

NEW YORK UNIVERSITY
Department of Teaching and Learning
Program of Special Education
E75.2127 (Fall 11): The Special Needs Child: Child, Family, and Community
Time: Wednesday 4:55-6:35
25W4-C-13

Instructor: Marsha Greenberg LMSW
Office Hours: By Appointment
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I have a mailbox at the Teaching and Learning Office and will pick my mail up weekly.

Course Overview:

The needs of the infant, preschooler, and elementary age child with disabilities will be explored through the lens of the family and community system. We will explore the embedded cultural beliefs that impact informal and formal services for children and the potential risk factors that can impact attachment, development, marital and family relationships when a child has special needs. By using an ecological model to understand children within their larger environment, students will begin to develop an integrated approach to working with families.

Required Readings: Additional Readings may be posted

1. Greenspan, Stanley I. -*The Child with Special Needs*-pages 351-377
2. National Research Council, Institute of Medicine, *From Neurons to Neighborhoods*, pages 267-297
3. Chodorow, Nancy; *The Fantasy of the Perfect Mother* pages 79-97
4. Davies, Douglas (2004). *Child Development: A Practitioner's Guide*. Second Ed Pages 8 -30
5. Kalanpur, Maya, and Harry, Beth, *Culture in Special Education: Building Reciprocal Family – Professional Relationships*- pages 77-112
6. Koplewicz, Harold S. M.D. *It's Nobody's Fault: New Hope and Help for Difficult*
7. Willy, Liane Holliday, *Pretending to be Normal*. Pages 47-62
8. Osofsky, Joy, *Young Children and Trauma*. Pages 11-46.

All students must have current working NYU email addresses.

Course Outline

9/7- Class 1

Discussion of Course Outline and requirements

Discussion of Emotional and Physical Implications of Pregnancy and Birth on Families

Birth Video

Understanding Risks to attachment

Please begin the readings- to be incorporated into 8 journal writings and all completed by 10/5

9/14/- 9/21, and 10/5-Class 2-4-NO CLASS SEPTEMBER 28

The next three weeks we will be focused on setting up a mock community. Students will have opportunities to role play and react to the various obstacles and issues that arise in day to day situations in culturally diverse families with special needs children. This will include small group work to prepare for the different scenarios we will be exploring. Each class time will also include time to process the issues and challenges that arise from the simulations.

The 6 journals need to be handed in each week- each journal entry needs to be two pages-double spaced including reflections on class discussions, implications for your own current work-teaching sites, and the readings must be referenced as well. Please make sure your reference to the books/articles is not done as reviews but rather how the readings integrate with the class topics. We will discuss first night in class.

10/12 – Class 5

The role of loss, shame, and guilt in the Special Needs Family

10/19- Class 6- Cultural Constructs of Disabilities

Readings: Kalanpur, Maya, and Harry, Beth, *Culture in Special Education: Building Reciprocal Family –Professional Relationships-* pages 77-112

10/26- Class 7 Exploring are own embedded cultural views-what is the mainstream construct in Special Education-how does it effect our teaching-

Readings: World of Difference: Teaching in a Diverse World

11/2- Class 8 Supporting different parenting styles

Deterrents that impact really hearing parent concerns and worries.

Discussion of the historical perspective of woman in regard to Mother blame and its impact on working with families

Classroom time will be available for organizing short presentations on cultural differences- more info will be handed out in class

11/9- Class 9- Exploring various cultural differences.
Classroom time will be used for small group discussions.
Presentations on Cultural Parenting Practices, Beliefs and Values

11/16- Class 10 Integrated Approaches to Working with families AND Introduction to Strength Based Family Support
Children's characteristics as the basis for planning
Discussion of reading
Video: Floor Time

We will discuss final classroom presentations

Readings Marsh, Jayne. *From the Heart: On Being the Mother of a Child with Special Needs*

11/23- Class 11

We will explore some of the historical and cultural ways we have come to understand Special Needs
Developing Cultural Reciprocity

Readings

Kalanpur, Maya, and Harry, Beth, *Culture in Special Education: Building Reciprocal Family –Professional Relationships-* pages 77-112

11/30- Class 12-Classroom presentations

12/7 AND 14- Class 13,14,-Classroom presentations

FINAL ASSIGNMENT:

****The main assignment for the course will be the development of materials for a parenting program that reflects reciprocal family relationships. This will include developing a parent support group, parent conference material and information and parent problem solving. In addition students will be required to research various sources for support of materials presented. Students will use their own teaching experience to develop meaningful materials that reflect an understanding of a more culturally proficient educator. This will be presented and discussed in class.

Grades will be based on the following points*-

(5 points deducted for late assignments_

- **Class Participation-** 25 points
- **Class Attendance-** 5 points
- **Journal Reflections(6)** 20 points- journals must incorporate reading references and personal reflections
- **Final Presentation of Materials-** 50 points