



College of Education and Human Development

Early Childhood Education Program
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<https://gse.gmu.edu/programs/earlychildhood/>

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ECED 523/EDSE 615

Early Intervention for Infants and Toddlers with Disabilities: Collaborative and Consultative Approaches (3:3:0)

Fall 2011

Thursday, 4:30pm-7:10 pm

Robinson A 243

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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.

Prerequisite: Admission to the Early Childhood Education program or approval of course instructor.

Nature of Course Delivery

The class will have lecture, discussion, group work formats and will require active participation of all students.

Learner Outcomes

This course is designed to enable students to

1. Discuss the social-ecological basis of early intervention.
2. Identify key concepts in infant mental health and the role of early intervention in supporting infant mental health
3. Demonstrate knowledge about families, communities, and developmentally appropriate practices.
4. Describe the cultural contexts of families, including community resources, and its implications for structuring supportive interventions.
5. Learn from families via observations, interview, and other informal evaluation techniques.
6. Analyze key issues and controversies confronting early intervention today.
7. Describe key components of IDEA 2004 (P.L. 108-446), Part C, and discuss implications for state and local implementation.
8. Describe effective service coordination, interagency coordination, and transition from Part C services.
9. Describe integration of children with disabilities with peers who are typically developing.
10. Explain skills needed for consultation with families, therapists, paraprofessionals, and other early childhood educators.

11. Explain the process of preparing, collaborating with, and monitoring paraprofessionals.

Professional Standards

This course is aligned with the standards established by the Council for Exceptional Children (CEC).

Required Texts

Chen, D. (2009). *Early Intervention in Action: Working across disciplines to support infants with multiple disabilities and their families*. Baltimore, MD: Brookes. [ISBN 978-1-55766-995-7.]

Recommended Texts (on reserve in Johnson library)

- *Barrera, I, Corso,R.M. & Macpherson, D. (2003). *Skilled dialogue: Strategies for Responding to Cultural Diversity in Early Childhood*. Baltimore, MD: Brookes.
- *Lynch, E.W. & Hanson, M.J. (2004). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. (3rd edition). Baltimore, MD: Brookes.
- *O'Brien, M. (1997). *Inclusive Child Care for Infants and Toddlers: Meeting individual needs*. Baltimore, MD: Brookes.
- *Pretti-Frontczak, K. & Bricker, D. (2004). *An Activity Based Approach to Early Intervention* (3rd edition). Baltimore, MD: Brookes.

Online Resources– students download and print their own copies

Students are also responsible for reviewing resources and links posted on Blackboard

Shonkoff, J. & Meisels, S.J. (2000). *Handbook of Early Childhood Intervention*. United Kingdom: Cambridge University Press.

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

Shonkoff , J. & Phillips, D.A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press.

<http://www.nap.edu/openbook.php?isbn=0309069882>

IDEA (Individuals with Disabilities Act) 2004 (P.L. 108-446), Part C at

<http://www.copyright.gov/legislation/pl108-446.pdf>

Individualized Family Service Plan (IFSP) form for the State of Virginia

<http://www.infantva.org/pr-IFSP.htm>

National Early Childhood Technical Assistance Center (NEC-TAC)

<http://www.nectac.org/>

Division of Early Childhood (DEC)

<http://www.dec-sped.org/>

Zero to Three

<http://zerotothree.org>

Additional Resources

- Birckmayer, J., Stonehouse, A., & Kennedy, A. (2008). *From Lullabies to Literature: Stories in the Lives of Infants and Toddlers*. Washington, DC: NAEYC. (9781928896524)
- Carlson, V.J., & Harwood, R.L. (2000). Understanding and negotiating cultural differences concerning early developmental competence: The six raisin solution. *Zero to Three Journal*, December 1999-January 2000, 19-24.
- Foley, G.M., & Hochman, J.D. (Eds). (2006). *Mental health in early intervention: Achieving unity in principles and practice*. Baltimore: Paul H. Brookes.
- 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
- Lally, J.R., Griffin, A., Fenichel, E., Segal, M., Szanton, E. S., & Weissbourd, B. (2003). *Caring for infants and toddlers in groups*. Washington D.C: Zero to Three.
- Martin, S. (2003). *See how they grow: Infants and toddlers*. Scarborough, Ontario: Thomson/Nelson.

College of Education and Human Development Expectations and Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University 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 George Mason University Writing Center staff 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/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check

email, surf the web, or communicate with people outside of the class unless part of the class activity.

4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class 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 guide at <http://library.gmu.edu/resources/edu/>. 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.

Grading Criteria

| | | | |
|--------------|--------------|--------------|-------------|
| A = 95 – 100 | A- = 90 – 94 | B+ = 87 – 89 | B = 83 – 86 |
| B- = 80 – 82 | C = 70 – 79 | F = < 70 | |

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

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.

Specific Course Assignments

| Assignments | Due Dates | Points |
|--|----------------|--------|
| Attendance & Participation | Ongoing | 15 |
| Infant Development & Intervention Presentation | Oct 13, 20, 27 | 20 |
| Individualized Family Service Plan | Nov 17 | 20 |
| Infant Toddler Core Competencies Modules | Dec 15 | 10 |
| Cultural Reciprocity / Home Visit Paper | Dec 8 | 35 |
| TOTAL | | 100 |

Assignments

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 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 discussions, activities, and written reflections.

Presentation on Infant Development and Intervention (20 points-small group project)

The purpose of the presentation is to help classmates understand the material covered in the development modules of the Chen text. Students will read and be familiar with all the components of the module they chose for their presentation. Students will make creative use of what they read, of the videos in the module and quiz questions to create activities that extend knowledge about development and connect it to early intervention with infant, toddlers and their families as well as collaboration with family members, related service providers and other professionals.

Individualized Family Service Plan Development (IFSP) (20 points-small group project)

This is an in-class group activity. Students will be given a vignette about a family with a child who is eligible to receive early intervention services. Students will complete a blank IFSP form with all relevant information. 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 students have about the family, they will list their resources, priorities, and concerns related to enhancing the child's development. (4 points)
- Students will write two 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. (4 points)
- For each long-term outcome, students will 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. (12 points)

Infant Toddler Core Competencies Modules (course #103 and course # 104 on <http://www.eitraining.vcu.edu>) (5 points each for a total of 10 points)

The Infant and Toddler Connection of Virginia offers an early intervention certification on five modules that are aligned with the Infant and Toddler Core Competencies for the state of Virginia. For this class, you are required to complete and pass the module on *Service Pathways (course # 103)* and *Practitioner Requirements (course # 104)*. Students will submit a certificate of completion for each module no later than December 15 in order to earn points for this assignment. Students will be required to complete the three 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 internship notebook.

Application of Cultural Reciprocity in Home Visits (35 points-individual project)

Students will apply the four steps of the cultural reciprocity process to conduct a home visit and develop a preliminary plan for a subsequent home visit. Students will conduct at least one home visit for at least one hour with a parent of a child from birth to age 3 years with special needs. Students will try to visit a family whose cultural, ethnic, or racial background is different in some way(s) from their own, and meet with both of the parents (or other caregiving adults) if possible. If the parent prefers not to meet at home, they may choose a setting that is comfortable for them, so long as it is not at the school. The purpose of the visit is to learn about the child and the family's experience, goals, hopes, and dreams for their child and use this information to develop a responsive plan for a subsequent home visit. *Students will keep in mind the four steps of the cultural reciprocity process identified below as they interact with the parents:*

| Cultural Reciprocity Process | |
|---|---|
| Learn about child and family through observation and conversation | What are the family's beliefs and assumptions about the child, about child development and disability? |
| Reflect on your own thoughts and reactions | Reflect on your own values, beliefs, and assumptions. Explore how they are similar or different from that of the parents. |
| Develop a culturally responsive plan | Through discussion and collaboration, determine the most effective way of adapting professional interpretations or recommendations to the value system of this family |
| Explain your perspective / plan to the family | Acknowledge and give explicit respect to any cultural differences identified, and fully explain the cultural basis of the professional explanation |

Some information to acquire from the family through observations and conversations during the home visit(s) includes:

The daily routine:

What is the daily routine of the child?

What are some activities and routines that the child and family enjoy?

What are some activities with which the child/family has difficulty?

Views on the child, child development and disability:

How is the child viewed in the family?

What are the family's goals, hopes and dreams for their child?

What are the family's views on child development i.e. how the child learns and grows?

How does the family explain the child's disability?

How does the family explain the current services the child receives?

Cultural backgrounds and significant events:

How does the family describe their cultural background e.g. religion, race, ethnicity?

Has the family's cultural affiliations influenced their access to services?

What are some significant events in the life of the child or the family members?

Students will write a 9-10 page, double-spaced paper addressing the areas listed below:

- I. Briefly describe the context, participants, and interactions during the home visit. (3 points)
 - a. Where was the meeting, what was the setting like?
 - b. Who was present?
 - c. What were interactions and behaviors like between the individuals present?

- II. Learn about the child and family: What information was gathered about the child and the family? Organize the information under the following headings: (10 points)
 - a. The daily routine

- b. Views on the child, child development and disability, and hopes, dreams, goals for child
 - c. Cultural backgrounds and significant events
- III.** Reflect on your own thoughts and reactions: What did you learn about yourself through the interaction with the family? (7 points)
- a. What were your initial assumptions about the family?
 - b. What were your initial reactions to the family?
 - c. What new information did you learn from the family?
 - d. What did you learn about the services or intervention processes and from the family?
 - e. What are some dilemmas you faced in listening to the family story or in developing a plan for the next home visit?
- IV.** Develop a culturally responsive plan: Based on what you learned from the family what would be the focus of your next home visit? Develop a plan for the next home visit. (10 points)
- a. What learning objectives would you identify?
 - b. How would you use the natural learning opportunities or family routines to work towards the learning objectives?
 - c. What are some activities that the child and family can engage in to address the learning objectives?
- V.** Explain your plan to the family: How would you explain your plan to the family? (5 points)
- a. What are some individual priorities or cultural preferences that you need to consider?
 - b. How will you explain some of the child development principles that guide your thinking?

ECED 523/EDSE 615: Course Schedule and Topics

| Date | Topics | Readings & Assignments Due |
|--------|---|---|
| Sep 1 | Introduction, Syllabus Review, Core Principles of Early Intervention, Components of the Part C System | Chen: Module 9 (p. 5-17) Review IDEA policy website |
| Sep 8 | Concepts and Skills in Family Centered Practice | Chen: Module 1 |
| Sep 15 | Cross-cultural competence / cultural reciprocity | Lynch & Hanson: Chs 2 & 3 |
| Sep 22 | Service Pathway Module | http://www.eitraining.vcu.edu Course # 103 |
| Sep 29 | Linking assessment & goal development (activity-based approach) | Pretti-Frontczak & Bricker: ch 3 (book on reserve) |
| Oct 6 | Providing services in natural environments and family guided routines (activity-based approach) | Pretti-Frontczak & Bricker Ch. 5 |
| | Home Visits in Early Intervention | Chen: Module 2 |
| Oct 13 | Infant Devp & Intervention Presentations | Chen Modules TBA |
| Oct 20 | Infant Devp. & Intervention Presentations | Chen Modules TBA |
| Oct 27 | Infant Devp. & Intervention Presentations | Chen Modules TBA |
| Nov 3 | Practitioner Requirement Module | http://www.eitraining.vcu.edu Course # 104 |
| Nov 10 | Part C services in Virginia – IFSP | Complete IFSP assignment in class |
| Nov 17 | Collaboration & Consultation (Skilled Dialogue with Families) | Barrera & Corso: Ch 4, 5, 6 (book on reserve) IFSP Due |
| Nov 24 | HOLIDAY | |
| Dec 1 | Inclusive practice: Early Head Start, Community Placements | O'Brien: Ch 2 |
| Dec 8 | Transition from Part C to Part B Dilemmas in Working Closely With Young Children and Their Families | CONNECT Module (see link on blackboard) Cultural Reciprocity/Home Visit paper due |
| Dec 15 | Exam Day | Certificates of Completion Due |

**Course schedule subject to change based on class needs at discretion of professor.*