

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

ECED 523 Early Intervention for Infants & Toddlers with Disabilities:
Collaborative & Consultative Approaches
3 Credits, Spring 2019
NET 1/22-3/10
Thursdays/ 5:00 – 7:40 pm
F2F 1/24, 1/31, 2/7, 2/14, 2/21, 2/28, 3/7
Fairfax High School Room D116

*Note the Feb. 7 class will be at Willow Oaks Administrative Center

Faculty

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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 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 current regulations and procedures for early intervention service eligibility, Individualized Family Service Plan (IFSP) development, and transition planning.
2. Demonstrate knowledge of theories and techniques of family-centered intervention that consider cultural and linguistic influences and family dynamics.
3. Learn from families via observations, interview, and other informal assessment techniques.
4. Develop an Individualized Family Service Plan that includes functional outcomes and identifies service delivery to support success and functionality in all settings where same age, typically developing peers would be located.
5. Create an intervention plan to support IFSP outcomes that integrates developmentally appropriate intervention techniques in the areas of self-help, motor, cognitive, social

emotional, and language and identifies methods for progress monitoring for growth compared to same age, typically developing peers.

6. Discuss strategies for coaching parents and other education and care providers to support social and emotional skill development that assists with behavior management that is appropriate to the age of the child in his/her natural environment.
7. Identify skills needed for consultation, case management, collaboration, coaching, mentoring, and co-teaching with families, educators, related service providers, and other human service professionals to support infant toddler access to and participation in natural, inclusive, least restrictive environments.
8. Explain how identified skills are applied for effective service coordination, interagency coordination, training, managing, and monitoring paraprofessionals, and transitioning infants, toddlers, and their families from Part C services.
9. Discuss current key issues and controversies confronting early intervention programs and services.

Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Exceptional Children (CEC), and National Association for the Education of Young Children (NAEYC)

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

CEC Standard Elements

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. ISBN: 9781433805615

Pletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook: Essential practices for quality services*. Baltimore, MD: Brookes. ISBN: 9781598572247

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: Paul H. Brookes Publishing. ISBN: 9781598578010

McWilliam, R. A. (2010). *Routines-based early intervention*. Baltimore, MD: Paul H. Brookes Publishing. 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>
- Center for Parent Information and Resources: <http://www.parentcenterhub.org/>
- 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/>
- Early Intervention Topics & Trends https://veipd.org/main/early_inter_topics.html
- Family-Guided Routines Based Intervention <http://fgrbi.fsu.edu/approach.html>
- Individuals with Disabilities Education Act (IDEA, 2004), Part C at <http://idea.ed.gov/part-c/search/new.html> or <http://www.copyright.gov/legislation/pl108-446.pdf>
- Virginia Infant Toddler Connection Information for Providers <http://infantva.org/Providers.htm> (you can find the ITC Practice Manual here)
- Virginia Individualized Family Service Plan (IFSP): <http://www.infantva.org/pr-IFSP.htm>
- Virginia Early Intervention Professional Development Center <https://veipd.org/main/index.html>
- 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 Modules 1-6	Week 2	18
Home Visit Reflection – part 1	Week 3	12
Home Visit Reflection – part 2	Week 5	20
Individualized Family Service Plan (IFSP) and Intervention Part 1: IFSP	Week 4	15
Part 2: Intervention Plan	Week 6	20
Final upload to Tk20	Week 7	
TOTAL		100

- **Assignments and/or Examinations**

Virginia Early Intervention Certificate Courses – Initial Certification (6 modules @ 3pts each; 18 points) on https://veipd.org/main/sub_initial_cert.html#initial or <https://veipd.org/elearn/index.php?>

The Virginia Early Intervention Professional Development Center offers an initial early intervention certification through six 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, Module 5 – Child Development, and Module 6 - Authentic Assessment. 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.

Home Visit Reflection

The purpose of this assignment is to (a) consider skills needed for collaboration and family-centered intervention, (b) learn from families via observations and interview by conducting a home visit, (c) apply the cultural reciprocity process to reflect on the experience, and (d) describe a family-centered intervention plan.

Part 1 – Planning the Home Visit (12 points)

Students will review resources on cultural reciprocity, effective collaboration, adult learning, and family guided routines-based intervention and use those resources to write a four- to five-page paper that includes the following:

- (a) *A letter/email to a family* requesting a home visit that explains the purpose of the visit and what the family can expect during the visit;
- (b) *Initial assumptions* the student has about the family being interviewed, the child, and the child's special needs and describe how the student's own cultural background and significant life events influence their assumptions about other families and children with special needs;
- (c) *Questions to guide the interview* during the home visit and a data sheet or chart to record observations of required information to complete Part 2 of the assignment; and
- (d) *A plan* that describes how the student will apply collaboration skills that integrate cultural reciprocity during the interview and observation.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

Part 2 – Reflecting on the Home Visit (20 points)

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 family-centered 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:

- a) *Context, Participants, and Interactions* - Describe the setting. Who was present? Describe the relationship of each individual to the child and/or family.
- b) *Family Values, Beliefs, and Assumptions* – Describe the 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?
- c) *Child Daily's Routine* – Describe what a typical day for the child is. 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?
- d) *Family's Views on the Child, Early Development, and Disability* – Describe how the family views the child's 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?
- e) *Student Values, Beliefs, and Assumptions* - Refer to your previously identified initial assumptions (in Part 1) and discuss how those assumptions affected the interview,

- and how your perspective has changed after interviewing this family. What are your expectations for this child and how are they shaped by your knowledge of early development and early intervention?
- f) *Reactions* – Describe your reactions to meeting the family. 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?
- g) *Intervention Plan* - Based on the information you collected through the interview and observation process, briefly describe the family-centered intervention approach you will use and the initial area of focus for the next home visit.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

Individualized Family Service Plan (IFSP) and Intervention (35 points)

This Key Assessment 10 Individualized Family Service Plan (IFSP) and Intervention Plan shows evidence of meeting CEC Standard Elements 4.2 and 6.3. This assignment must be submitted to Tk20 through Blackboard for a final grade to be recorded. The assessment description and scoring rubric are attached.

- **Other Requirements**

Attendance and Participation (15 points)

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 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.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

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 F = < 70

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

Date	Topics	Readings Due	Assignments Due
Week 1 Jan 21- Jan 27	Introduction to Course Early Intervention and Legislation F2F class Thurs. Jan 24	Pletcher & Younggren: Foreward, Introduction, Ch 1, 2	
Week 2 Jan 28 – Feb 3	Early Intervention Policies, Principles, Process Families F2F class Thurs. Jan 31	Pletcher & Younggren: Ch 2, 3 FGRBI resources and other articles on Blackboard	DUE Feb 3 Virginia EI Modules 1-6 Completion Certificates posted to Bb
Week 3 Feb 4 – Feb 10	Early Intervention Process and Assessment Development IFSP F2F class Thurs. Feb 7	Pletcher & Younggren: Ch 3, 4, 5	DUE Feb 10 Home Visit Reflection Part 1
Week 4 Feb 11 – Feb 17	IFSP F2F class Thurs. Feb 14	Pletcher & Younggren: Ch 6 ITC Practice Manual	DUE Feb 17 IFSP part 1
Week 5 Feb 18- Feb 24	Service Delivery – Family Coaching F2F class Thurs. Feb 21	Readings posted to Bb	DUE Feb 24 Home Visit Reflection Part 2
Week 6 Feb 25 – Mar 3	Service Delivery – Embedded Interventions and Inclusive Practices F2F class Thurs. Feb 28	Pletcher & Younggren: Ch 7 ITC Practice Manual	DUE Mar 3 IFSP Part 2
Week 7 Mar 4 – Mar 10	Transition & Key Issues in Early Intervention F2F class Thurs. Mar 7	Pletcher & Younggren: Ch 8 ITC Practice Manual	DUE Mar 10 IFSP and Intervention Project 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 <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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>.