

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

**EDSE 415/615 and EDUT 424/524
Early Intervention for Infants and Toddlers with Disabilities
Fall 2004
Thursdays, 7:20 – 10:00
Thomson 110**

PROFESSOR:

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COURSE DESCRIPTION:

The students will explore the ecological systems approach to early intervention. Beginning with the family as the central system and reaching out to the larger systems encompassing culture, community and local, state, and federal agencies. This course provides students with an understanding of culturally, linguistically, and developmentally appropriate programs and practices providing services to infants and toddlers with varied disabilities and their families. This course takes a family centered perspective and emphasizes the role of collaborative planning with families and caregivers in preparing developmentally supportive environments. Students are expected to become familiar with the cultural context of the infants and toddlers with whom they are working by collecting information relating parent-child interaction. They will also become familiar with the range of developmental factors that may influence appropriately matching families with programs and service providers. Special emphasis will be places on types of intervention settings and services provision.

NATURE OF COURSE DELIVERY:

This course will taught using lectures, small and large group discussions and cooperative learning groups.

COURSE OBJECTIVES:

This course is designed to enable students to:

1. Discuss the ecological basis of early intervention.
2. Demonstrate knowledge about families, communities, and developmentally appropriate practices.
3. Demonstrate knowledge of the cultural contexts of families, including community resources, and its implications for structuring supportive interventions.

4. Demonstrate the ability to learn from families via observations, interview, and other informal evaluation techniques.
5. Analyze key issues and controversies confronting early intervention today.
6. Describe key components of IDEA 2004 (P.L. 108-446), Part C, and discuss implications for state and local implementation.

PROFESSIONAL STANDARDS:

This course is part of the George Mason University, Graduate School of Education, Special Education Programs for teacher licensure in the Commonwealth of Virginia in the special education area of early childhood education. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, Division of Early Childhood, the major professional organization addressing Early Childhood Educations. As such the course objectives cover many of the competencies for assessment in Early Childhood Special Education.

REQUIRED COURSE MATERIALS AND TEXTS:

Students must access below materials and print directly for the websites.

IDEA(Individuals with Disabilities Act) 2004 (P.L. 108-446), Part C at <http://www.nectac.org/idea/Idea2004.asp>

Individualized Family Service Plan (IFSP) form for the State of Virginia
<http://www.infantva.org/pr-IFSP.htm>

Textbooks are available at the George Mason University Bookstore.

McWilliam, P.J., (2000). Lives in Progress: Case Stories in Early Intervention. Baltimore, MD: P.H. Brookes Publishing.

Bailey, D.B., & Wolery, M. (1992). Teaching Infants & Preschoolers with Disabilities. New York: Prentice Hall

Barrera, I., Corso, R.M., & Macpherson. D. (2003). Skilled Dialogue Strategies for Responding to Cultural Diversity. Baltimore, MD: Brookes Publishing

Lally, J.R., Griffin, A., Fenichel, E., Segal, M., Szaton, E. S., & Weissbourd, B. (2003) Caring for Infants and Toddlers in Groups. Washington D.C: ZERO TO THREE

Additional Course Resources:

Carlson, V. J. & Harwood, R.L. (2000) Understanding and negotiating cultural differences concerning early development competence: The six raisin solution. Zero To Three, December 1999-January 2000, 19-24.

Harry B. (1992) Developing cultural self-awareness: The first step in values clarification for early interventionists, Topics in early childhood special education, 12(3), 333-350.

COURSE REQUIREMENTS:

1. Attend all class sessions and participate actively in small and large group activities. If you anticipate being late or missing class, please leave a voice mail or send an email prior to class.
2. Prepare for class by completing all reading assignments.
3. Complete written assignments on time. It is expected that assignments will be turned in on the due date. 2 points will be deducted for late assignments unless prior arrangements have been made with the instructor. A pattern of late papers will affect grading.

Course Grading:

- 1. Participation and preparation for class** 10%

Participation is graded according to the following criteria:

- a) Attending all classes on time, unless prior arrangements have been made with the instructor;
- b) Completing all assignments on time
- c) Participating in large group discussions and activities on a regular basis;
- d) Participating in small group discussions and activities on a regular basis;
- e) Working as a collaborative group member, supporting the participation of classmates.

- 2. Case study discussion and reflection (5 @5points each)** 25%

Due on: 9/15/05, 9/22/05, 9/29/05,10/6/05 and 11/10/05

- 3. Activity Analysis: Observation and presentation** 15%

Due on: 11/3/05

- 5. Develop an IFSP from a vignette** 20%

Due on: 11/17/05

- 3. Article summary and presentation on contemporary practices** 10%

Due on: 12/1/05

- 6. Develop and present an Intervention Plan** 20%

Due on: 12/8/05

Grading Scale**A = 92-100****A - = 89-91****B+ = 86-88****B = 83-85****B- = 77-82****C = 70-76****F = Below 70****COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments
9/1/05	Introduction to the Course Culture, cultural diversity, cultural competency	Barrera & Corso, Chapters 1, 2, & 3
9/8/05	Fundamentals of Early Intervention History of Early Intervention Goals of Early Intervention	Bailey & Wolery, Chapters 1 & 2
9/15/05	Ecology of Early Intervention Individual Child Assessment Due: Case Study Reflection and Discussion	Bailey & Wolery, Chapters 3 & 4 McWilliam Chapter 11
9/22/05	IDEA Part C Due: Case Study Reflection and Discussion	Part C – Infants and Toddlers with Disabilities Improving Part C Early Intervention McWilliam Chapter 1
9/29/05	Engaging in skilled dialogues with families Due: Case Study Reflection and Discussion	Barrera & Corso, Chapters 4, 5 & 6 McWilliam Chapter 20
10/6/05	Family Assessment Due: Case Study Reflection and Discussion	Barrera & Corso, Chapters 7 & 8 McWilliam Chapter 4
10/13/05	Caring for Infants and Toddlers in Groups	Lally et al., Section I, & II Instructor Handouts
10/20/05	Natural Environments and Family Guided Routines Developing Intervention Plans	Lally et al., Section III Instructor Handouts
10/27/05	Strategies for Intervention	Bailey & Wolery, Chapters 5 & 6
11/3/05	Individual Family Service Plans (IFSP) Due: Activity Analysis	Barrera & Corso, Chapter 9
11/10/05	Transition from Part C to Part B Due: Case Study Reflection and Discussion	Instructor Handouts McWilliam Chapter 6
11/17/05	Services delivery models and systems Due: IFSP Plan	Instructor handouts
11/24/05	Happy Thanksgiving – No Class	
12/1/05	Contemporary Practices in Early Intervention Due: Article summary and presentation on contemporary practices	Instructor Handouts
12/8/05	Intervention Plan Presentations Due: Intervention Plan	

DESCRIPTION OF COURSE ASSIGNMENTS

Activity Analysis: Observation and presentation (15 points)

Observe an activity being conducted by a teacher/ therapist that has been planned for a child or a group of children at an early childhood site. Take detailed notes to help you analyze and discuss this activity in the context of the readings. Write a paper on your observation with specific reference to course readings and identify comments or questions you have related to the activity you observed. Present this information in class.

Elements to consider:

- a. Describe the activity. Who was present, what materials were used, how were they arranged, what appeared to be or were stated as the objectives? What happened?
- b. Analyze the activity from the perspective of different participants: e.g. the teacher, the parent, the student, the child etc. what did it feel like for each of them?
- c. Analyze the activity from the perspectives of the readings and class discussion to date: e.g., in what way is it related to principles identified in Lally et al. and Barrera and Corso. What assumptions were conveyed ? What questions do you have?

Case Study Reflection and Discussion (Total points – 30 / 5 points each)

For each case study assigned write a two to three page paper to include the following:

- **Identify the problem(s)** – What has gone wrong in the situation? With which issues are the various characters in the case study struggling? What can be done to improve the situation? (1 point)
- **Delineate outcomes** – What is hoped to be achieved by solving the dilemma? What would be the ideal outcome and what would be an acceptable outcome? (1 point)
- **Identify available options** – What could the service providers featured in the case study do to improve the situation? Without changing the circumstances in the case study what short term and long term solutions are available? (1 point)
- **Evaluate the pros and cons** – Of all the options for handling the situation, which has the highest likelihood of producing the desired results? What are the pros and cons of each option? (1 point)
- **Choose the best option** – Given the pros and cons of each option, which option should be implemented in this situation and why? (1 point)

Individualized Family Service Plan Development (IFSP) (20 points)

This is an in class group activity where the group will be given a vignette about family with a child who is eligible to receive early intervention services. The students are required to determine the family's resources, priorities, and concerns and then generate long term outcomes (functional goals) and short term goals for the IFSP.

- Based on the information you have about the family list their resources, priorities and concerns related to enhancing the child's development. (5 points)
- Write three long term outcomes (functional goals) for the child and family. This is a statement of what the family would like to see happen as a result of early intervention services. The outcomes may be developmental goals for the child or be related to the family's ability to enhance the child's development. The outcome must be functionally stated, in family terms and measurable. (6 points)
- For each long term outcome write three short term goals. Short term goals are building blocks that lead to the achievement of the long term outcome. These goals should be written from the perspective of what the child should be able to accomplish, should represent an end result, and should be functional and measurable. (9 points)

Article summary and presentation on contemporary practices (10 points)

Due on: 12/1/05

The instructor will give you an article on contemporary practices. You will be required to read the article, summarize the key issues identified in the article (4 points) in a written paper and discuss them in relation to the readings from your textbooks (4 points). You will be required to present this information in class and identify two important questions for discussion (2 points).

Intervention Plan (20 points)

Due on : 12/8/05

Students will design an intervention plan for child and family from the group project IFSP assignment. A one page intervention plan will be written and students will present their intervention plans to the rest of the class.

- Choose one short term goal from the IFSP.
- Identify five natural learning opportunities or daily activities where the intervention plan will be implemented. (5 points)
- Design two activities for the child and family for each of the five natural learning opportunities that will facilitate meeting the short term goal. (10 points)
- Each student will have ten minutes to present their intervention plan. Presentations must be interactive and creative. (5 points)

ASSESSMENT RUBRIC(S)

COURSE
Assignment rubric

Name: _____

Date: _____

	No Evidence 1	Beginning (Limited evidence) 2	Developing (Clear evidence) 3	Accomplished (Clear, convincing, substantial evidence) 4	SCORE
CRITERIA					

Comments: