



College of Education and Human Development

Early Childhood Education Program
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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 523.001

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

Fall 2013

**Monday 7:20pm-10:00pm
West Building, Room 1008**

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Course Description

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.

Prerequisite: Admission to the Early Childhood Education program or approval of course instructor.

Nature of Course Delivery

This course utilizes a distributed learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups in class and in on-line discussion groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and discussion related to the learning activities.

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 course is aligned with the standards established by the Council for Exceptional Children (CEC).

Required Text

- Ensher, G. L., & Clark, D. A. (2011). *Relationship-centered practices in early childhood: Working with families, infants, and young children at risk*. Baltimore, MD: Brookes. ISBN 978-1-59857-059-5
- Harry, B. (2010). *Melanie, bird with a broken wing: A mother's story*. Baltimore, MD: Brookes. ISBN 978-1-59857-113-4

Recommended Texts

- Barrera, I., Corso, R. M., & Macpherson, D. (2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood* (2nd ed.). Baltimore, MD: Brookes. ISBN 978-159857-164-6 **(on reserve in library)**
- 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. **This is a DVD, not a book.**
- Fialka, J., Feldman, A. K., & Mikus, K. C. (2012). *Parents and professionals partnering for children with disabilities: A dance that matters* (Revised ed.). Thousand Oaks, CA: Corwin. ISBN 978-1412966399
- Pretti-Frontczak, K., & Bricker, D. (2004). *An activity based approach to early intervention* (3rd ed.). Baltimore, MD: Brookes. ISBN 978-1-55766-736-6 **(on reserve in library)**
- Lynch, E. W., & Hanson, M. J. (2011). *Developing cross-cultural competence: A guide for working with children and their families* (4th ed.). Baltimore, MD: Brookes. ISBN 978-1-59857-163-9 **(on reserve in library)**
- Shelden, M. L., & Rush, D. R. (2013). *The early intervention teaming handbook: The primary service provider approach*. Baltimore, MD: Brookes. ISBN 978-1-59857-085-4

Shonkoff, J., & Meisels, S. J. (2000). *Handbook of early childhood intervention* (2nd ed.). Cambridge: UK: Cambridge University Press. Available from <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. Available from <http://www.nap.edu/openbook.php?isbn=0309069882>

Online Resources – students print their own copies

- Centers for Disease Control and Prevention’s (CDC) *Learn the Signs: Act Early*: <http://www.cdc.gov/ncbddd/actearly/index.html>
- Division of Early Childhood (DEC): <http://www.dec-sped.org/>
- Early Childhood Technical Assistance Center (ECTA): <http://ectacenter.org/>
- National Dissemination Center for Children with Disabilities (NICHCY): <http://nichcy.org/>
- Individuals with Disabilities Education Act (IDEA, 2004), Part C at <http://idea.ed.gov/part-c/search/new> or <http://www.copyright.gov/legislation/pl108-446.pdf>
- Virginia Individualized Family Service Plan (IFSP): <http://www.infantva.org/pr-IFSP.htm>
- Zero to Three (ZTT): <http://zerotothree.org>

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See [http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing

guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Professional Dispositions

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

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.

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

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. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

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 web guide at <http://library.gmu.edu/resources/edu/>. 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.

Grading Criteria

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86
 B- = 80-82 C = 70-79 F = < 70

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.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Reflective Journal	Sept 9 Oct 7 Nov 11	15
Infant Development Wiki	Sept 30	15
Individualized Family Service Plan (IFSP) Development	Oct 28	15

Infant Toddler Core Competencies Modules – Certificates of Completion for Courses 3 and 4	Nov 25	10
Home Visit & Paper: Applying Cultural Reciprocity	Dec 5	30
TOTAL		100

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 (1) participating in all activities, (2) engaging in small and large group discussions, (3) not using laptops and other electronic devices during class time except as approved to support learning within the current class activity, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates on-line and face-to face.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

Reflective Journal (15 points)

The purpose of this journal is for students to reflect on the parent perspective and to connect their reflections with policies, principles, and practices that support collaboration and consultation in early intervention. Prior to designated classes, students will post reflections to specific questions that reference the Harry (2008) text (see Blackboard for journal questions). Students will support their reflections with class discussions, activities, and additional course readings. Students will also describe clearly how these reflections are shaping their perspectives of working with culturally, linguistically, and ability diverse young children and their families. See specific due dates.

Infant Development Wiki (15 points-Small Group Project)

The purpose of this assignment is to ensure all classmates have basic knowledge and understanding of early development. This information will be used as a guide for writing an IFSP and creating developmentally appropriate intervention strategies.

Students will be assigned to small groups to summarize typical development in one developmental domain (cognitive, language, gross motor, fine motor, or social-emotional) for

birth to three year olds. Students will collaboratively prepare a wiki on BB, with resources, that describes:

- a) A brief description of typical characteristics and skills in the assigned domain (cognitive, language, gross motor, fine motor, or social-emotional), and
- b) A description and summary of a disability, disorder, or syndrome that impacts the domain, including atypical developmental characteristics.

Each group must address the following developmental phases:

- | | |
|---------------------|-------------------|
| ▪ Birth to 3 months | ▪ 19 to 24 months |
| ▪ 3 to 6 months | ▪ 25 to 30 months |
| ▪ 7 to 12 months | ▪ 31 to 36 months |
| ▪ 13 to 18 months | |

Students are encouraged to use the recommended readings and online resources to support this work, remembering that they must list all supporting references in APA format in the wiki.

Individualized Family Service Plan (IFSP) Development (15 points-Small Group Project)

This is a two-part assignment that will be completed in assigned small groups in class. The purpose of this assignment is to develop an IFSP for a young child, eligible for early intervention services, and her family. Students will be given a case study to develop the IFSP.

Part 1: Students will complete a blank IFSP form with all relevant information. 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. (3 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. (3 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. (4 points)

Part 2: Students will collaboratively develop an intervention activity / strategy for one IFSP goal that may be implemented in the case study child's natural environment: (5 points)

- a) List the IFSP goal.
- b) Describe the intervention activity / strategy.
- c) Describe how natural learning opportunities or family routines will be used to support the intervention activity / strategy.
- d) Describe how you will know that the child or family makes progress.

Infant Toddler Core Competencies Modules (10 points, 5 points each course)

Complete Courses 3 and 4 on <http://www.eitraining.vcu.edu>

The Infant and Toddler Connection of Virginia offers an early intervention certification through six modules that are aligned with the Infant and Toddler Core Competencies for the state of

Virginia. For this class, you are required to complete and pass the modules on *Service Pathways (Course 3)* and *Practitioner Requirements (Course 4)*. Students must submit a certificate of completion for each module to earn points for this assignment. Students will be required to complete the other modules during the infant toddler internship, but are welcome to complete them at any time prior to internship. It is the student's responsibility to keep all certificates of completion to submit with the infant-toddler internship documentation.

Home Visit and Reflection: Applying Cultural Reciprocity (30 points-Individual Project)

The purpose of this assignment is to provide students with an opportunity to apply the four steps of the cultural reciprocity process to 1) conduct a home visit with a child with special needs, and 2) then write a reflective paper that includes a culturally responsive intervention plan for a subsequent home visit.

Students will conduct at least one 1-hour home visit with a parent of a child, birth to age three, with special needs. The purpose of the visit is to learn about the child, to learn about the family's experience, goals, hopes, and dreams for their child, and to use this information to develop a culturally responsive intervention plan for a subsequent home visit. Students will aim 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 parents prefer not to meet at home, students might suggest another setting that is comfortable, so long as it is not at the child's school.

Students will keep in mind the four steps of the cultural reciprocity process identified below as they 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.

Part 1: Students should gather the following information through observations of and conversations with the family during the home visit(s):

1. The daily routine:
 - a. What is the daily routine of the child?
 - b. What are some activities and routines that the child and family enjoy?
 - c. What are some activities with which the child/family has difficulty?

- d. What materials and toys are available and accessible to the child?
2. Views on the child, development, and disability:
 - a. How is the child viewed in the family?
 - b. What are the family's goals, hopes, and dreams for their child?
 - c. What are the family's views on child development (e.g., how the child learns and grows)?
 - d. How does the family explain the child's special needs, delays, or disability?
 - e. How does the family explain the current services the child receives?
 3. Cultural backgrounds and significant events:
 - a. How does the family describe their cultural background (e.g. religion, race, ethnicity)?
 - b. Has the family's cultural affiliations influenced their access to services?
 - c. What are some significant events in the life of the child or the family members?

Part 2: Using information gathered through the home visit(s), students will write a paper (6-8 pages double-spaced) and develop a culturally responsive intervention plan that addresses the following components:

1. Briefly describe the context, participants, and interactions during the home visit. (6 points)
 - a. Where was the meeting? Describe the setting.
 - b. Who was present? Describe the relationship of each individual to the child and/or family.
 - c. Describe the behaviors and interactions between the individuals present.
2. Learn about the child and family: *What information did you gather about the child and the family?* Organize the information using these headings: (6 points)
 - a. Daily Routine
 - b. Family Views (addressing the child, development, and disability, and hopes, dreams, goals for child)
 - c. Cultural Background and Significant Events
3. Reflect on your own thoughts and reactions: *What did you learn about yourself through the interaction with the family?* (8 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 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?
4. Develop a culturally responsive intervention plan: *Based on what you learned from the family what will be the learning objectives for the next home visit?* Develop an intervention plan for the next home visit, considering how you would use the natural

learning opportunities or family routines to work toward the learning objectives. The plan will include the following: (10 points)

- a. A brief description of the child and family.
- b. A brief description of the natural environment context in which the intervention will occur.
- c. IFSP goal(s) addressed (if provided) OR a learning objective.
- d. An intervention activity / strategy that is developmentally appropriate.
- e. Materials available in the natural environment.
- f. Additional materials provided (if any).
- g. Procedures, or the steps for implementing the intervention activity / strategy.
- h. Adaptations and/or accommodations.
- i. Evidence of child outcomes (e.g., how you will know the child or family made progress in acquiring a skill).
- j. Collaboration with family:
 - i. How will you include the family in the activity?
 - ii. How will you explain the plan?
 - iii. How will you explain the child development principles that guide your thinking?
 - iv. What individual priorities or cultural preferences will you need to consider?
- k. Collaboration with related service providers (e.g., how other service providers will be included or can support the intervention activity).

ECED 523: Course Schedule and Topics*

Class	Date	Topics	Readings & Assignments Due
1	Aug 26	Introduction and Syllabus Self-Assessment Core Principles of Part C and Early Intervention Review Reflective Journal Assignments	Ensher & Clark Introduction
2	Sep 2	NO CLASS – Labor Day Holiday	Read Harry Text
3	Sep 9	Early Intervention Policy and Practices Review Infant Development Wiki Assignment	DUE: Reflective Journal #1 Ensher & Clark, Ch 1 NICHCY website IDEA Part C website
4	Sep 16	Concepts and Skills in Family Centered Practice and Teamwork Guest Speaker* Review Home Visit and Paper: Application of Cultural Reciprocity	Ensher & Clark, Ch's 2, 3, 5
5	Sep 23	NO CLASS - Service Pathway Module	Course # 3 http://www.eitraining.vcu.edu
6	Sept 30	Diversity, Cross-Cultural Competence, and Cultural Reciprocity	DUE: Infant Development Wiki Ensher & Clark, Ch's 4, 6, 7 <i>Recommended:</i> <i>Lynch & Hanson, Ch's 2, 3</i>
7	Oct 7	Linking Assessment & Goal Development (Activity-Based Approach)** IFSP Case Study Review IFSP Assignment	DUE: Reflective Journal #2 <i>Recommended:</i> <i>Pretti-Frontczak & Bricker, Ch 3</i>
8	Oct 21	Services in Natural Environments Family Guided Routines (Activity-Based Approach) **	<i>Recommended:</i> <i>Pretti-Frontczak & Bricker, Ch 5</i>

		Midpoint Evaluation Group work on IFSP Assignment	
9	Oct 21	NO CLASS - Practitioner Requirement Module	Course # 4 http://www.eitraining.vcu.edu
10	Oct 28	Individualized Family Service Plan (IFSP) Development	DUE AT END OF CLASS: IFSP
11	Nov 4	Collaboration & Consultation (Skilled Dialogue with Families) Guest Speaker*	<i>Recommended: Barrera & Corso, Ch's 4, 5, 6</i>
12	Nov 11	Special Issues: Ongoing Special Needs Siblings Abuse and Neglect Family Loss Homelessness	DUE: Reflective Journal #3 Readings to be shared (see BB): Group 1: Ensher & Clark, Ch 8 Group 2: Ensher & Clark, Ch 9 Group 3: Ensher & Clark, Ch 10 Group 4: Ensher & Clark, Ch 11 Group 5: Ensher & Clark, Ch 12
13	Nov 18	Inclusive practices Working with Paraprofessionals	Ensher & Clark, Ch's 13, 14
14	Nov 25	Partners in Care Transition from Part C to Part B	DUE: Infant Toddler Core Competencies Modules: Courses 3 and 4 Certificates of Completion (upload to BB)
14	Dec 5	Course Wrap Up Final Course Evaluation	DUE: Home Visit and Paper: Applying Cultural Reciprocity

*Schedule subject to change based on class needs and at discretion of the instructor.

** Additional readings may be added.