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

ECED 423.002 Early Intervention for Infants & Toddlers with Disabilities:
Collaborative & Consultative Approaches
3 Credits, Fall 2022, Hybrid
10/17/2022–12/11/2022, Mondays/ 4:30-7:10 pm
West Building 1007, Fairfax Campus

**Faculty**
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**Required Prerequisites**
ECED 404 or 504

**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 Delivery Method**
This course will be delivered using a lecture/discussion format and Blackboard (Bb).

**Learner Outcomes or Objectives**
This course is designed to enable students to do the following:
1. 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.
2. Explain how identified skills are applied for effective service coordination; interagency coordination; training, managing, and monitoring paraprofessionals; and facilitating transition of infants, toddlers, and their families from Part C services.
3. Discuss current key issues and controversies confronting early intervention programs and services.
4. 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.
5. Demonstrate knowledge of theories, including adult learning theory, and techniques of family-centered intervention that consider cultural and linguistic influences, family dynamics, and complex human issues.
6. Describe techniques and current practices to complete functional assessments, observations, interviews, and progress monitoring following the principles of early intervention.

7. Develop an IFSP, based on family needs and priorities as well as authentic assessment results, 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.
8. Create an intervention plan to support IFSP outcomes that integrates developmentally appropriate and routines-based 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.
9. Describe approaches to coaching families to practice IFSP outcomes based on family priorities and individual child needs in identified developmental areas in order to enhance access and participation.
10. 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.
11. Summarize and present research focused on family-centered, routines-based intervention strategies in natural settings; coaching families; working with culturally diverse families; or another topic of interest.
12. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field and in interactions with classmates, the instructor, and others.
13. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

**Professional Standards –** Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Division of Early Childhood (DEC) Professional Preparation Standards, National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies, and Virginia Professional Studies Competencies

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

**Virginia Early Childhood Special Education Endorsement Competencies**
Consultation and Collaboration
Assessment Techniques
Family-Centered Intervention
Instructional Programs for Early Intervention

**Required Texts**
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178
Pletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook: Essential practices for quality services.* Baltimore, MD: Brookes. ISBN: 9781598572247
Rush, D., & Shelden, M. (2020). *The early childhood coaching handbook* (2nd ed.). Brookes Publishing. ISBN 9781681252568

**Required Online Documents**
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-
sped.org/recommendedpractices

**Online Resources**
- Centers for Disease Control and Prevention's (CDC) *Learn the Signs: Act Early*:
http://www.cdc.gov/ncbddd/actearly/index.html
- Early Childhood Technical Assistance Center (ECTA): http://ectacenter.org/
- Center for Parent Information and Resources: http://www.parentcenterhub.org/
- Division of Early Childhood (DEC): http://www.dec-sped.org/
- Individuals with Disabilities Education Improvement Act Website at https://sites.ed.gov/idea/
- Individuals with Disabilities Education Act (IDEA, 2004), Part C statute
https://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33/subchapter3&edition=
prelim
- Virginia Early Intervention Professional Development Center
https://veipd.org/main/index.html
- 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, VIA, hard copy).

| Assignments | Due Dates | Points |
|---|---|---|
| Attendance and Participation | Ongoing | **25** |
| Virginia Early Intervention Certificate Courses – Initial Certification Modules: | | **25** |
|     Overview: Mission & Key Principles | 10/23 | |
|     Child Development | 10/23 | |
|     Effective Practices for Implementing Early Intervention | 10/30 | |
|     Authentic Assessment | 11/13 | |
|     The Early Intervention Process | 11/13 | |
|     Responsibilities of EI Practitioners | 11/20 | |
| Coaching Skills and Reflection | 11/22 | **20** |
| Individualized Family Service Plan (IFSP) and Intervention | | **30** |
|     Part 1: IFSP | 11/20 | 15 |
|     Part 2: Intervention Plan | 12/4 | 15 |
|     Final upload to VIA | 12/4 | |
| **TOTAL** | | **100** |

- **Assignments and/or Examinations**

**Virginia Early Intervention Certificate Courses – Initial Certification (25 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 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:
- Overview: Mission and Key Principles of Early Intervention,
- The Early Intervention Process,
- Effective Practices for Implementing Early Intervention,
- Responsibilities of Early Intervention Practitioners,
- Child Development, and
- 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.

**Coaching Skills and Reflection (20 points)**
The purpose of this assignment is to (a) consider and reflect upon collaboration and adult
learning knowledge and skills needed to effectively coach family members and care-providers
during home visits, (b) analyze coaching steps observed in a video of a family receiving such
services, and (c) identify their individual implicit bias that emerged while watching the video and
discuss their intended strategies to address and manage their implicit bias.

Students will review resources on cultural reciprocity, effective collaboration, adult learning,
family-guided routines-based intervention, and coaching and use those resources to do the
following:
1. Identify initial assumptions about coaching in a routines-based service model to include
   the student's potential implicit bias and the expectations the student has of a family
   involved in coaching practices.
2. Identify three primary components of adult learning the student needs to attend to in
   order to effectively and successfully coach.
3. Analyze the coaching practices in a video provided by the instructor using the Coaching
   Practices Rating Scale (page 240 & 241 of The Early Childhood Coaching Handbook)
4. Draw connections to at least three DEC Recommended Practices (from different strands)
   either evident in the video OR not evident and essential to consider.
5. Acknowledge individual implicit bias emerging from the video and identify strategies to
   address and manage implicit bias.

Students will work on this assignment through embedded learning modules throughout the
semester. The final submission is a three- to four-page paper with correct written conventions,
that covers the above points. Note that the completed Coaching Practices Rating Scale will be
included as an appendix. 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 an APA-formatted reference list.

**Individualized Family Service Plan (IFSP) and Intervention (30 points)**
*Part 1: IFSP (15 points)*
This assignment is split into two parts and must be submitted to VIA through Blackboard.

Students will develop an IFSP based on assessments results included in the assigned case study using the IFSP form provided on Blackboard. They will complete the following sections on the IFSP (see Pletcher & Younggren, 2013, and http://idea.ed.gov):
- Section I: Child and Family Information
- Section II: Team Assessment
    - A. Referral Information, Medical History, Health Status
    - B. Daily Activities and Routines
    - C. Family Concerns, Priorities, and Resources
    - D. Summary of Child's Development
- Section III: Age and Developmental Levels
- Section IV: Outcomes of Early Intervention*
    - Include at least two appropriate service coordination short-term goals under Outcome #1.
    - Develop two additional outcomes/long-term functional goal, and provide learning opportunities, and at least two short-term goals for each outcome, and interventions).
- Section V: Service Needs to Achieve Early Intervention Outcomes
- Section VI: Other services
- Section VII: IFSP Agreement
    - List the participants in the IFSP meeting.

*When developing the two additional outcomes, students will apply measurement principles and practices to interpret the evaluation results and plan appropriate outcomes and services for the child and family.

*Part 2: Written Intervention Plan (15 points)*
Students will use what they learned about the child while developing the IFSP to develop a written intervention plan for the child within the context of the family's identified resources, priorities, and concerns. Through the use of intervention strategies and tools, students will write an intervention plan using the template attached that positively influences the child and family that will include the following:
- Written intervention plan using the provided template;
- Explanation of how interventions address family needs, culture, and diversity; and
- Rationale as to how the intervention strategies and tools address the selected outcome of early intervention and reflect the child's strengths, areas of needs, and family concerns and priorities.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant sources to support their rationale, conclusions, and assertions. Students will use in-text citations and include a reference list per APA style guidelines.

- **Other Requirements**

**Attendance and Participation (25 points)**
Because active participation and engagement are imperative for optimal learning, preparation for and participation in online activities will be evaluated based on the following criteria:
- Students complete readings and online content 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 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 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 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.
- Students submit an attendance and participation self-evaluation.

**Written Assignments**
All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh 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. 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+ = 98 – 100   A = 93 – 97   A- = 90 – 92   B+ = 87 – 89   B = 83 – 86   B- = 80 – 82
C+ = 77 –79   C = 73 – 76   C- = 70 – 72   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 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 seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

**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 |
|------|--------|----------|
| **Week 1**<br>**Oct 17-Oct 23**<br><br>**In-person**<br>**Class 10/17** | Introductions<br>Course Overview<br>Syllabus and Assignments<br>Introduction to Early Intervention | Pletcher & Younggren, Forward, Introduction, Ch 1<br><br>**Due to Bb by 10/23 – VEIPD Initial Certification Module – Overview: Mission & Key Principles** |
| | Key Components and Current Regulations<br>• Reviewing Legislation<br>• IDEA<br>• Part C<br>• IFSP development<br>• Facilitating transition | Pletcher & Younggren, Ch 2<br><br>Rush & Shelden, Ch 1<br><br>*NAEYC Developmentally Appropriate Practice Position Statement* (see Bb) |
| | Early Intervention Policies and Principles<br>• Effective service coordination<br>• Interagency coordination<br>• Training, managing, and monitoring paraprofessionals | Pletcher & Younggren, Ch 3<br><br>Rush & Shelden, Ch 2<br><br>**Due to Bb by 10/23 – VEIPD Initial Certification Modules – Child Development** |
| **Week 2**<br>**Oct 24-Oct 30**<br><br>**In-person**<br>**Class 10/24** | Theories and Techniques of Family-Centered Intervention<br>• Family systems theory<br>• Ecological theory<br>• Cultural reciprocity process<br>• Family dynamics<br>• Family and community resources | Rush & Shelden, Ch 3<br><br>Recommended Reading<br>*Parent Perspectives of Participation in Home and Community Activities When Receiving Part C Early Intervention Service* (see Bb) |

| Date | Topics | Readings |
|------|--------|----------|
| | Consultation and Collaboration <br> • Skills and strategies <br> • Case management <br> • Coaching <br> • Mentoring <br> • Co-teaching | Rush & Shelden Ch 4 <br><br> **Due to Bb by 10/30 – VEIPD Initial Certification Modules –Effective Practices for Implementing EI** |
| **Week 3 Oct 31-Nov 6** <br><br> **In-person Class 10/31** | Early Intervention Process and Components <br> Referral and Intake <br> • Gathering information from families <br> • Observation of families and children <br> • Interview techniques with families <br> • Informal assessment <br><br> Assessment and Evaluation <br> • Review of child development domains and assessment <br> • Self-regulation, behavior, and child guidance for infants and toddlers <br> • Consultation and collaboration in assessment | Pletcher & Younggren, Ch 4, 5 <br><br> Recommended Reading <br> *ITC Practice Manual* |
| **Week 4 Nov 7-Nov 13** <br><br> **In-person Class 11/7** | Eligibility <br> IFSP <br> • Components <br> • Functional outcomes <br> • Short-term goals | Pletcher & Younggren, Ch 6 <br><br> Recommended Reading <br> *ITC Practice Manual* <br><br> **Due to Bb by 11/13 – VEIPD Initial Certification Modules – Authentic Assessment AND The Early Intervention Process** |

| Date | Topics | Readings |
|------|--------|----------|
| **Week 5**<br>**Nov 14-Nov 20**<br><br>**In-person Class 11/14** | Service Delivery<br>• Support success and functionality<br>• Natural environments<br>• Inclusive environments with typically developing peers<br>• Least restrictive environments | Pletcher & Younggren, Ch 7<br><br>Rush & Shelden, Ch 8 |
| | Service Delivery<br>• Coaching<br>• Routines-based interventions<br>• Embedded interventions<br>• Consultation and collaboration among service providers | Rush & Shelden Ch 5, 7<br><br>Recommended Reading<br>*Using Routines-Based Intervention in Early Childhood Special Education* (see Bb)<br><br>**Due to Bb by 11/20 – VEIPD Initial Certification Module – Responsibilities of EI Practitioners** |
| | Coaching Strategies<br>• Support social emotional development<br>• Address behavior management within the natural environment | Rush & Shelden, Ch 7 & 9<br><br>Recommended Reading<br>*A Case for Family Coaching in Early Intervention* (See Bb)<br><br>**Due to Bb by 11/20 – IFSP Part 1** |
| **Week 6**<br>**Nov 21-Nov 22**<br><br>**In-person Class 11/21** | Intervention Plan<br>• Support IFSP outcomes<br>• Developmentally appropriate intervention techniques<br>• Progress monitoring | Pletcher & Younggren, Ch 9<br><br>Recommended Reading<br>Odom et al. (2011) *Inclusion of Young Children with Disabilities – A Quarter Century of Research Perspectives* (see Bb)<br><br>**Due to Bb by 11/22 – Coaching Skills & Reflection** |
| **Week 7**<br>**Nov 28-Dec 4**<br><br>**In-person Class 11/28** | Transition<br>• Options<br>• Interagency coordination<br>• Indicator 7 | Pletcher & Younggren, Ch 8 |
| | Current Key Issues in Early Intervention | Recommended Reading<br>Rush & Shelden, Ch 11<br><br>**Due to Bb by 12/4 – IFSP Part 2 – The Intervention Plan** |

| Date | Topics | Readings |
|------|--------|----------|
| | Systemic Issues Facing EI Today | Recommended Reading<br>Pletcher & Younggren, Ch 10<br><br>**Due to Bb by 12/4 – Final upload of Individualized Family Service Plan (IFSP) and Intervention to VIA** |
| Reading Days Dec 5-6 | Course Wrap Up and Resource Sharing | |

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 https://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://ds.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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**  As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment interpersonal violence, and

stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

**Individualized Family Service Plan (IFSP) and Intervention Plan Template**

**Outcome 1:** *Identify one outcome from the IFSP and provide a rationale for why this outcome is appropriate for this child/family.*

1.

Rationale:

**Context/Family Priorities and Concerns:** *Describe the family priorities and concerns.*

**Child and Family Strengths and Needs:** *Describe the child and family strengths and areas of need. For a rationale, discuss how these strengths and needs will be used to meet/support the outcome.*

Rationale:

**Natural Environment:** *List and discuss several natural environments in which the outcome may be implemented for the child and family. For a rationale, explain why the natural environments you identified are appropriate for this family.*

Rationale:

**Daily Routines and Activities:** *List and discuss several opportunities throughout the child's day in which intervention strategies may be implemented to assist the child and family with achieving the outcome. Explain reasons for selected those parts of the family routine.*

Rationale:

**Strategy 1:** *Describe the strategy and how it will be used with the child and family. Be sure to discuss the daily routine/activity in which the strategy is based, as well as all materials that will be used during the intervention session. For a rationale, explain your reasons for choosing the strategies, materials, and routine/activity.*

Rationale:

**Strategy 2:** *Describe the strategy and how it will be used with the child and family. Be sure to discuss the daily routine/activity in which the strategy is based, as well as all materials that will be used during the intervention session. For a rationale, explain your reasons for choosing the strategies, materials, and routine/activity.*

Rationale:

**Strategy 3:** *Describe the strategy and how it will be used with the child and family. Be sure to discuss the daily routine/activity in which the strategy is based, as well as all materials that will be used during the intervention session. For a rationale, explain your reasons for choosing the strategies, materials, and routine/activity.*

Rationale:

**Considerations for Family Culture:** *Provide a brief summary of the family's cultural background. Describe how the family's culture affects the development of the IFSP, provision of services, and views on childhood exceptionalities.*

**Accommodations/Modifications/Assistive Technology:** *Considering the child and family strengths and needs, describe specific accommodations, etc. to be used to support the intervention strategies. The rationale will discuss why these accommodations, etc. are appropriate for this child/family and for use in early intervention.*

Rationale:

**Collaboration:** *List and discuss potential related service provider with whom you would collaborate to implement these strategies. Include information on the role of the collaborator; how the collaborator will work with you, the child, and the family; and any special considerations during this collaboration. For a rationale, explain why this collaboration is necessary for this child and family.*

Rationale:

**Progress Monitoring:** *Describe how you will monitor progress toward achievement of this outcome. For a rationale, explain your reasons for choosing how progress will be monitored.*

Rationale:

# Evaluation Guide

| Individualized Family Service Plan (IFSP) and Intervention | | | | |
|---|---|---|---|---|
| | **Exceeds** | **Meets** | **Approaches** | **Does Not Meet** |
| **Part 1: IFSP** | | | | |
| **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. | Student met expectations and applied current research to support learning opportunities and intervention strategies. | Student used assessment results to identify the child and family strengths and needs across developmental domains. Student developed two outcomes based on assessment results that are designed to meet the child's developmental needs and integrate information gathered from the family regarding their concerns and priorities. Student described developmentally appropriate learning opportunities, short-term goals, and interventions that will be used to meet the child and family needs. | Student used assessment results to identify the child and family strengths and needs across developmental domains. Student developed one to two outcomes based on assessment results that are designed to meet the child's developmental needs and integrate information gathered from the family regarding their concerns and priorities. However, student did not provide a detailed description of developmentally appropriate learning opportunities, short-term goals, and interventions that will be used to meet the child and family needs. | Student did not address the developmental needs of the child and/or the family resources, priorities, and concerns based on the interpretation of the results of the assessment across the five developmental domains and did not write outcomes based on the information gathered from the child and family. |
| **Part 2: Written Intervention Plan** | | | | |
| **CEC 6.3** Beginning special education | Student met expectations and provided current | Students provided a detailed description of the | Student implied that intervention services would be provided within | Student did not address the cultural context within which |

| | | | | |
|---|---|---|---|---|
| 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. | research to support components of the written intervention plan. | cultural context within which intervention services will be provided and identified strategies that fit within this context. Student identified the natural environment for intervention services based on the family cultural considerations and identified resources, priorities, and concerns. | the cultural context of the family, however did not provide specific strategies or considerations individualized to the family. | intervention services will be provided based on the family's identified resources, priorities, and concerns. |