

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

ECED 523.001 Early Intervention for Infants and Toddlers with Disabilities:
Collaborative and Consultative Approaches
3 Credits, Spring 2017
Tuesday/ 7:20 – 10:00 pm
Thompson Hall L019, Fairfax Campus

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.

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:
Not Applicable

Required Texts

- American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.
- Pletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook: Essential practices for quality services*. Baltimore, MD: Brookes. ISBN: 978-1-59857-224-7
- Ensher, G. L., & Clark, D. A. (2011). *Relationship-centered practices in early childhood: Working with families, infants, and young children at risk*. Baltimore, MD: Brookes. ISBN 978-1-59857-059-5
- Center for Social Emotional Foundations on Early Learning [CSEFEL] (n. d.). *Research synthesis: Infant mental health and early care and education providers*. Retrieved from http://csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf

Recommended Chapters

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

Recommended Texts

- Barrera, I., Corso, R. M., & Macpherson, D. (2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood (2nd ed.)*. Baltimore, MD: Brookes. ISBN 978-159857-164-6
- Pretti-Frontczak, K., & Bricker, D. (2004). *An activity based approach to early intervention (3rd ed.)*. Baltimore, MD: Brookes. ISBN 978-1-55766-736-6
- Shelden, M. L., & Rush, D. R. (2013). *The early intervention teaming handbook: The primary service provider approach*. Baltimore, MD: Brookes. ISBN 978-1-59857-085-4
- Shonkoff, J., & Meisels, S. J. (2000). *Handbook of early childhood intervention (2nd ed.)*. Cambridge: UK: Cambridge University Press. Available from

<http://catdir.loc.gov/catdir/samples/cam032/99025362.pdf>

Online Resources

- Centers for Disease Control and Prevention's (CDC) *Learn the Signs: Act Early*: <http://www.cdc.gov/ncbddd/actearly/index.html>
- Division of Early Childhood (DEC): <http://www.dec-sped.org/>
- Early Childhood Technical Assistance Center (ECTA): <http://ectacenter.org/>
- National Dissemination Center for Children with Disabilities (NICHCY): <http://nichcy.org/>
- Individuals with Disabilities Education Act (IDEA, 2004), Part C at <http://idea.ed.gov/part-c/search/new> or <http://www.copyright.gov/legislation/pl108-446.pdf>
- Virginia Individualized Family Service Plan (IFSP): <http://www.infantva.org/pr-IFSP.htm>
- Zero to Three (ZTT): <http://zerotothree.org>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

| Assignments | Due Dates | Points |
|--|-------------------|------------|
| Attendance & Participation | Ongoing | 15 |
| Infant Toddler Core Competencies Modules Certificates of Completion for Courses 3 and 4 | February 14 | 10 |
| Infant Development Resource | February 28 | 20 |
| Research Paper: Working with Diverse Families in Early Intervention | March 21 | 25 |
| Individualized Family Service Plan (IFSP) Development Part 1: IFSP Part 2: Intervention Plan | April 18 May 2 | 10 20 |
| TOTAL | | 100 |

- **Assignments and/or Examinations**

Infant Toddler Core Competencies Modules (10 points, 5 points each course)

Complete Courses 3 and 4 on <http://www.eitraining.vcu.edu>

The Infant and Toddler Connection (ITC) of Virginia offers an early intervention certification through six modules that are aligned with the Infant and Toddler Core Competencies for the state. For this class, students are required to complete and pass the modules on *Service Pathways (Course 3)* and *Practitioner Requirements (Course 4)*. Students must submit a certificate of completion for each module to earn points for this assignment. Students will be required to complete the other modules during the infant toddler internship, but are welcome to complete them at any time prior to internship. It is the student's responsibility to keep all certificates of completion to submit with the infant-toddler internship documentation.

Infant Development Resource (20 points)

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 each 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 domains (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.

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

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

Part 1: Working in small groups of three to four, students will develop an IFSP for the assigned case-study. The IFSP will include the following (see Pletcher & Younggren, 2013, and <http://idea.ed.gov>):

- Child and family information
- Child and family activities
- Family identified priorities and concerns
- Team assessment narrative
- Outcomes of early intervention (include appropriate service coordination short-term goals and develop two additional outcomes, including long-term functional goal, learning opportunities, short-term goals, and interventions)
- Service needs to achieve early intervention outcomes

Part 2: 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 priorities and concerns. Through the use of intervention strategies and tools, students will write an intervention plan that positively influences the child and family that will include the following:

- Written intervention plan using the provided template; 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 conclusions and assertions. Students will use in-text citations and include a reference list per APA style guidelines.

Research Paper: Working with Diverse Families in Early Intervention (25 points)

The purpose of this assignment is to provide students with an opportunity to learn how to work with families and include them in the early intervention process.

Students will write an eight to ten page, double-spaced paper that provides a summary of the current research in addressing and meeting the needs of diverse families receiving early intervention services. Papers will cover an overview of applying family systems theory or ecological theory to early intervention; how to identify family needs, priorities, and concerns in early intervention; how to build relationships with families in early intervention; and how to provide services that meet the needs of the culturally and linguistically diverse families.

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

- **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 (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)

4. Use correct capitalization, punctuation, spelling, and grammar.

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 = 83-86 B- = 80-82 C = 70-79 F = <70

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

| Class | Topics | Assignments & Readings Due |
|------------|--|---|
| January 24 | Introductions Syllabus Assignments Introduction to Early Intervention | <u>Readings</u> Pletcher & Younggren: Foreward, Introduction, Ch 1 |
| January 31 | Reviewing Legislation IDEA, key components Part C | <u>Readings</u> Pletcher & Younggren: Ch 2 Ensher & Clark: Ch 1 <u>Recommended</u> Barrera, et al: Ch 1, 2, 3 |

| Class | Topics | Assignments & Readings Due |
|-------------|--|---|
| February 7 | Early Intervention Policies Principles | <u>Readings</u> Pletcher & Younggren: Ch 3 Ensher & Clark: Ch 6 NAEYC Developmentally Appropriate Practice Position Statement (see BB) <u>Recommended</u> Shonkoff & Meisels: Ch 7, 8, 9, 10 |
| February 14 | Families and Cultures <ul style="list-style-type: none"> ▪ Family Systems Theory ▪ Ecological Theory ▪ Cultural Reciprocity Process ▪ Family and Community Resources | <u>Readings</u> Pletcher & Younggren: Ch 2 Ensher & Clark: Ch 2, 4 <u>Recommended</u> Barrera, et al: Ch 4, 5, 6 Shonkoff & Meisels: Ch 4 DUE: ITC Core Competencies Modules 3, 4 |
| February 21 | Early Intervention Process and Components | <u>Readings</u> Pletcher & Younggren: Ch 3 Ensher & Clark: Ch 6 |
| February 28 | Referral and Intake Gathering Information <ul style="list-style-type: none"> ▪ Observation ▪ Interview Techniques Assessment and Evaluation <ul style="list-style-type: none"> ▪ Child Development Domains and Assessment ▪ Consultation and Collaboration in Assessment | <u>Readings</u> Pletcher & Younggren: Ch 4, 5 Ensher & Clark: Ch 3, 5 DUE: Infant Development Resource |

| Class | Topics | Assignments & Readings Due |
|----------|--|--|
| March 7 | Eligibility IFSP <ul style="list-style-type: none"> ▪ Components ▪ Functional Outcomes ▪ Short-term Goals ▪ Meaningful Learning Progressions ▪ Consultation and Collaboration with Outcomes and Goals | <u>Readings</u> Pletcher & Younggren: Ch 6 Ensher & Clark: Ch 13 <u>Recommended</u> Pretti-Frontczak & Bricker: Ch 2, 3 Sheldon & Rush: Ch 4 |
| March 14 | <i>No Class: Spring Break</i> | |
| March 21 | Service Delivery <ul style="list-style-type: none"> ▪ Home Visits <ul style="list-style-type: none"> • Developmentally Appropriate Practices • Structure and Flexibility ▪ Natural Learning Environments ▪ Consultation and Collaboration among Service Providers ▪ Crises and the Home Visit | <u>Readings</u> Pletcher & Younggren: Ch 7 Ensher & Clark: Ch 8 <u>Recommended</u> Pretti-Frontczak & Bricker: Ch 4, 5 DUE: Research Paper |
| March 28 | Service Delivery <ul style="list-style-type: none"> ▪ Home Visits <ul style="list-style-type: none"> • Developmentally Appropriate Practices • Structure and Flexibility ▪ Natural Learning Environments ▪ Consultation and Collaboration among Service Providers ▪ Crises and the Home Visit | <u>Readings</u> Pletcher & Younggren: Ch 7 Ensher & Clark: Ch 8 <u>Recommended</u> Pretti-Frontczak & Bricker: Ch 4, 5 |
| April 4 | Inclusive Practices <ul style="list-style-type: none"> ▪ Integration with Peers and Family ▪ Community Resources ▪ Consultation and Collaboration with ECE and Child Care Programs | <u>Readings</u> Odom et al (2011) Article (see BB) <u>Recommended</u> Sheldon & Rush: Ch 6, 7 |

| Class | Topics | Assignments & Readings Due |
|----------|--|--|
| April 11 | Service Coordination <ul style="list-style-type: none"> ▪ Legislative Component ▪ Family Needs ▪ Cultural Reciprocity | <u>Readings</u> Pletcher & Younggren: Ch 7 Ensher & Clark: Ch 7, 14 |
| April 18 | Transition <ul style="list-style-type: none"> ▪ Part C to Part B Service ▪ Interagency Coordination ▪ Indicator 7 | <u>Readings</u> Pletcher & Younggren: Ch 8 DUE: IFSP Part 1 |
| April 25 | Key Issues in EI <ul style="list-style-type: none"> ▪ Infant Mental Health ▪ Siblings ▪ Child Abuse and Neglect ▪ Homelessness | <u>Readings</u> Ensher & Clark: Ch 9, 10, 11, 12 CSEFEL article |
| May 2 | Systemic Issues Facing EI Today | <u>Readings</u> Pletcher & Younggren: Ch 9, 10 DUE: IFSP Part 2 |
| May 9 | <i>No Class: Reading Day</i> | |
| May 16 | <i>No Class: Finals Week</i> | |

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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