

**George Mason University**  
**College of Education and Human Development**  
**Early Childhood Education**

ECED 504.001/D01 Engaging Families of Diverse Young Learners  
3 Credits, Summer 2018

Session D, 5/21 – 7/20, Mondays & Wednesdays/ 4:30 – 7:10 pm  
Face-to-Face Class Sessions: 5/21, 5/23, 5/30, 6/4, 6/6, 6/11, 6/13  
Thompson Hall L013, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Focuses on strategies for developing culturally appropriate family professional partnerships to benefit children, including children from diverse cultural and linguistic backgrounds and children with special needs. Explores theories and research supporting a family centered approach, including family and professional rights and responsibilities, especially in the special education process. Offered by Graduate School of Education. May not be repeated for credit.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using a lecture and discussion format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Describe the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States.
2. Discuss the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education.
3. Discuss theories and research supporting a family-centered approach to early childhood education.
4. Discuss the role of cultural context in attitudes, beliefs, values, and child rearing practices.
5. Analyze personal values, beliefs, and cultural biases that influence their work with families.

6. Describe underlying principles and ways to work with families that are both effective and enabling.
7. Identify strategies that support and assist families to identify their priorities, resources, and concerns for their children, including children with special needs.
8. Create tailored opportunities for collaborating with families in the ongoing education of children, including children from diverse cultural and linguistic backgrounds and children with special needs.
9. Utilize family systems theory to describe and understand family perspectives.
10. Identify specific components of IDEA that support family voices in the special education process.
11. Adopt a strengths-based problem solving perspective when analyzing dilemmas related to partnering with families.
12. Demonstrate understanding of the theories and techniques of family-centered intervention, including issues related to families from diverse backgrounds and multicultural education.

**Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)**

Upon completion of this course, students will have met the following professional standards:

**NAEYC Standard Elements**

*NAEYC 2a Knowing about and understanding diverse family and community characteristics*

*NAEYC 2b Supporting and engaging families and community through respectful, reciprocal relationships*

**Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Grant, K. B., & Ray, J. A. (2016). *Home, school, and community collaboration: Culturally responsive family engagement* (3rd ed.). Washington, DC: Sage. ISBN: 9781483347547 [white cover/ jacket]

Koralek, D. (2007). *Spotlight on young children and families*. Washington D.C.: National Association for the Education of Young Children. ISBN: 9781928896425

See Additional Course Readings list following the Class Schedule.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
<i>Spotlight</i> Discussion	Ongoing	5
Critical Reflections	Ongoing	18
Home Visit Project <ul style="list-style-type: none"> <li>• Part 1 Diverse Family &amp; Community Characteristics (Memo 1)</li> </ul>	June 6	10

<ul style="list-style-type: none"> <li>Part 2 Understanding, Supporting, and Engaging Families (Memo 2)</li> <li>Full Home Visit Project with any necessary corrections uploaded to Tk20 on Bb</li> </ul>	<p>July 2</p> <p>July 16*</p>	15
Online Family Resource	July 2	5
Family Story Presentation (online)	July 16	7
Statement of Philosophy for Working with Families	Draft- July 9; July 11 Final- July 16	25
<b>TOTAL</b>		<b>100</b>

**\*student must upload HV Project to TK20 to receive credit for this assignment**

- Assignments and/or Examinations**

***Spotlight on Young Children and Families Discussion (5 points)***

Students, along with two or three of their peers, will be responsible for leading a discussion about an assigned chapter from the *Spotlight on Young Children and Families* text. Students are expected to lead a discussion (they may NOT use PowerPoint and should not just summarize the reading) and include one hands-on activity as part of the discussion. *A sign-up sheet will be provided on the first night of class.*

**Critical Reflections (6 x 3 points each = 18 points)**

Students will critically reflect each week on the course material. Your post is due by Thursday at 11:59PM each week. Ensure that you create a thread (**thread should be named with the student's name**) and provide at least one comment for one of the other threads in order to receive full points. If you prefer to keep your reflection private you may email ([cvesely@gmu.edu](mailto:cvesely@gmu.edu)) me your critical reflection.

**\*Expectations for critical reflections: Reflections must be a minimum of 300 words in length, be thoughtful and relevant, and include original and/or critical thought. The point of these reflections is NOT for students to simply provide a summary of the issues at hand; rather, students are to think critically about what we are discussing/ learning in class, form and state an opinion, and provide coherent points to support or illustrate your perspective.** You might consider the following in your responses: How is your perspective regarding families and working with families is shifting and changing? What assumptions or biases (that you hold) are emerging? How are you thinking in new ways regarding working with families from diverse backgrounds? How will you use the knowledge and experiences you are gaining in this course as you work in a classroom with young diverse learners and their families? How do the readings relate to your own family experiences and/or the experiences of the families you work with each day? Keep these same expectations in mind for commenting on other students' posts. **Comments on other students' posts should be at least 100 words. Comments on others' posts must be posted within two days of the due date of the original post**

### **Home Visit Project (25 points)**

This is the Key Assessment 7 Home Visit Project that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached.

### **Online Family Resource (5 points)**

Students will investigate, identify and share a resource (e.g. a family service, an individual or particular service provider, a handbook or other written material, a local event etc). That would be of great use to the family (or a similar family) with whom you chose for the Home Visitation Project. Students will search for appropriate resources, create, and upload to Blackboard a 1-page .handout describing the resource with all relevant elements and contact information. On **7/2** students will post their family resource in the discussion board. Students will include a 2-3 sentence description of the family resource and why they selected it. To receive full points for this assignment, students must review all of the resources posted by their peers, and comment on **five** resources by **7/5 at midnight**.

### **Family Story Presentation (7 points)**

Students will present what they have learned as a story. Each student presentation will be a total of eight minutes, with five to six minutes for the presentation of the family story and two to three minutes for peer/instructor questions and discussion. The presentation should not sound like a clinical case presentation. Students should be creative with their story presentation and consider how they would like their own story to be told.

### **Statement of Philosophy for Working with Families and Communities (25 points)**

Students will use their experiences with the children and families in their setting, any community connections they have made, as well as course content including readings and discussion to create a **1- 1 ½ page (single-spaced) statement of their philosophy** for working with families and communities. This will include not only why they believe it is important to engage with families and communities as a teacher/ practitioner but also the ways they believe are most effective for doing this. They will include academic, both research- and theory-based, literature as well as concrete examples from the readings. It is expected that experiential, empirical, and theoretical (research- and theory-based from course readings) knowledge will be used in this paper. All course readings should be cited appropriately.

- **Other Requirements**

### **Attendance and Participation (15 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library website at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100    A- = 90-94    B+ = 87-89    B = 80-86    C = 70-79    F = <70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/policies-procedures/>.

## Class Schedule

Date	Topics	Readings and Assignments Due
<b>UNIT 1: Research, Theories, and Tools for Understanding Diverse Families and Communities</b>		
5/21 (F2F)	Intro to Course Defining family Intro to Intersectionality & Family Systems Theory	View: The Danger of a Single Story (posted in Bb) US Department of Health and Human Services & US Department of Education (2016)- <i>Policy Statement on Family Engagement</i> Grant & Ray, pp. 32-46 <i>Choose One:</i> Stewart (2007) - <i>Who is kin?</i> <b>OR</b> Dreby & Adkins (2012)- <i>The strength of family ties: How US Migration shapes children's ideas of family</i>
5/23 (F2F)	<ul style="list-style-type: none"> <li>• Contemporary Families: Demographics, Structures, and Functions</li> </ul>	Spotlight on YC and Families, pp. 16-19 Turnbull, Ch. 3 (Family Functions) Casper & Bianchi (2002)- <i>Changing Families in a Changing Society</i>
	<ul style="list-style-type: none"> <li>• Developmental Process of Parenting</li> </ul>	Listen: "School Success: Inspire Motivation" (from <a href="#">Peace at Home Parenting</a> look in Bb for accessing webinar) Grant & Ray, pp. 61-76 Spotlight on YC and Families, pp. 38-43 Lareau (2008) – <i>Excerpts from 'Unequal Childhoods'</i> <b>OR</b> Bianchi, Robinson, & Milkie (2006) – <i>Parenting: How has it changed?</i> <b>DUE (5/24 by 11:59PM): Critical Reflection 1</b>
5/30 (F2F)	Family Diversity: Implicit Bias & Sociocultural Perspective	View: Tricia Rose keynote on structural racism (posted in Bb) Spotlight on YC and Families, pp. 44-49 (presentation) State of the Science (2014)- Implicit Bias Review [pp. 12-21] State of the Science (2013)- Implicit Bias Review [pp. 30-34] <i>Choose One:</i> Lea (2012). <i>Cultural reciprocity as a transformative journey in research and practice.</i> <b>OR</b> Wlazlinski, M.L., & Cummins, J. (2011). <i>Using family stories to foster parent and preservice teacher relationships</i> <b>DUE (5/31 by 11:59PM): Critical Reflection 2</b>
6/4 (F2F)	Family diversity: immigration, low- income families, diverse family structures	Grant & Ray, Ch. 5 & Ch. 6, 7, or 8 Spotlight on YC and Families, pp. 24-27 (presentation) Hock & Mooradian (2013)- <i>Defining co-parenting for social work practice</i> <b>OR</b>

Date	Topics	Readings and Assignments Due
		Bartholomaeus & Riggs (2017) <i>Whole-of-school approaches to supporting transgender students, staff, and parents</i>
6/6 (F2F)	<ul style="list-style-type: none"> <li>Family diversity: families with children with disabilities, inclusion</li> </ul>	View: The Sibling Project (posted in Bb) Grant & Ray, Ch. 11 Spotlight on YC and Families, pp. 28-37 (presentation) Prezant & Marshak (2006)- <i>Helpful actions seen through the eyes of parents of children with disabilities</i> <b>OR</b> Riojas-Cortez (2011)- <i>Culture, Play, and Family: Supporting Children on the Autism Spectrum</i>
	Additional Family Theories & Tools for Understanding Diverse Families: Family Stress Theory, Family Resiliency Framework	Spotlight on YC and Families, pp. 4-11 Garcia Coll et al. (1996)- <i>An Integrative Model for the Study of Developmental Competencies in Minority Children</i> Walsh (2003)- <i>Family Resilience: Strengths Forged through Adversity</i> <b>OR</b> Ingoldsby, Smith, & Miller (2004)- <i>Exploring Family Theories</i> (Ch. 6) <b>DUE (by 6/7 at 11:59PM): Critical Reflection 3</b> <b>DUE: Home Visit Memo 1</b>
<b>Unit 2: Partnering with and Engaging Diverse Families</b>		
6/11 (F2F)	<ul style="list-style-type: none"> <li>From Parent Involvement to Family Engagement</li> </ul>	Grant & Ray, pp. 1-15 & 46-57 Grant & Ray, pp. 79-85 & Ch. 9 Spotlight on YC and Families, pp. 20-23 (presentation) Halgunseth et al (2009)- <i>Family engagement, diverse families, and early childhood education programs: An integrated review of the literature</i>
6/13 (F2F)	<ul style="list-style-type: none"> <li>Family Engagement Strategies for Working with Families from Diverse Backgrounds</li> </ul>	Spotlight on YC and Families, pp. 12-15 (presentation) Vesely & Ginsberg (2011) – <i>Strategies and Practices for Working with Immigrant Families in Early Education Programs</i> <b>Feedback provided on Memo 1</b> <b>DUE (by 6/14 at 11:59PM): Critical Reflection 4</b>
6/18 (ONLINE)	<ul style="list-style-type: none"> <li>Communicating with Families from Diverse Backgrounds</li> </ul>	Berrera & Corso (2003)- <i>Skilled Dialogue- Foundational Concepts</i> <b>Home Visits</b> <b>DUE (by 6/21 at 11:59PM): Critical Reflection 5</b>
6/25 (ONLINE)	<ul style="list-style-type: none"> <li>REFLECT Contemporary Families: Demographics,</li> </ul>	<u>Review:</u> Turnbull, Ch. 3 (Family Functions) <b>Home Visits</b> <b>DUE (by 6/28 at 11:59PM): Critical Reflection 6</b>

Date	Topics	Readings and Assignments Due
	Structures, and Functions	
7/2 (ONLINE)	<ul style="list-style-type: none"> <li>REFLECT Family Diversity</li> </ul>	<p><u>Read:</u> Vesely et al. (2013)- <i>Capitalizing on ECE: Low-income immigrant mothers' use of ECE to build human, social, and navigational capital</i> Gates (2008)- <i>Diversity among Same-sex Couples and their Children</i> Janice Fialka (<a href="http://www.danceofpartnership.com">http://www.danceofpartnership.com</a>), read the following journal articles (scroll to the bottom): <i>The Dance of Partnership, Why do my Feet Hurt?</i>; <i>Working with Families: Rethinking Denial, Least Dangerous Assumption: Changing the Way We Think; A Word to Educational Professionals</i>" and "<i>Be Careful What You Wish For</i>. Also visit her son, Micah's website to learn about his quest to live in the college dorms, move to Syracuse, and become a policy intern (<a href="http://www.throughthesamedoor.com/">http://www.throughthesamedoor.com/</a>)</p> <p><b>DUE Home Visit Memo 2</b> <b>DUE: Online Family Resource (comments on peers' resources by 7/5)</b></p>
7/9 (ONLINE)	<ul style="list-style-type: none"> <li>REFLECT Family Theories</li> </ul>	<p><u>Review:</u> Readings and class notes on family theories</p> <p><b>DUE: Statement of Philosophy (draft 1 due to critical writing partner on 7/9 &amp; feedback to critical writing partner due on 7/11)</b></p>
7/16 (ONLINE)	<ul style="list-style-type: none"> <li>REFLECT Family Engagement</li> </ul>	<p><u>Read:</u> Lynch &amp; Hanson, Ch. 2 &amp; 3 Moreno, Lewis-Menchaca &amp; Rodriguez (2011) <i>Parental involvement in the home: Critical view through a multicultural lens</i> Berrera &amp; Corso (2003)- <i>Skilled Dialogue- Foundational Concepts</i></p> <p><b>DUE: Home Visit Project Presentation (comment on peers' presentations by 7/18)</b> <b>DUE: Home Visit Project upload to Tk20</b> <b>DUE: Statement of Philosophy (final draft)</b></p>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

**For additional information on the College of Education and Human Development, please visit our website: <https://cehd.gmu.edu/students/>.**

#### Additional Course Readings

- Anderson, W., Chitwood, S., Hayden, D., & Takemoto, C. (2008). *Negotiating the special education maze*. Bethesda, MD: Woodbine House.
- Bianchi, S. M., Robinson, J. P., & Milkie, M. A. (2006). *Changing rhythms of American family life*. New York: Russell Sage. (selected chapters)
- Bromer, J., & Henly, J. R. (2009). The work-family support roles of child care providers across settings. *Early Childhood Research Quarterly, 24*, 271-288.
- Dreby, J., & Adkins, T. (2012). The strength of family ties: How US migration shapes children's ideas of family. *Childhood, 19*, 169-187.
- Francis, G., Blue-Banning, M., Haines, S., Turnbull, A., Gross, J. (2016) Building "our school": Parental perspectives for building trusting family-professional partnerships. *Preventing School Failure, 60*, 329-336.
- Fuligni, A. J., & Fuligni, A. S. (2007). Immigrant families and the educational development of their children. In J. E. Lansford, K. Deater-Deckard, & M. H. Bornstein (Eds.). *Immigrant families in contemporary society* (pp. 231-249). New York: Guilford.
- Gates, G. (2008). Diversity among same sex couples and their children. In S. Coontz, M. Parson, & G. Raley (Eds.). *American families: A multicultural reader* (2<sup>nd</sup> ed.) (pp. 394-399). New York: Routledge.

- Gonzalez-Mena, J. (2014) *50 strategies for communicating and working with diverse families* (3<sup>rd</sup> ed.). New York: Pearson
- Gonzalez-Mena, J. (2009) *Child, family, and Community: Family-centered early care and education* (5<sup>th</sup> ed.). New York: Pearson
- Graue, & Hawkins (2010). "I always feel they don't know anything about us": Diverse families talk about their relations with school. In M. Miller-Marsh & T. Turner-Vorbeck (Eds.), *(Mis)understanding families: Learning from real families in our schools*. (pp. 109-125). New York: Teachers College Press.
- Halgunseth, L. C. (2009). Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. *Young Children*, 56-58.
- Hanson, M. & Lynch, E. (2013). *Understanding Families: Supportive approaches to diversity, disability, and risk* (2<sup>nd</sup> ed). Baltimore: Paul H. Brookes
- Hernandez, S. J. (2013) *Collaboration in Special Education: Its history, evolution, and critical factors necessary for successful implementation*. US-China Education Review, (3) 6.
- Lareau, A. (2008). Excerpts from *Unequal Childhoods*. In S. Coontz, M. Parson, & G. Raley (Eds.). *American families: A multicultural reader* (2<sup>nd</sup> ed.) (pp. 400-417). New York: Routledge.
- Lea, D. (2012). Cultural reciprocity as a transformative journey in research and practice. In M. Kalyanpur & B. Harry. *Cultural reciprocity in special education: Building Family-professional relationships* (pp. 119-136). Baltimore: Paul H. Brookes.
- Lynch, E. W., & Hanson, M. J. (2011). *Developing cross-cultural competence* (4<sup>th</sup> ed.). Baltimore: Brooks Publishing. (selected chapters)
- Moore, K. A., Redd, Zakia, Burkhauser, M., Mbwana, K., & Collins, A. (2009). Children in poverty: Trends, consequences, and policy options. Washington, DC: Child Trends.
- Moreno, R. P., Lewis-Menchaca, K., & Rodriguez, J. (2011). Parental involvement in the home: A critical view through a multicultural lens. In E. M. Olivos, O. Jimenez-Castellanos, & A. M. Ochoa (Eds.), *Bicultural parent engagement* (pp. 39-57). New York: Teachers College Press.
- Riojas-Cortez, M. 2011. Culture, Play, and Family: Supporting Children on the Autism Spectrum. *Young Children* 66 (5): 94–99.
- Roggman, L., Boyce, L., Innocenti, M. (2008) *Developmental Parenting: A guide for early childhood practitioners*. Baltimore: Paul H. Brookes
- Sanders, K. E., Deihl, A., & Kyler, A. (2007). DAP in the 'hood: Perceptions of child care practices by African American child care directors caring for children of color. *Early Childhood Research Quarterly*, 22, 394- 406.
- Small, M. L. (2006). Neighborhood institutions as resource brokers: Child care centers, interorganizational ties, and resource access among the poor. *Social Problems*, 53(2), 274-292.
- Stewart, P. (2007). Who is kin? Family definition and African American families. *Journal of Human Behavior in the Social Environment*, 15, 163-181.
- Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2011). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (6<sup>th</sup> ed.). Columbus, OH: Prentice Hall. ISBN: 9780137070480
- Vesely, C. K., Levine Brown, E., & Mehta, S. (2017) Developing cultural humility through experiential learning: How home visits transform early childhood preservice

- educators' attitudes for engaging families. *Journal of Early Childhood Teacher Education*, 38:3, 242-258. doi: 10.1080/10901027.2017.1345805
- Vesely, C. K., & Ginsberg, M. R. (2011). Strategies and practices for working with immigrant families in early education programs. *Young Children*, 84-89.
- Weigel, D. J. (2008). The concept of family: An analysis of laypeople's views of family. *Journal of Family Issues*, 29, 1426.
- Weiss, Lopez, & Rosenberg (2010). *Beyond random acts: Family, school, and community engagement as an integral part of education reform*. Cambridge, MA: Harvard Family Research Project.
- Wlazlinski, M. L., & Cummins, J. (2011). Using family stories to foster parent and preservice teacher relationships. In E. M. Olivos, O. Jimenez-Castellanos, & A. M. Ochoa (Eds.), *Bicultural parent engagement* (pp. 39-57). New York: Teachers College Press.
- Wright, T. (2013) I keep me safe. *Phi Delta Kappan*, 95, 39-43.