

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

ECED 523.600 Early Intervention for Infants & Toddlers with Disabilities:
Collaborative & Consultative Approaches
3 Credits, Summer 2024, Online Asynchronous
6/24/2024-7/24/2024

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 online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 24, 2024.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will start on Monday and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least four times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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-sp.ed.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-sp.ed.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	6/30	
Child Development	6/30	
Effective Practices for Implementing Early Intervention	7/7	
Authentic Assessment	7/14	
The Early Intervention Process	7/14	
Responsibilities of EI Practitioners	7/7	
Coaching Skills and Reflection	7/21	20
Individualized Family Service Plan (IFSP) and Intervention		30
Part 1: IFSP	7/21	15
Part 2: Intervention Plan	7/24	15
Final upload to VIA	7/24	
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)

This assignment is split into two parts and must be submitted to VIA through Blackboard.

Part 1: IFSP (15 points)

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)

1. Attendance is taken when the class is scheduled to start, and a student will be considered late once attendance is taken. If a student leaves more than 10 minutes before the end of the class, then it is considered an early departure. Two late arrivals or early departures, or a combination of both, equals one absence.
2. Students who are registered for the course at the start of the semester must attend the first class session to continue in the course. If the student is registered for the course and unable to attend the first class session, they should drop the course and plan to take it in a subsequent semester.
3. Course length:
 - a. For undergraduate students: In 15-week semester-long courses, more than 2 class absences will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 82%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
 - b. For graduate students: In 15-week semester-long courses, more than 2 class absences will result in one letter grade (5%) deduction. For example, if a student has 92% in a 15-week course, after more than 2 absences their grade will

automatically change to an 87%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one letter grade deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.

4. Per the catalog ([AP.1.6.1](#)), excused absences, to observe religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) must be communicated to each faculty, within the first two weeks of the semester, with the dates of major religious holidays on which the student will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments because of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. Students are obligated to provide their instructor with a letter from a university official stating the dates and times that participation in the University-sponsored activity would result in the student missing class.
5. Inclusive ECE program participation policy:
 - a. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation is a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.

Online participation in synchronous sessions requires students to remain engaged and active learners. Therefore, students must keep their camera on throughout the entire class session. Students must attend the entire class session without distractions and participate in small group and whole group activities. If cameras are off and engagement is not evidenced the student will be marked as absent.

If you must be absent, late, or leave early from class, or have your camera off, inform the instructor prior to the beginning of the class session, at least 24-48 hours.

Written Assignments

All formal written assignments will be evaluated for content and 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 = 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 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 graduate 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
Week 1 June 24-30	Introductions Course Overview Syllabus and Assignments Introduction to Early Intervention	Pletcher & Younggren, Forward, Introduction, Ch 1 Due to Bb (Sunday 6/30): VEIPD Initial Certification Modules: Mission & Key Principles
	Key Components and Current Regulations <ul style="list-style-type: none"> • Reviewing Legislation • IDEA • Part C • IFSP development • Facilitating transition 	Pletcher & Younggren, Ch 2 Rush & Shelden, Ch 1 <i>NAEYC Developmentally Appropriate Practice Position Statement (see Bb)</i>

Date	Topics	Readings
	<p>Early Intervention Policies and Principles</p> <ul style="list-style-type: none"> • Effective service coordination • Interagency coordination • Training, managing, and monitoring paraprofessionals 	<p>Pletcher & Younggren, Ch 3</p> <p>Rush & Shelden, Ch 2</p> <p>Due to Bb (Sunday 6/30): VEIPD Initial Certification Modules: Child Development</p>
<p>Week 2 July 1-7</p>	<p>Theories and Techniques of Family-Centered Intervention</p> <ul style="list-style-type: none"> • Family systems theory • Ecological theory • Cultural reciprocity process • Family dynamics • Family and community resources 	<p>Rush & Shelden, Ch 3</p> <p><u>Recommended Reading</u> <i>Parent Perspectives of Participation in Home and Community Activities When Receiving Part C Early Intervention Service</i> (see Bb)</p>
	<p>Consultation and Collaboration</p> <ul style="list-style-type: none"> • Skills and strategies • Case management • Coaching • Mentoring • Co-teaching 	<p>Rush & Shelden Ch 4</p> <p>Due to Bb (Sunday 7/7): VEIPD Initial Certification Modules: Effective Practices for Implementing Early Intervention AND Responsibilities of EI Practitioners</p>

Date	Topics	Readings
<p>Week 3 July 8-14</p>	<p>Early Intervention Process and Components</p> <p>Referral and Intake</p> <ul style="list-style-type: none"> • Gathering information from families • Observation of families and children • Interview techniques with families • Informal assessment <p>Assessment and Evaluation</p> <ul style="list-style-type: none"> • Review of child development domains and assessment • Self-regulation, behavior, and child guidance for infants and toddlers • Consultation and collaboration in assessment 	<p>Pletcher & Younggren, Ch 4, 5</p> <p><u>Recommended Reading</u> <i>ITC Practice Manual</i></p> <p>Due to Bb (Sunday 7/14): VEIPD Initial Certification Modules: Authentic Assessment AND The Early Intervention Process</p>
<p>Week 4 July 15-21</p>	<p>Eligibility IFSP</p> <ul style="list-style-type: none"> • Components • Functional outcomes • Short-term goals <p>Service Delivery</p> <ul style="list-style-type: none"> • Support success and functionality • Natural environments • Inclusive environments with typically developing peers • Least restrictive environments <p>Service Delivery</p> <ul style="list-style-type: none"> • Coaching • Routines-based interventions • Embedded interventions • Consultation and collaboration among service providers 	<p>Pletcher & Younggren, Ch 6</p> <p><u>Recommended Reading</u> <i>ITC Practice Manual</i></p> <p>Pletcher & Younggren, Ch 7</p> <p>Rush & Shelden, Ch 8</p> <p>Due to Bb (Sunday 7/21): IFSP Part 1</p> <p>Rush & Shelden Ch 5, 7</p> <p><u>Recommended Reading</u> <i>Using Routines-Based Intervention in Early Childhood Special Education</i> (see Bb)</p>

Date	Topics	Readings
	Coaching Strategies <ul style="list-style-type: none"> • Support social emotional development • Address behavior management within the natural environment 	Rush & Shelden, Ch 7 & 9 <u>Recommended Reading</u> <i>A Case for Family Coaching in Early Intervention</i> (See Bb) Due to Bb (Sunday 7/21): Coaching Skills & Reflection
Week 5 July 22-24	Intervention Plan <ul style="list-style-type: none"> • Support IFSP outcomes • Developmentally appropriate intervention techniques • Progress monitoring 	Pletcher & Younggren, Ch 9 <u>Recommended Reading</u> Odom et al. (2011) <i>Inclusion of Young Children with Disabilities – A Quarter Century of Research Perspectives</i> (see Bb)
	Transition <ul style="list-style-type: none"> • Options • Interagency coordination • Indicator 7 	Pletcher & Younggren, Ch 8
	Current Key Issues in Early Intervention	<u>Recommended Reading</u> Rush & Shelden, Ch 11 Due to Bb (Wednesday 7/24): IFSP Part 2: The Intervention Plan
	Systemic Issues Facing EI Today	<u>Recommended Reading</u> Pletcher & Younggren, Ch 10 Due to Bb (Sunday 7/24): Final upload of Individualized Family Service Plan (IFSP) and Intervention to VIA

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

<p>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.</p>	<p>research to support components of the written intervention plan.</p>	<p>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.</p>	<p>the cultural context of the family, however did not provide specific strategies or considerations individualized to the family.</p>	<p>intervention services will be provided based on the family's identified resources, priorities, and concerns.</p>
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