

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

EDSE 615

**Early Intervention for Infants and Toddlers with Disabilities:
Collaborative and Consultative Approaches (3:3:0)**

Fall 2010 - Thursdays, 4:30 – 7:10 pm - Aquia 213

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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.

Learner Outcomes

This course is designed to enable students to

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

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

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. [ISBN 978-1-55766-995-7.]

Recommended Texts (on reserve in Johnson library)

- *Barrera, I, Corso,R.M. & Macpherson, D. (2003). *Skilled dialogue: Strategies for Responding to Cultural Diversity in Early Childhood*. Baltimore, MD: Brookes.
- *Lynch, E.W. & Hanson, M.J. (2004). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. (3rd edition). Baltimore, MD: Brookes.
- *O'Brien, M. (1997). *Inclusive Child Care for Infants and Toddlers: Meeting individual needs*. Baltimore, MD: Brookes.
- *Pretti-Frontczak, K. & Bricker, D. (2004). *An Activity Based Approach to Early Intervention* (3rd edition). Baltimore, MD: Brookes.

Online Resources– students download and print their own copies

Students are also responsible for reviewing resources and links posted on Blackboard

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

<http://catdir.loc.gov/catdir/samples/cam032/99025362.pdf>

Shonkoff , J. & Phillips, D.A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press.

<http://www.nap.edu/openbook.php?isbn=0309069882>

IDEA (Individuals with Disabilities Act) 2004 (P.L. 108-446), Part C at
<http://www.copyright.gov/legislation/pl108-446.pdf>

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

National Early Childhood Technical Assistance Center (NEC-TAC)
<http://www.nectac.org/>

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

Zero to Three
<http://zerotothree.org>

Additional Resources

- Birckmayer, J., Stonehouse, A., & Kennedy, A. (2008). *From Lullabies to Literature: Stories in the Lives of Infants and Toddlers*. Washington, DC: NAEYC. (9781928896524)
- Carlson, V.J., & Harwood, R.L. (2000). Understanding and negotiating cultural differences concerning early developmental competence: The six raisin solution. *Zero to Three Journal*, December 1999-January 2000, 19-24.
- Foley, G.M., & Hochman, J.D. (Eds). (2006). *Mental health in early intervention: Achieving unity in principles and practice*. Baltimore: Paul H. Brookes.
- Harry B. (1992) Developing cultural self-awareness: The first step in values clarification for early interventionists, *Topics in Early Childhood Special Education*, 12(3), 333-350
- Lally, J.R., Griffin, A., Fenichel, E., Segal, M., Szanton, E. S., & Weissbourd, B. (2003). *Caring for infants and toddlers in groups*. Washington D.C: Zero to Three.
- Martin, S. (2003). *See how they grow: Infants and toddlers*. Scarborough, Ontario: Thomson/Nelson.

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. 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.

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

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 the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. It is expected that assignments will be turned in on time at the beginning of the class in which they are due. Points may be deducted for consistently late assignments. 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.

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 nonparticipation. 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, 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 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 Criteria

A = 105-110 A- = 99-104 B+ = 96-98 B = 91-95
 B- = 88-90 C = 77-87 F = < 77

A+ is possible if work is of exceptional high quality and includes work above and beyond that required for the course.

Grading Policy

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.

Assignments**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 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.

Presentation on Infant Development and Intervention (20 points-small group project)

The purpose of the presentation is to help classmates understand the material covered in the development modules of the Chen text. Students will read and be familiar with all the components of the module they chose for their presentation. Students will make creative use of what they read, of the videos in the module and quiz questions to create activities that extend knowledge about development and connecting it to early intervention with infant, toddlers and their families as well as collaboration with paraprofessionals. (Creative use of reading, videos & quiz questions - 5 points; Clarity in presentation - 5 points; Using the readings to extend class thinking on collaboration & intervention - 10 points)

Individualized Family Service Plan Development (IFSP) (20 points-small group project)

This is an in class group activity. Students 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)

Intervention Plan (20 points-individual project)

Students will design an intervention plan for the child and family from the group project IFSP assignment. A one-page intervention plan will be written, and students will present their intervention plans to the rest of the class. They will do the following:

- Choose one short-term goal from the IFSP. (1 point)
- Identify two natural learning opportunities or daily activities where the intervention plan will be implemented. (4 points)
- Design two activities for the child and family for each of the natural learning opportunities that will facilitate meeting the short-term goal. (10 points)
- Students will present their intervention plan to classmates in an interactive and creative manner within a ten minute timeframe. (5 points)

Application of Cultural Reciprocity in Home Visits (35 points-individual project)

Students will apply the four steps of the cultural reciprocity process to conduct a home visit and develop a preliminary plan for a subsequent home visit. Students will 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. Students will try to visit a family whose cultural, ethnic, or racial background is different in some way(s) from their own, and meet with both of the parents (or other caregiving adults) if possible. If the parent prefers not to meet at home, they may choose a setting that is comfortable for them, so long as it is not at the school. The purpose of the visit is to learn about the child and the family's experience, goals, hopes, and dreams for their child and use this information to develop a responsive plan for a subsequent home visit. *Students will keep in mind the four steps of the cultural reciprocity process identified below as you interact with the parents:*

Cultural Reciprocity Process	
Learn about child and family through observation and conversation	What are the family's beliefs and assumptions about the child, about child development and disability?
Reflect on your own thoughts and reactions	Reflect on your own values, beliefs, and assumptions. Explore how they are similar or different from that of the parents.

Develop a culturally responsive plan	Through discussion and collaboration, determine the most effective way of adapting professional interpretations or recommendations to the value system of this family
Explain 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

Some information to acquire from the family through observations and conversations during the home visit(s) includes:

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 has 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 the family's 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 the family's cultural affiliations influenced their access to services?
- What are some significant events in the life of the child or the family members?

Students will write a 9-10 page, double-spaced paper addressing the areas listed below:

- I.** Briefly describe the context, participants, and interactions during the home visit. (3 points)
 - a. Where was the meeting, what was the setting like?
 - b. Who was present?
 - c. What were interactions and behaviors like between the individuals present?
- II.** Learn about the child and family: What information did you gather about the child and the family? Organize the information under the following headings: (10 points)
 - a. The daily routine
 - b. Views on the child, child development and disability, and hopes, dreams, goals for child
 - c. Cultural backgrounds and significant events
- III.** Reflect on your own thoughts and reactions: What did you learn about yourself through the interaction with the family? (7 points)

- a. What were your initial assumptions about the family?
 - b. What were your initial reactions to the family?
 - c. What new information did you learn from the family?
 - d. What did you learn about the services or intervention processes and from the family?
 - e. What are some dilemmas you faced in listening to the family story or in developing a plan for the next home visit?
- IV. Develop 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)**
- a. What learning objectives would you identify?
 - b. How would you use the natural learning opportunities or family routines to work towards the learning objectives?
 - c. What are some activities that the child and family can engage in to address the learning objectives?
- V. Explain your plan to the family: How would you explain your plan to the family? (5 points)**
- a. What are some individual priorities or cultural preferences that you need to consider?
 - b. How will you explain some of the child development principles that guide your thinking?

Course Schedule

Date	Topics	Readings & Assignments Due
Sep 2	Introduction, Syllabus Review, Centrality of Relationships in Early Intervention	Chen: Module 9 (p. 5-17)
Sep 9	Concepts and Skills in Family Centered Practice	Chen: Module 1
Sep 16	Components of the system - IDEA Part C	Review IDEA policy website
Sep 23	Linking assessment & goal development (activity-based approach)	Pretti-Frontczak & Bricker: ch 3 (book on reserve)
Sep 30	Infant Devp & Intervention Presentations	Chen Modules TBA
Oct 7	Providing services in natural environments and family guided routines (activity-based approach)	Pretti-Frontczak & Bricker Ch. 5 (book on reserve)
Oct 14	Part C services in Virginia – IFSP	Complete IFSP assignment in class
Oct 21	Cross-cultural competence / cultural reciprocity	Lynch & Hanson: Chs 2 & 3 (book on reserve) IFSP DUE
Oct 28	Infant Devp. & Intervention Presentations	Chen Modules TBA
Nov 4	Home Visits in Early Intervention	Chen: Module 2
Nov 11	Inclusive practice: Early Head Start, Community Placements	O'Brien: Ch 2 (book on reserve)
Nov 18	Collaboration & Consultation (Skilled Dialogue with Families) Dilemmas in Working Closely With Young Children and Their Families	Barrera & Corso: Ch 4, 5, 6 (book on reserve) Cultural Reciprocity/Home Visit paper due
Nov 25	HOLIDAY	
Dec 2	Transition from Part C to Part B	CONNECT Module (see link on blackboard) Intervention Plan Due
Dec 9	Intervention Plans presentations	

**Course schedule subject to change based on class needs at discretion of professor.*