

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

ECED 423.001 Early Intervention for Infants & Toddlers with Disabilities:
Collaborative & Consultative Approaches
3 Credits, Fall 2018
Thursdays/ 4:30 – 7:10 pm
Peterson Hall 1106, Fairfax Campus

Faculty

Name: Kim Sopko, Ed.D.
Office Hours: By Appointment
Office Location: Thompson Hall 1250, Fairfax Campus
Office Phone: 703-993-3617
Email Address: ksopko@gmu.edu

Prerequisites/Corequisites

None

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. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview

Not Applicable

Course Delivery Method

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

Learner Outcomes or Objectives

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

1. Describe 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 of Exceptional Children and National Association for the Education of Young Children)

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

CEC 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

CEC 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

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

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

Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://www.dec-sp.ed.org/recommendedpractices>

Recommended Texts

Crawford, M. J., & Weber B. (2013). *Early intervention every day!* Baltimore, MD: Brookes. ISBN: 9781598572766

Johnson, J. A., Rahn, N. L., & Bricker, D. (2015). *An activity-based approach to early intervention, fourth edition*. Baltimore, MD: Brookes. ISBN: 9781598578010

McWilliam, R. A. (2010). *Routines-based early intervention*. Baltimore, MD: Brookes. ISBN: 9781598570625.

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/>
- DEC Recommended Practices <http://www.dec-sped.org/dec-recommended-practices>
- ECTA Center DEC Recommended Practices Resources <http://ectacenter.org/decrp/>
- Early Childhood Technical Assistance Center (ECTA): <http://ectacenter.org/>
- Center for Parent Information and Resources: <http://www.parentcenterhub.org/>
- Individuals with Disabilities Education Act (IDEA, 2004), Part C at <https://sites.ed.gov/idea/statuteregulations/> 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	Due Dates	Points
Attendance & Participation	Ongoing	15
Virginia Early Intervention Certificate Courses – Initial Certification Module 1	September 6	4
Virginia Early Intervention Certificate Courses – Initial Certification Module 2	September 13	4
Virginia Early Intervention Certificate Courses – Initial Certification Modules 3-5	September 20	12
Infant Development Resource	October 4	15
Home Visit Reflection	October 25	20
Individualized Family Service Plan (IFSP) Development Part 1: IFSP Part 2: Intervention Plan Final upload to Tk20	Nov 15 Dec 6 Dec 13	10 20
TOTAL		100

- **Assignments and/or Examinations**

Virginia Early Intervention Certificate Courses – Initial Certification (20 points) on <http://veipd.org/elearn/course/index.php?categoryid=14>

The Virginia Early Intervention Professional Development Center offers an initial early intervention certification through five modules that are aligned with the Infant and Toddler Core Competencies for the Commonwealth. For this course, students are required to complete and pass the Initial Certification program, including Module 1 - Overview: Mission and Key Principles of Early Intervention, Module 2 – The Early Intervention Process, Module 3 – Effective Practices for Implementing Early Intervention, Module 4 – Responsibilities of Early Intervention Practitioners, and Module 5 – Child Development. Students must submit a certificate of completion for each module to earn points for this assignment. Students will need these certificates during internship. It is the student’s responsibility to keep all certificates of completion to submit with the infant-toddler internship documentation.

Infant Development Resource (15 points)

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 summarize typical development in **one** developmental domain (cognitive, language, gross motor, fine motor, social-emotional) for birth to three year olds. Students will prepare a resource that describes typical characteristics and skills in the one domain (cognitive, language, gross motor, fine motor, social-emotional) in 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 may use the template provided on Blackboard to organize their resource. 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.

Home Visit Reflection (20 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 a 6- to 8-page, double-spaced paper that includes the following:

Context, Participants, and Interactions

Describe the setting. Who was present? Describe the relationship of each individual to the child and/or family.

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

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

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.

- **Other Requirements**

Attendance and Participation (15 points)

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason

library website at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

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

- **Grading**

A = 95 – 100 A- = 90 – 94 B+ = 87 – 89 B = 80 – 86 C = 70 – 79 D = 60 – 69
 F = < 60

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

Class	Topics	Readings	Assignments Due
8/30	Introductions Course overview – syllabus and assignments History of Early Intervention	Pletcher & Younggren: Foreward, Introduction, Ch 1	
9/6	Legislation – IDEA Key components of Part C	Pletcher & Younggren: Ch 2 Practice Manual Ch 1, 2	Virginia Early Intervention Certificate Courses – Module 1 - Overview: Mission and Key Principles of Early Intervention

Class	Topics	Readings	Assignments Due
9/13	Early Intervention Policies, Principles, Components, and Process	Pletcher & Younggren: Ch 3	Virginia Early Intervention Certificate Courses – Module 2 – The Early Intervention Process
9/20	Families & Cultures <ul style="list-style-type: none"> • Family Systems theory • Cultural Reciprocity Process • Family & Community Resources 	Pletcher & Younggren: Ch 2	Virginia Early Intervention Certificate Courses – Module 3 – Effective Practices for Implementing Early Intervention, Module 4 – Responsibilities of Early Intervention Practitioners, and Module 5 – Child Development
9/27	Early Intervention Process: Referral, Intake, Assessment and Evaluation	Pletcher & Younggren: Chs. 4, 5 and pages 151-161 ITC Practice Manual Chapters 3 & 4	
10/4	Early Intervention Process: Eligibility and IFSP Development	Pletcher & Younggren: Ch 6 ITC Practice Manual Chs 5,6,7	Infant Development Resource
10/11	Service Delivery: Home Visits & Natural Learning Environments	Pletcher & Younggren: Ch 7 ITC Practice Manual Ch 8	
10/18	Service Delivery: Consultation & Collaboration Among Service Providers	Pletcher & Younggren Ch. 7 NAEYC Developmentally Appropriate Practice Position Statement	
10/25	Collaboration in Action: Home Visits and IFSP Development		Home Visit Reflection
11/1	Inclusive Practices DEC Recommended Practices	Check Blackboard for readings	
11/8	Service Coordination; and Crises and the Home Visit	Pletcher & Younggren Ch 7	
11/15	Transitions	Pletcher & Younggren Ch 8	IFSP Part 1
11/22	No Class	Thanksgiving Holiday	
11/29	Key Issues in Early Intervention: Infant Mental Health, Siblings, Child Abuse & Neglect, Homelessness	Check Blackboard for Readings	

Class	Topics	Readings	Assignments Due
12/6	Systemic Issues Facing Early Intervention today	Pletcher & Younggren Ch 9 & 10	IFSP Part 2
12/13	No Class – Finals Week		Final upload of Individualized Family Service Plan (IFSP) and Intervention to TK20

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

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

Campus Resources

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

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