANGEL” will be utilized for dissemination of course materials. Students are expected to post some assignments to the web site. Some required readings and other reference materials will be available on the web site. ANGEL can be accessed from any computer that has Internet access including on campus computer labs. The web address is: <http://angel.seattleu.edu>

INSTRUCTOR’S PHILOSOPHY OF TEACHING AND LEARNING

The instructor’s role in this learning experience is as a facilitator, model, resource coordinator, coach, and occasionally lecturer when additional content is helpful. Students are viewed as colleagues soon to be entrusted as educational leaders in service of children. The interactive nature of working with adults who desire deeper understanding and higher levels of engagement with others is highly valued. Three fundamental beliefs have shaped the design of this course: 1) Structured group processes lead to creative solutions in a context of “working” relationships; 2) relationships that foster individual growth and in which individual contributions and differences are valued lead to optimal outcomes; 3) we learn best through sharing and applying our knowledge and analyzing the outcomes of our work, and the work of others.

Written, oral and group work is expected to be professional. It is expected that you will maintain contact with the instructor about your learning and any gaps you detect in your own knowledge

and skills. Most of all, it is expected that we will become a community of learners who will form supportive relationships that inspire personal and professional growth.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments:

1. Research Abstract: Key findings and implications for practice – Jigsaw activity, (5 points; due class #2). In your collaboration team, you will each select one set of research on family school partnerships to review. Study this research and write a 2 to 3-page abstract that summarizes KEY FINDINGS. In your abstract, explicitly link your findings to Christenson's and Sheridan's FOUR KEY COMPONENTS of effective collaboration, and specify IMPLICATIONS FOR PRACTICE of school counselors, psychologists, and/or special education teachers.

Readings include: (provided on ANGEL)

Southwest Educational Development Laboratory Research:

- New Wave of Evidence
- Readiness
- Diversity

Northwest Regional Educational Laboratory Research:

- A place at the table
- Partnership by design

National Network of Partnership Schools

- Epstein, J. (2006, 2007, 2008) Collection of Summary findings from NNPS

2. Strengthening Family Resilience – Parts I and II- Chapter reviews and reflections (5 points; due class #3). You will receive a set of study questions for readings in **Parts I and II** of the text *Strengthening Family Resilience*. As you study the chapters, you will write a **brief response to each question**, write a **brief reflection on implications for your professional role (one page maximum)**, and conclude with at least **one question for discussion** that you will bring to your collaboration team (**2-3 pages total**). Your reflections should link to Christenson's and Sheridan's FOUR KEY COMPONENTS of effective collaboration. On or before the due date (class #3), post your written summary on ANGEL for the instructor's review. During class #3, you will meet in your collaboration group to share your reflections and your question for discussion. At the end of the activity, your team will present a global summative statement to the class.

3. Strengthening Family Resilience – Parts III and IV (10 points; due class #4). This assignment follows essentially the same format as assignment #2 for readings in **Part III**. That is, you will receive a set of study questions and will write a response as described above. For readings in **Part IV**, however, each team member will select one chapter to read and **write a brief (2-3 page) summary of this chapter. Include in your summary: Key ideas,**

implications for educators and at least one question for group discussion. Bring copies of your summary to share with your classmates.

4. Family interview and summary (20 points; due class #6). You will interview the family of a school-age child from a cultural, ethnic, socioeconomic, religious, sexual orientation, or linguistic background that is different from your own. The interview should include two separate interviews, one with the parent and one with the child. The purpose of the parent interview is to learn about the parent's expectations, attitudes and beliefs about the child's education and his/her specific experiences in interacting with staff in schools. Look for examples of both successful and unsuccessful interactions with school staff. In addition, look for examples of specific collaboration techniques, or programs the school may have in place. The purpose of the child interview is to learn about the child's perspective on his/her sense of belonging in school, connectedness to the school staff, curricula, other students, and his/her educational goals. Explore the student's sense of satisfaction with his/her school performance, sense of safety at school and thoughts about what changes in school would help to improve his/her learning. Obtain permission from both the parent and child to participate in the interview.

Write a **3-4-page paper** that includes highlights of the interviews and your reflections on four questions:

1. What cultural (ethnic, socioeconomic, or linguistic) factors do you think influence this family's experiences in the schools?
2. What educational practices help (or would help) this family to feel welcome and appreciated in the school?
3. How do the parent-school relationship and/or student-school relationship affect this student or family?
4. What implications do you find to guide schools in addressing the four key components to effective collaboration?

Additional guidelines and evaluation criteria for this assignment will be discussed in class #3.

5. Collaborative Strategic Planning Activity: (25 points; due class #10). During class #8 and class #9 your collaboration team will engage in a facilitated activity to develop a plan for leading a program of school change. Each group will receive descriptions of a hypothetical school structure and school-based problem that needs reform. Your group will work collaboratively to develop an approach to address the problem, and then propose a strategic plan describing how to institute a change process. Plans are expected to illustrate knowledge of schools as systems, elements of the collaborative strategic planning (CSP) process, and aspects of Fullan's leadership model. Following the exercise, you will complete a self-evaluation and submit it with the written strategic plan for instructor's review and comments. **Additional guidelines and self-evaluation criteria will be discussed in classes #8 and #9.**

6. Research Project and Poster Presentation (35 points; due class #11). Each collaboration team will meet and, using the Essential Questions for the course as a guide, develop a set of research questions that will be investigated conjointly. These questions should be selected such

that individual research projects not only complement one other but also result in comprehensive presentation that is “greater than the sum of its parts”.

Each student within the team will:

- Develop a specific **Research Question** related to the *application of evidence-based practices in family-school collaboration* which you could apply in your prospective work with students and families from special and diverse backgrounds *to solve a specific problem* faced by students in today’s schools. Study the professional literature that is relevant to this question. You are expected to spend time finding and reading available research on your topic. You should recognize that your readings may cause you to refine your topic/question based upon your findings from the research (**post on ANGEL for instructor feedback by Class # 5**).
- Conduct a thorough **Review of the Literature (minimum of 5 references)** that addresses your research question/problem (**post an annotated Bibliography on ANGEL by class #7**).
- Include a two one-page **Abstracts of major studies** that most directly answer your research question (**post on ANGEL by class #8**).
- Develop a conclusion (**Implications for Practice**) that clearly describes implications of your findings for the question/problem that you identified. Link your implications to Christenson’s and Sheridan’s **FOUR ESSENTIAL COMPONENTS** of effective family-school collaboration.
- Develop a **Poster** that clearly presents your research question and findings and implications for practice. In the poster, present a clear and succinct summary of your question, the problem you identified, your research findings, how those findings address the problem, and implications for practice for professionals in your future role. **Additional guidelines and evaluation criteria will be discussed in class #2.**

B. Grading:

GRADING CRITERIA AND WEIGHT	<u>Points</u>
1. Research Abstract: Key findings & implications for practice –	5
2. Strengthening Family Resilience Parts I and II – Written Summary	5
3. Strengthening Family Resilience Parts III and IV – Written Summary	10
4. Family Interview and Written Summary	20
5. Collaborative Strategic Plan and Self-Evaluation	25
6. Research Project and Poster Presentation	<u>35</u>
TOTAL	100

GRADING SCALE

<u>Points</u>		<u>Points</u>	
95 - 100	A	75 - 79	B-
90 - 94	A-	70 - 74	C+
85 - 89	B+	65 - 69	C
80 - 84	B	60 - 64	C-

C. Course Expectations:

Assignments: You are expected to submit all assignments in class on their due dates; no late submissions or email submissions will be accepted.

Attendance: Attendance in every class is a course requirement. In the event of an emergency or extraordinary circumstance that causes tardiness or absence, you are responsible for obtaining course materials and notes from a classmate. Repeated tardiness or absences will result in a lower final grade and may result in the need to repeat the course. There will be no “make up” assignments. **Come to class prepared to participate fully in class discussions and activities.**

Readings: You are expected to complete all assigned readings prior to class and come to class prepared to discuss what you have learned with your team and the larger class.

Written Work: All written work is expected to be typed in font size of 10 or 12, double-spaced and free of spelling, punctuation and grammatical errors. Adhere to page limit requirements.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS (subject to change)

Date	Topics →	CACREP / NASP Standards (Topics)	Readings and Assignments →	CACREP/ NASP Standards (Readings and Assignments)
Class #1 9/29	<p>Introduction to Family-School Collaboration (FSC)</p> <p>Syllabus review</p> <p>Formation of collaboration teams</p> <p>Introduction to research on FSC</p> <p>Assignment guideline: Research Abstract</p>	<p>CACREP K.2.c & K.5.d</p> <p>NASP 2.2, 2.5, 2.6, 2.8, 2.9</p>	<p>Read: Syllabus</p>	<p>CACREP K.2.c & K.5.d</p> <p>NASP 2.2, 2.5, 2.6, 2.8, 2.9</p>
Class #2 10/6	<p>FSC: Research findings and the work of the Futures Task Force</p> <p>Collaboration Teams: Share key findings from readings</p> <p>Assignment guidelines: Research Project and Poster Presentation</p>	<p>CACREP K2.c</p> <p>NASP 2.2, 2.9</p>	<p>Read Cox article</p> <p>Read <u>one</u>:</p> <p>SEDL Research:</p> <ul style="list-style-type: none"> ○ New Wave of Evidence ○ Readiness ○ Diversity <p>NWREL Research:</p> <ul style="list-style-type: none"> ○ A place at the table ○ Partnership by design <p>National Network: Partnership</p> <ul style="list-style-type: none"> ○ Epstein’s Research <p>DUE: Assignment #1 Research Abstract</p>	<p>CACREP K2.c</p> <p>NASP 2.2, 2.9</p>

Class #3 10/13	Families as systems Family resilience: Key concepts and processes FSC tools: Effective interviewing; solution-focused interviewing Assignment guidelines: Family Interview	CACREP K.5.d NASP 2.8	Read Walsh Parts I and II; Seligman Ch 3 & 5 DUE: Assignment #2 Written summary	CACREP K.5.d NASP 2.8
Class #4 10/20	FSC strategies/ skills to support family resilience Collaboration teams: Planning for research projects FSC tools: Tier I and II evidence-based interventions	CACREP K.2.c & K.5.d NASP 2.2, 2.5; 2.8; 2.9	Read Walsh Parts III and IV; Seligman Ch 6	CACREP K.2.c & K.5.d NASP 2.2, 2.5 & 2.8
Class #5 10/27	Families with children with disabilities: Barriers to FSC FSC tools: IEP conferences; Tier III evidence-based interventions	CACREP K.2.c NASP 2.2, 2.5, 2.8, 2.9	Read Seligman Ch 4 and 7 DUE: Assignment #6 Research Question (post on ANGEL)	CACREP K.2.c NASP 2.2, 2.5, 2.8
Class #6 11/3	Challenging encounters (activity) Cultural considerations in FSC Case example – Immigrant families Family interviews (activity)	CACREP K.2.c NASP 2.2, 2.5, 2.8	Read Seligman Ch 8 Read Wilson & Bryan article (optional) DUE: Assignment #3 Family interview summary	CACREP K.2.c NASP 2.2, 2.5, 2.8
Class #7 11/10	Parent Consultation Case examples / simulation activity	CACREP K.2.c NASP 2.2, 2.5, 2.8	Read handouts posted on ANGEL DUE: Assignment #6 Bibliography (post on ANGEL)	CACREP K.2.c NASP 2.2, 2.5, 2.8

Class #8 11/17	Schools as systems Closing the achievement gap Collaboration tools: The School Improvement Process (SIP) and team facilitation skills Collaborative strategic planning activity: Assignment guidelines	CACREP K.5.d NASP 2.2, 2.6	Read Fullan Ch 1-4 Read Shannon & Blyma article (ANGEL) DUE: Assignment #6 Two abstracts (post on ANGEL)	CACREP K.5.d NASP 2.2, 2.6
Class #9 11/24	Leading in a culture of change Collaborative strategic planning (CSP) CSP activity– Part I	CACREP K.5.d NASP 2.2, 2.6	Read Fullan Ch 5 – 7 Read Stollar et. al. article	CACREP K.5.d NASP 2.2, 2.6
Class #10 12/1	CSP activity – Part II Planning for collaboration colloquium	CACREP K.5.d NASP 2.2, 2.6	DUE: Assignment #5 Collaborative Strategic Plan and Self-evaluation	CACREP K.5.d NASP 2.2, 2.6
Class #11 12/8	Collaboration Colloquium- Students share research findings in poster sessions Course evaluations Celebration!	CACREP K.2.c & K.5.d NASP 2.2, 2.5, 2.8 & 2.9	DUE: Assignment #6 Poster Presentation	CACREP K.2.c & K.5.d NASP 2.2, 2.5, 2.8 & 2.9

ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**

Loyola 100, www.seattleu.edu/SAS/LA

peer-tutoring, individual learning consultations, or study strategy workshops

- **Writing Center**
Engineering 307, www.seattleu.edu/writingcenter/
peer assistance with any phase of a writing project
- **Math Lab**
Engineering 300, www.seattleu.edu/scieng/math/mathlab.asp
Drop-in help with mathematics homework and test preparation
- **Reference librarians**
Library 2nd floor, www.seattleu.edu/lemlib/AboutLibrary/Reference.htm assistance with
locating and evaluating information resources
These services are offered at no additional cost to Seattle University students.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY that includes the issue of plagiarism.

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:

<http://www.seattleu.edu/studentdevelopment/>

NOTICE TO STUDENTS concerning CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

www.counseling.org/resources/ethics.htm

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association

www.schoolcounselor.org/library/ethics.pdf

Grading Grievance – Procedure for Challenging Course Grades (REQUIRED)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL: <http://www.seattleu.edu/registrar/page.aspx?ID=194>

Bibliography

Facilitation Skills and Teaming

Burns, M.K., Wiley, H.I. & Viglietta, E. (2008). Best practices in implementing effective problem-solving teams. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1633-1644). Bethesda, MD: National Association of School Psychologists.

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McEwan, E. (1997). *Leading your team to excellence: How to make quality decisions*. Thousand Oaks, California: Corwin Press, Inc.

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Leadership, Change and Organizational Behavior

Curtis, M.J., Castillo, J.M. & Cohen, R.M. (2008). Best practices system-level change. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 887-902). Bethesda, MD: National Association of School Psychologists.

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Goleman, D. (2002). *Primal leadership: realizing the power of emotional intelligence*. Boston: Harvard Business School Press.

Knoff, H.M. (2008). Best practices in strategic planning, organizational development, and school effectiveness. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 887-903). Bethesda, MD: National Association of School Psychologists.

McGlinchey, M.T. & Goodman, S. (2008). Best practices in implementing school reform. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 983-994). Bethesda, MD: National Association of School Psychologists.

Senge, P. (1990) *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.

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Ysseldyke, J., Burns, M., Dawson, M., Kelley, B., Morrison, D., Ortiz, S., et al. (2006). *School psychology: A blueprint for training and practice III*. Bethesda, MD: National Association of School Psychologists.

Working with Families

Christenson, S.L. & Sheridan, S.M. (2001). *Schools and families: Creating essential connections for learning*. New York: Guilford Press.

- Eagle, J.W., Dowd-Eagle, S.E. & Sheridan, S.M. (2008). Best practices in school-community partnerships. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 953-968). Bethesda, MD: National Association of School Psychologists.
- Esler, A.N., Godber, Y. & Charistenson, S.L. (2008). Best practices in supporting school-family partnerships. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 917-936). Bethesda, MD: National Association of School Psychologists.
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- Lambie, R. (2000). *Family systems within educational contexts: Understanding at-risk and special-needs students*. Denver, CO: Love Publishing Company.
- Miller, D.D. & Kraft, N.P. (2008). Best practices in communicating with and involving parents. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 937-952). Bethesda, MD: National Association of School Psychologists.
- Ortiz, S.O., Flanagan, D.P. & Dynda, A.M. (2008). Best practices in working with culturally diverse children and families. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1721-1739). Bethesda, MD: National Association of School Psychologists.
- Sheridan, S.M., Taylor, A.M. & Woods, K.E. (2008). Best practices in working with families: Instilling a family-centered approach. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V* (pp. 995-1008). Bethesda, MD: National Association of School Psychologists.