

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

EDSE 415/615

**Early Intervention for Infants and Toddlers with Disabilities:
Collaborative and Consultative Approaches (3 credits)**

Fall 2009

Mondays, 4:30 – 7:10 p.m.

Robinson A 249

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Course Description

Admission to the Early Childhood Special Education program or permission of the instructor
Covers methods of service delivery for infants and toddlers with disabilities and their families. Explores key aspects of consultation, interdisciplinary collaboration, service coordination, and family-centered services. Focuses on culturally responsive practices.

Nature of Course Delivery

The class will have lecture, discussion, group work formats and will require active participation of all students. Guest lecturers from the community may be utilized to support content from readings.

Learner Outcomes

This course is designed to enable students to

1. Discuss the social-ecological basis of early intervention.
2. Demonstrate knowledge about families, communities, and developmentally appropriate practices.
3. Describe the cultural contexts of families, including community resources, and its implications for structuring supportive interventions.
4. Learn from families via observations, interview, and other informal evaluation techniques.
5. Analyze key issues and controversies confronting early intervention today.
6. Describe key components of IDEA 2004 (P.L. 108-446), Part C and Part B, discuss implications for state and local implementation.
7. Describe effective service coordination, interagency coordination, and transition from Part C services.
8. Describe integration of children with disabilities with peers who are typically developing.
9. Explain skills needed for consultation with families, therapists, paraprofessionals, and other early childhood educators.
10. Explain the process of preparing, collaborating with, and monitoring paraprofessionals.

CEHD Syllabus Statements of Expectations

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. **Especially with regards to plagiarism, i.e., using exact words, opinions, or factual information from another person, website, journal article, book etc without giving that person/source credit (GMU Honor Code)** See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.
- **Cell Phone Policy:** As a courtesy to others please keep your cell phones and pagers in the silent/vibrate mode.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Professional Standards

This concentration is approved for licensure in the Commonwealth of Virginia and it complies with the standards for teacher licensure established by the Council for Exceptional Children. The course content has been designed to address the following standards and competencies.

Council for Exceptional Children (CEC)

Standard 10 Collaboration

Virginia Endorsement Competencies

- Understanding of the methods for providing **instructional programs for early intervention**
- Skills in **consultation**, case management, and collaboration, including techniques in working with children, families, educators, related service providers, and other human service professionals (Satisfies Consultation requirement for alternate route to licensure: 3 semester hours)

Virginia Professional Endorsement Competencies

- Curriculum and instructional procedures

Required Texts

Chen, D. (2009). Early Intervention in Action: Working across disciplines to support infants with multiple disabilities and their families. Baltimore, MD: Brookes

Online Resources– students download and print their own copies

Shonkoff, J., & Meisels, S. J. (2000). Handbook of Early Childhood Intervention. United Kingdom: Cambridge University Press

<http://books.google.com/books?id=09xIdNrfKS0C&printsec=frontcover&dq=handbook+or+early+childhood+intervention>

Shonkoff, J., & Phillips, D.A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington D.C: National Academy Press
Available at <http://www.nap.edu/openbook.php?isbn=0309069882>

Division of Early Childhood (DEC)
<http://www.dec-sped.org/>

IDEA (Individuals with Disabilities Act) 2004 (P.L. 108-446), Part C at
<http://www.nectac.org/idea/idea.asp>

Individualized Family Service Plan (IFSP) form for the State of Virginia
<http://www.infantva.org/pr-IFSP.htm>

Required Articles

Required articles are listed in the course schedule and can be accessed through the e-reserves at www.oscr.gmu.edu Click on search electronic reserve at the top of the page. Select Deepa Aier and enter password.

List of Resources

- Barrera, I., Corso, R.M., & Macpherson, D. (2003). *Skilled dialogue: Strategies for responding to cultural diversity*. Baltimore, MD: Brookes Publishing.
- Lynch, E.W., & Hanson, M.J. (2004). *Developing Cross-Cultural Competence: A Guide for Working with Children and their Families* (3rd ed.). Baltimore, MD: Brookes Publishing.
- O'Brien, M. (1997). *Inclusive child care for infants and toddlers: Meeting individual needs*. Baltimore, MD: Brookes Publishing.
- Pretti-Frontczak, K., & Bricker, D. (2004). *An Activity Based Approach to Early Intervention* (3rd ed.). Baltimore, MD: Brookes Publishing.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call or email the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that graduate students occasionally have serious problems that prevent work completion. **If such a dilemma arises, students should speak to the instructor in a timely fashion 2 days prior to the due date.**

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth 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 GMU library web guide at <http://library.gmu.edu/resources/edu/>.

Students will

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.

Grading Policy

Students in a graduate program must maintain a 3.000 GPA (B average). Endorsement coursework grades must be C or better for undergraduate courses, and B or better for graduate courses. Grades of B minus or better are required for all graduate-level education coursework for licensure. Students with a C or lower in a licensure course must re-take the course and earn a B minus or better to be recommended for Virginia licensure. Only two grades of C will be allowed for completion of the master's degree.

Evaluation Criteria

Graded Assignments	Due Dates	Undergrad Points	Grad Points	Grading Scale
Attendance & Active Participation	Ongoing	15	15	A = 95-100 A- = 90 – 94 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82 C = 70 – 79
IFSP (In class)	October 13	20	20	
Presentation on Infant Toddler Development	November 23 & November 30	25	20	
Application of Cultural Reciprocity	November 2	20	30	
Intervention Plan	December 7	20	15	
TOTAL		100	100	

Assignments

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation 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 learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class discussions, activities, and written reflections.

Individualized Family Service Plan Development (IFSP) (20 points)

This is an in class group activity where the group will be given a vignette about a family with a child who is eligible to receive early intervention services. Students are required to determine the family's

resources, priorities, and concerns and then generate long-term outcomes (functional goals) and short-term goals for the IFSP.

- Based on the information students have about the family, they will list their resources, priorities, and concerns related to enhancing the child's development. (4 points)
- Students will write two long-term outcomes (functional goals) for the child and family. This is a statement of what the family would like to see happen as a result of early intervention services. The outcomes may be developmental goals for the child or be related to the family's ability to enhance the child's development. The outcome must be functionally stated, in family terms and measurable. (4 points)
- For each long term outcome, students will write three short-term goals. Short-term goals are building blocks that lead to the achievement of the long-term outcome. These goals should be written from the perspective of what the child should be able to accomplish, should represent an end result, and should be functional and measurable. (12 points)

Presentation on Infant Development and Intervention (G: 20 points) (UG: 25 points)

The purpose of the presentation is to help you classmates understand the material covered in the development modules of the Chen text. You should read and be familiar with all the components of the module you have chosen. Make creative use of what you read, of the videos in the module and quiz questions to create activities that will help the class extend what they already know about development to thinking about intervention with infant, toddlers and their families and collaboration with paraprofessionals. (Creative use of reading, videos & quiz questions(optional) - 5 points; Clarity in presentation - 5 points; Using the readings to extend class thinking on collaboration & intervention - 10 points)

Application of Cultural Reciprocity in Home Visits (G: 30 points) (UG: 20 points)

Students will apply the four steps of the process of cultural reciprocity to conduct a home visit and develop a preliminary plan for subsequent home visit. Conduct at least one home visit for at least one hour with a parent of a child from birth to age 3 years with special needs. Try to visit a family whose cultural, ethnic, or racial background is different in some way(s) from your own. Meet with both of the parents (or other caregiving adults) if possible. If the parent prefers not to meet at home, have them choose a setting that is comfortable for them, so long as it is not at the school. The purpose of your visit is to learn about the child and the family's experience, goals, hopes, and dreams for their child. Use this information to develop a responsive plan for the following home visit. *Keep in mind the four steps of the cultural reciprocity process identified below as you interact with the parents:*

Learning about the child and family: *Find out the family's beliefs and assumptions about the child, about child development and disability through observations and conversations with the family.*

Reflecting on your own thoughts and reactions: *Reflect on your own values, beliefs, and assumptions and explore how they are similar or different from that of the parents.*

Developing a culturally responsive plan: *Through discussion and collaboration, set about determining the most effective way of adapting professional interpretations or recommendations to the value system of this family.*

Explaining your perspective / plan to the family: *Acknowledge and give explicit respect to any cultural differences identified, and fully explain the cultural basis of the professional explanation.*

Find out the following information from the family through observations and conversations during the home visits:

The daily routine:

What is the daily routine of the child?

What are some activities and routines that the child and family enjoy?

What are some activities with which the child/family difficulty?

Views on the child, child development and disability:

How is the child viewed in the family?

What are the family's goals, hopes and dreams for their child?

What are their views on child development i.e. how the child learns and grows?

How does the family explain the child's disability?

How does the family explain the current services the child receives?

Cultural backgrounds and significant events:

How does the family describe their cultural background e.g. religion, race, ethnicity?

Has their cultural affiliations influenced their access to services?

What are some significant events in the life of the child or the family members?

Write a 9-10 page, double spaced paper addressing the four questions listed below (Undergraduate students to complete only sections 1 & 2 of the assignment; 4-5 pages total):

1. Learning about the child and family: What information did you find out about the child and the family? Organize the information under the following headings: (10 points)

The daily routine

Views on the child, child development and disability

Cultural backgrounds and significant events

2. Reflecting on your own thoughts and reactions: What did you learn about yourself through the interaction with the family?(5 points)

What were your initial assumptions about the family?

What were your initial reactions to the family?

What new information did you learn from the family?

**What did you learn about the services or intervention processes and from the family?
What are some dilemmas you faced in listening to the family story or in developing a
plan for the next home visit?**

- 3. Developing a culturally responsive plan: Based on what you learned from the family what would be the focus of your next home visit? Develop a plan for the next home visit. (10 points)**

What learning objectives would you identify?

How would you use the natural learning opportunities or family routines to work towards the learning objectives?

What are some activities that the child and family can engage in to address the learning objectives?

- 4. Explaining your plan to the family: How would you explain your plan to the family? (5 points)**

**What are some individual priorities or cultural preferences that you need to consider?
How will you explain some of the child development principles that guide your thinking?**

Intervention Plan (G: 15 points) (UG: 20 points)

Students will design an intervention plan for child and family from the group project IFSP assignment. Students will write a 4 - 5 page, double spaced paper, on the intervention plan and present their intervention plans to the rest of the class. They will do the following:

- Choose one short-term goal from the IFSP. Identify two natural learning opportunities or daily activities where the intervention plan will be implemented. (2 points)
- Design two activities for the child and family for each of the natural learning opportunities that will facilitate meeting the short-term goal. (8 points)
- Students will have five minutes to present their intervention plan with appropriate materials. Presentations must be interactive and creative. (5 points)

Students will e-mail the paper to the instructor and submit a hard copy of the paper by the due date.

Class Schedule

Date	Topic	Readings & Assignment Due
August 31	Introduction; Syllabus; Centrality of relationships in Early Intervention (EI), Role of Early Childhood Special educator in EI	Book chapter (Shonkoff & Phillip Chp 1) Chen: Introduction; Module 9 (pg. 5-17)
September 7	<i>HOLIDAY No class</i>	
September 14	Concepts and Skills in Family Centered Practice	Chen: Module 1
September 21	Components of the system - IDEA; Part C in VA	Guest lecture - Dr. Eva Thorp Go to computer classroom IN 222 and explore NECTAC website - 3 groups part C eligibility criteria for VA, MD, & DC; email summary to the class
September 28	Linking assessment & goal development (Activity based Approach)	Book chapter (Pretti-Frontczak & Bricker Chp 3) - electronic reserve
October 5	IFSP Go over case study & IFSP form	Complete IFSP assignment in class
Tuesday October 13 (Monday classes meet on Tuesday)	Cross-cultural competence / cultural reciprocity	Guest Lecture: Dr. Monimallika Day Book chapters (Lynch & Hanson Chp 2 & 3) - electronic reserve Assignment due: IFSP
October 19	Providing services in natural environments & family guided routines (Activity based Approach)	Book chapter (Pretti-Frontczak & Bricker Chp 5) - electronic reserve
October 26	Home visits in Early intervention	Chen: Module 2

Date	Topic	Readings & Assignment Due
November 2	Inclusive practice: Early Head Start; Community placements (e.g., daycare)	Book chapters (O'Brien Chp 2 & 7) - electronic reserve Assignment Due: Cultural reciprocity
November 9	Collaboration & Consultation (skilled dialogue)	Book chapter (Barrera & Corso Chp 4, 5, & 6)
November 16	Transition from Part C to Part B	NECTAC website
November 23	Presentation 1, 2 & 3	
November 30	Presentation 4, 5 & 6	
December 7	Intervention assignment presentation	