

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

ECED 523 (001) - Early Intervention for Infants and Toddlers with Disabilities:  
Collaborative and Consultative Approaches  
3 Credits, Fall 2016  
Mondays, 7:20 – 10:00 pm  
Robinson A107, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

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

**University Catalog 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.

**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 key components of IDEA 2004 (P.L. 108-446), Part C, and discuss implications for state and local implementation.
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. Discuss the social-ecological basis of early intervention.
5. Learn from families via observations, interview, and other informal evaluation techniques.
6. Demonstrate knowledge of the IFSP components, functional outcomes, and meaningful learning progressions for infants and toddlers receiving early intervention services.

7. Demonstrate knowledge and understanding of the home visit structure and process to provide early intervention services to infants and toddlers with identified developmental needs.
8. Describe integration of children having disabilities with peers who are typically developing.
9. Explain skills needed for consultation with families, therapists, and other early childhood educators.
10. Describe effective service coordination, interagency coordination, and transition from Part C services.
11. Identify key concepts in infant mental health and the role of early intervention in supporting infant mental health.
12. Analyze key issues and controversies confronting early intervention today.

### **Professional Standards**

(Council for Exceptional Children, National Association for the Education of Young Children)

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

Not Applicable

### **Required Texts**

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

Pletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook: Essential practices for quality services*. Baltimore, MD: Brookes. ISBN: 978-1-59857-224-7

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

Center for Social Emotional Foundations on Early Learning [CSEFEL] (n. d.). *Research synthesis: Infant mental health and early care and education providers*. Retrieved from [http://csefel.vanderbilt.edu/documents/rs\\_infant\\_mental\\_health.pdf](http://csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf)

### **Recommended Chapters**

Peterson, S. M. (2013). Readiness to change: Effective implementation processes for meeting people where they are. In T. Halle, A. Metz., & I. Martinez-Beck (Eds.), *Applying implementation science in early childhood programs and systems* (pp. 43-64). Baltimore, MD: Brookes Publishing Co. ISBN 978-1-59857-282-7

### **Recommended Texts**

Barrera, I., Corso, R. M., & Macpherson, D. (2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood* (2<sup>nd</sup> ed.). Baltimore, MD: Brookes. ISBN 978-159857-164-6

Pretti-Frontczak, K., & Bricker, D. (2004). *An activity based approach to early intervention* (3<sup>rd</sup> ed.). Baltimore, MD: Brookes. ISBN 978-1-55766-736-6

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* (2<sup>nd</sup> ed.). Cambridge: UK: Cambridge University Press. Available from <http://catdir.loc.gov/catdir/samples/cam032/99025362.pdf>

## Online Resources

- 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>

## 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 and Examinations**

## 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 (ITC) of Virginia offers an early intervention certification through six modules that are aligned with the Infant and Toddler Core Competencies for the state. 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.

## Infant Development Resource (20 points, Small Group Project)

The purpose of this assignment is to ensure all students have basic knowledge and understanding of early development. This information will be used to guide IFSP development and to create 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. Small groups will collaboratively prepare a resource that describes the following:

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

Each group must address the following developmental ranges:

- Birth to 6 months
- 7 to 12 months
- 13 to 18 months
- 19 to 24 months
- 25 to 36 months

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

### **Individualized Family Service Plan (IFSP) Development (30 points)**

This is a two-part assignment. The purpose of this assignment is to develop an IFSP for a young child eligible for early intervention services and his/her family. Students will be given a case study to develop the IFSP. In addition, students will submit an intervention plan to implement one IFSP goal.

**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 generate long-term functional outcomes (based on the OSEP child and family outcomes), 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.
- Students will write two long-term functional outcomes 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 written, in family-friendly language, and measurable.
- For each long-term outcome, students will write three short-term goals/meaningful learning progressions. 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.

**Part 2:** Students will develop an intervention activity/strategy for one IFSP goal that may be implemented in the case study child's natural environment. Students will do the following:

- List the IFSP goal.
- Describe the intervention activity/strategy.
- Describe how natural learning opportunities or family routines will be used to support the intervention activity/strategy.
- Describe how they will know that the child or family makes progress.
- Describe potential/planned consultation or collaboration strategies with other EI professionals.

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

The purpose of this assignment is to provide students with an opportunity to (a) conduct a home visit with a child having special needs and (b) apply the cultural reciprocity process to reflect on the experience.

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 collected 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 parents (or caregiving adults). 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 may conduct home visit in pairs, if the family agrees.

Students will keep in mind the four steps of the cultural reciprocity process as they learn about the child and family on the home visit:

Cultural Reciprocity Process	
Learn about child and family through observation and conversation	What are the family's values, beliefs, and assumptions about the child, 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 family.
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.

Students should gather the following information during the home visit and summarize it in an 8-10 page, double-spaced paper that includes the following:

#### Context, Participants, and Interactions

Where was the meeting? Describe the setting. Who was present? Describe the relationship of each individual to the child and/or family. Describe the behaviors and interactions between the individuals present.

#### Family Values, Beliefs, and Assumptions

Family's cultural background and significant events. How does the family describe their cultural background (e.g., religion, race, ethnicity)? What are some significant events in the life of the child or the family members?

#### Child Daily's Routine

What is the child's typical daily routine? What are some activities that the child and family enjoy? What are some activities with which the child/family has difficulty? What materials and toys are available and accessible to the child? What other individuals does the child interact with and where?

#### Family's Views On the Child, Early 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 early development (e.g., how the child learns and grows)? How does the family explain the child's special needs, delays, or disability? How does the family explain the current

services the child receives? Has the family's cultural affiliations influenced their access to services?

#### Student Values, Beliefs, Assumptions

Describe your cultural background. Describe significant events in your life that influence your perspective. Describe your impression of the child's role in the family. What are your expectations for this child and how are they shaped by your knowledge of early development and early intervention?

#### Reactions

What were your initial assumptions about the family, the child, and the child's special needs? What were your initial reactions to the family, the child, and the child's special needs? How did you reconcile differing assumptions and reactions? What are some dilemmas you faced in listening to the family story? What information from this home visit will you use to develop a culturally responsive intervention plan and why? Based on what you learned, list potential 2 functional learning outcomes for the next home visit.

- **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) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) supporting the participation and learning of classmates.
- 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](http://www.gmu.edu).

#### **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 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.

- **Course Performance Evaluation Weighting**

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Infant Toddler Core Competencies Modules Certificates of Completion for Courses 3 and 4	Sept 9	10
Infant Development Resource	Oct 16	20
Individualized Family Service Plan (IFSP) Development Part I	Oct 30	10
Part II	Nov 13	20
Home Visit Reflection	Dec 11	25
<b>TOTAL</b>		100

- **Grading Policies**

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   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.

## **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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 follow the university policy stating that all sound emitting devices shall be silenced 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/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- 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/>).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

### Class Schedule

Class	Date	Topics	Readings** and Assignments Due
<i>Foundational Knowledge: Early Intervention Process</i>			
1	Aug 29	Introductions Syllabus Assignments	<u>Readings</u> Pletcher & Younggren: Foreward, Introduction
2	Sept 5	<b>Labor Day NO CLASS</b>	Early Intervention Foundations <ul style="list-style-type: none"> <li>▪ Service Pathways, state and local implementation</li> <li>▪ Practitioner Requirements</li> </ul> <u>Readings</u> Pletcher & Younggren: Ch 1  <b>DUE Fri, Sept 9</b> <b>Infant Toddler Modules</b> <b>Courses #3, #4</b> <a href="http://www.eitraining.vcu.edu">http://www.eitraining.vcu.edu</a>
3	Sept 12	Reviewing Legislation <ul style="list-style-type: none"> <li>▪ IDEA, key components</li> <li>▪ Part C</li> </ul> Families and Cultures <ul style="list-style-type: none"> <li>▪ Family-centered Services/Model</li> </ul>	<u>Readings</u> Pletcher & Younggren: Ch 2 Ensher & Clark: Ch 1  <u>Recommended</u> Barrera, et al: Ch 1, 2, 3

Class	Date	Topics	Readings** and Assignments Due
<i>Foundational Knowledge: Early Intervention Process cont.</i>			
4	Sept 19	Families and Cultures <ul style="list-style-type: none"> <li>▪ Family and Community Resources</li> <li>▪ Socio-ecological Model</li> <li>▪ Cultural Reciprocity Process</li> </ul>	<u>Readings</u> Pletcher & Younggren: Ch 2 Ensher & Clark: Ch 2, 4  <u>Recommended</u> Barrera, et al: Ch 4, 5, 6 Shonkoff & Meisels: Ch 4
5	Sept 26	Early Intervention <ul style="list-style-type: none"> <li>▪ Policies and Principles</li> <li>▪ Process and Components</li> <li>▪ Cultural Reciprocity</li> </ul>	<u>Readings</u> Pletcher & Younggren: Ch 3 Ensher & Clark: Ch 6  <u>Recommended</u> Shonkoff & Meisels: Ch 7, 8, 9, 10
6	Oct 3	Referral and Intake <ul style="list-style-type: none"> <li>▪ Gathering Information               <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview Techniques</li> </ul> </li> <li>▪ Cultural Reciprocity</li> <li>▪ Consultation and Collaboration with Families</li> </ul>	<u>Readings</u> Pletcher & Younggren: Ch 4 Ensher & Clark: Ch 5

Class	Date	Topics*	Readings** and Assignments Due
<i>Planning for Individual Differences</i>			
7	Oct 10	Assessment and Evaluation <ul style="list-style-type: none"> <li>▪ Child Development Domains and Assessment</li> <li>▪ Consultation and Collaboration in Assessment</li> </ul>	<u>Readings</u> Pletcher & Younggren: Ch 5 Ensher & Clark: Ch 3

Class	Date	Topics*	Readings** and Assignments Due
<i>Planning for Individual Differences cont.</i>			
8	Oct 17	Eligibility  IFSP <ul style="list-style-type: none"> <li>▪ Components</li> <li>▪ Functional Outcomes</li> <li>▪ Short-term Goals</li> </ul>	<u>Readings</u> Pletcher & Younggren: Ch 6 Ensher & Clark: Ch 13  <u>Recommended</u> Pretti-Frontczak & Bricker: Ch 2, 3 Sheldon & Rush: Ch 4  <b>DUE Sun, Oct 16</b> <b>Infant Development Resource</b>
9	Oct 24	IFSP Cont. <ul style="list-style-type: none"> <li>▪ Meaningful Learning Progressions</li> <li>▪ Consultation and Collaboration with Outcomes and Goals</li> </ul>	<u>Readings</u> Pletcher & Younggren: Ch 6
10	Oct 31 Online	Service Coordination <ul style="list-style-type: none"> <li>▪ Legislative Component</li> <li>▪ Family Needs</li> <li>▪ Cultural Reciprocity</li> </ul>	<u>Readings</u> Pletcher & Younggren: Ch 7 Ensher & Clark: Ch 7, 14  <b>DUE Sun, Oct 30</b> <b>IFSP Part I</b>

Class	Date	Topics*	Readings** and Assignments Due
<i>Collaborative Practices</i>			
11	Nov 7	Service Delivery <ul style="list-style-type: none"> <li>▪ Home Visits               <ul style="list-style-type: none"> <li>· Developmentally Appropriate Practices</li> <li>· Structure and Flexibility</li> </ul> </li> <li>▪ Natural Learning Environments</li> <li>▪ Consultation and Collaboration among Service Providers</li> <li>▪ Crises and the Home Visit</li> </ul>	<u>Readings</u> Pletcher & Younggren: Ch 7 Ensher & Clark: Ch 8  <u>Recommended</u> Pretti-Frontczak & Bricker: Ch 4, 5

Class	Date	Topics*	Readings** and Assignments Due
<i>Collaborative Practices cont.</i>			
12	Nov 14	Inclusive Practices <ul style="list-style-type: none"> <li>▪ Integration with Peers and Family</li> <li>▪ Community Resources</li> <li>▪ Consultation and Collaboration with ECE and Child Care Programs</li> </ul>	<u>Readings</u> Odom et al (2011) Article (see BB)  Recommended Sheldon & Rush: Ch 6, 7  <b>DUE Sun, Nov 13</b> <b>IFSP Part II</b>
13	Nov 21 Online	Transition <ul style="list-style-type: none"> <li>▪ Part C to Part B Services</li> <li>▪ Interagency Coordination</li> <li>▪ Indicator 7</li> </ul>	<u>Readings</u> Pletcher & Younggren: Ch 8
14	Nov 28	Key Issues in EI <ul style="list-style-type: none"> <li>▪ Infant Mental Health</li> <li>▪ Siblings</li> <li>▪ Child Abuse and Neglect</li> <li>▪ Homelessness</li> </ul>	<u>Readings</u> Ensher & Clark: Ch 9, 10, 11, 12 CSEFEL article
15	Dec 5	Systemic Issues Facing EI Today Course Wrap Up Final Course Evaluation	<u>Readings</u> Pletcher & Younggren: Ch 9, 10  <b>DUE Sun, Dec 11</b> <b>Home Visit Reflection</b>

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

**Assessment Rubric(s)**

Not Applicable