

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	:	Bachelor of Arts (Honours) in Special Education; All undergraduate programmes
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Special Education – Family, School and Community Contexts
<b>Course Code</b>	:	ECE1196
<b>Department</b>	:	Early Childhood Education
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	English
<b>Course Level</b>	:	1

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#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Family, school, and community have a significant effect on the development and learning of children with special needs from infancy through school age. This course aims at empowering students to become effective and efficient personnel with the ability to work with the families of children with special needs in educational settings and community-based organisations. Students are provided with theoretical knowledge and practical skills to function in a collaborative manner in the larger community and within the school for the families of children with special needs.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Demonstrate understanding of family, school, and community influences on the development and learning of children with special needs;
- CILO<sub>2</sub> Master knowledge and competence when working with families of children with special needs in educational settings and community-based organisations from local and international perspectives;
- CILO<sub>3</sub> Adopt the theoretical models of family, school, and community relationships to design school-family-community partnership programmes from local and international perspectives to meet the comprehensive needs of children with special needs and their parents;
- CILO<sub>4</sub> Demonstrate competency in assessing and evaluating the practices involved in school-family-community partnerships.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Family, school, and community influences on the development and learning of children with special needs: Bronfenbrenner's ecological framework for human development	CILO <sub>1</sub>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Viewing videos and sharing</li> <li>• In-class group discussion</li> <li>• Review of articles/journal papers</li> <li>• Case studies</li> </ul>
2. Working with families of children with special needs <ul style="list-style-type: none"> <li>• Families raising children with special needs</li> <li>• Overview of social services (e.g., rehabilitation programmes) and educational provisions (e.g., segregation and inclusion) for children with special needs</li> <li>• Community support for children with special needs</li> </ul>	CILO <sub>2</sub>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• TV programmes/videos</li> <li>• In-class group discussion</li> <li>• Sharing</li> <li>• Case studies</li> <li>• Review of articles/journal papers</li> <li>• Visit</li> </ul>
3. School-family-community partnerships for enhancing the development and learning of children with special needs <ul style="list-style-type: none"> <li>• Theoretical models for school-</li> </ul>	CILO <sub>3,4</sub>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• TV programmes/videos</li> <li>• In-class group discussion</li> <li>• Case studies</li> <li>• Review of articles/journal papers</li> </ul>

Course Content	CILOs	Suggested Teaching & Learning Activities
family-community partnerships <ul style="list-style-type: none"> <li>• School, Family, and Community Partnership Model: Joyce Epstein</li> <li>• Family Empowerment Model: Carl Dunst</li> <li>• Interrelationships and effects of school-family-community partnerships</li> <li>• Strategies for fostering collaboration and developing school-family-community partnership programmes</li> </ul>		<ul style="list-style-type: none"> <li>• Talk</li> <li>• Role Play</li> <li>• Visit</li> </ul>
4. Assessing and evaluating the practices involved in school-family-community partnerships: Overview of the practices involved in school-family-community partnership for children with special needs in Hong Kong	<i>CILO<sub>4</sub></i>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• TV programmes/videos</li> <li>• In-class group discussion</li> <li>• Sharing</li> <li>• Case studies</li> <li>• Review of articles/journal papers</li> </ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<b>(a) Group Work</b> Students are required to work as a team to search for appropriate resources in the community to facilitate family-school-community partnerships with the aim of enhancing the development and learning of children with special needs.	30%	<i>CILO<sub>1, 2, 3</sub></i>
<b>(b) Individual Assignment (2,500 words)</b> Students are required to analyse the practices involved in family-school-community partnerships of a school or community-based organisation to enhance the development and learning of children with special needs and to propose suggestions for further improvement on the basis of the theoretical models of family-school-community partnerships.	70%	<i>CILO<sub>3, 4</sub></i>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

An, J. & Hodge, S. R. (2013). Exploring the meaning of parental involvement in physical education for students with developmental disabilities. Adapted Physical Activity Quarterly,

29, 147-163.

- Bøe, T., Sivertsen, B., Heiervang, E., Goodman, R., Lundervold, A. J., & Hysing, M. (2014). Socioeconomic status and child mental health: The role of parental emotional well-being and parenting practices. *Journal of abnormal child psychology*, 42(5), 705-715.
- Bryan, J., & Henry, L. (2012). A model for building school-family-community partnerships: Principles and process. *Journal of Counseling and Development*, 90, 408-420.
- Deslandes R. (Ed.) (2009). *International perspectives on contexts, communities and evaluated innovative practices: Family-school-community partnerships*. London & New York: Routledge.
- Epstein, J. L. (2010). *School, Family and community partnerships: Preparing educators and improving schools*. USA: Westview Press.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Voorhis, F. L. V. (2009). *School, family and community partnerships: Your handbook for action*. USA: Corwin Press, Inc.
- Fiedler, C. R., Simpson, R. L., & Clark, D. M. (2007). *Parents and families of children with disabilities: Effective school-based support services*. Upper Saddle River, N.J.: Pearson Merrill/Prentice Hall.
- Hardman, M. L., Drew, C. J., & Egan, M. W. (2014). *Human exceptionality: school, community, and family* (11th ed.). Belmont, Calif.: Wadsworth Cengage Learning.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37-52.
- Khan, K. U., Hasan, A., & Arif, M. I. (2012). Role of special education schools in the adjustment of special children in their family. *International Journal of Social Sciences & Education*, 3(2), 486-498.
- Ludicke, P., & Kortman, W. (2012). Tensions in home-school partnerships: The different perspectives of teachers and parents of students with learning barriers. *Australasian Journal of Special Education*, 36, 155-151.
- Pang, I.W. (2011). Home-school Cooperation in the Changing Context - An Ecological Approach. *Asia-pacific Education Researcher*, 20, 1-16.
- Rose, D., Thyer, B. A., & Padgett, D. K. (2009). *Program evaluation: An introduction*. Belmont, CA: Brooks Cole.
- Sileo, N. M., & Prater, M. A. (2012). *Working with families of children with special needs: Family and professional partnerships and roles*. Boston, Mass.; Hong Kong: Pearson.
- Simpson, R. L. & Nancy, A. M. (2010). *Working with parents and families of exceptional children and youth: Techniques for successful conferencing and collaboration*. Austin, Tex.: Pro-Ed.
- Woodman, A. C. (2014). Trajectories of stress among parents of children with disabilities: A dyadic analysis. *Family Relations*, 63(1), 39-54.

## 7. Related Web Resources

Special Education, Education Bureau, HKSAR  
<http://www.edb.gov.hk/en/edu-system/special/about-special/index.html>  
Rehabilitation Services, Social Welfare Department  
[http://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/](http://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/)  
Committee on Home-School Co-operation  
<http://www.chsc.hk/index-lang-1.html>  
Center on School, Family, and Community Partnerships  
<http://www.csos.jhu.edu/p2000/center.htm>  
Family Life Education

<http://www.family-land.org/>

Family Council

[http://www.familycouncil.gov.hk/tc\\_chi/edu/edu\\_parent.htm](http://www.familycouncil.gov.hk/tc_chi/edu/edu_parent.htm)

#### Online Documentary

- TVB Pearl The Pearl Report: Students with Special Education Needs in Hong Kong 19/1/2017
- Silent Suffering On Air 13/1/14

#### Other Web Resources:

- TED Talk on Building Relationships between Parents and Teachers  
<https://youtu.be/kin2OdchKMQ>
- Working Together: School–Family–Community Partnerships—A Survey for Assessing School Level Family and Community Partnerships  
<http://www.cesdp.nmhu.edu/toolkit/docs/pdfs/survey-for-school-level-assessment.pdf>
- The Power of Family School Community Partnerships A Training Resource Manual  
[http://www2.nea.org/mediafiles/pdf/FSCP\\_Manual\\_2012.pdf](http://www2.nea.org/mediafiles/pdf/FSCP_Manual_2012.pdf)
- Disability Matters in Britain 2016: Enablers and Challenges to Inclusion for Disabled Children, Young People and their Families  
[http://www.rcpch.ac.uk/system/files/protected/education/RCPCH%20DM%20iPDF%20Inclusion%20Report\\_2016\\_IF\\_R8.pdf](http://www.rcpch.ac.uk/system/files/protected/education/RCPCH%20DM%20iPDF%20Inclusion%20Report_2016_IF_R8.pdf)

## 8. Related Journals

*Disability & Society*

*International Journal of Disability, Development and Education*

*The School Community Journal*

## 9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 10. Other

Nil

*April 2021*