ECED 523.001
Early Intervention for Infants and Toddlers with Disabilities:
Collaborative and Consultative Approaches (3:3:0
Fall 2014
Wednesday 7:20pm - 10:00pm
Thompson Building, Room 2021

Instructor: Deborah W. Stone, Ph.D.
Telephone:
Email: dstone10@gmu.edu
Office hours: By appointment

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
This course utilizes a distributed learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, student individual and group presentations, collaborative student work in small groups in class and in on-line discussion groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and discussion related to the learning activities.

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 and Readings
Pletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook: Essential practices for quality services.* Baltimore, MD: Brookes Publishing Co. 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 Publishing Co. 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 Publishing Co. 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 Publishing Co. ISBN 978-159857-164-6

Pretti-Frontczak, K., & Bricker, D. (2004). *An activity based approach to early intervention* (3rd ed.). Baltimore, MD: Brookes Publishing Co. 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 Publishing Co. 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

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- Counseling and Psychological Services – 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/].
- Office of Disability Services – 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 http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Professional Dispositions

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

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.

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.

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

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. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an

emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time. 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 prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. *Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.*

Written Assignments

All formal written assignments will be evaluated for content <u>and</u> 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://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.

Grading Criteria

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

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.

Submission of Performance-Based Assessment
Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, CAEP 7: *Home Visit Intervention, Resource, and Collaboration Plan*, to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

ECED 523 Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Infant Toddler Core Competencies Modules – Certificates of Completion for Courses 3 and 4	Sept 10	10
Infant Development Wiki	Oct 1	15
Home Visit Reflection	Oct 22	15
Individualized Family Service Plan (IFSP) Development	Nov 12	15
Home Visit Intervention and Collaboration Plan	Dec 3	30
TOTAL		100

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 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 evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) not using laptops and other electronic devices during class time except as approved to support learning within the current class activity, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates on-line and face-to face.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, assignments, and written reflections.

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

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, you 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 Wiki (15 points, Small Group Project)
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 be assigned to small groups to summarize typical development in one developmental domain (cognitive, language, gross motor, fine motor, or social-emotional) for birth to three year olds. Small groups will collaboratively prepare a wiki on BB, with resources, that describes:

a) Typical characteristics and skills in the assigned domain (cognitive, language, gross motor, fine motor, or social-emotional), and

b) A disability, disorder, or syndrome that impacts the domain, including atypical developmental characteristics.

Each group must address the following developmental ranges:

- Birth to 3 months
- 4 to 6 months
- 7 to 12 months
- 13 to 18 months
- 19 to 24 months
- 25 to 30 months
- 31 to 36 months

Students are encouraged to use recommended readings and online resources to support this work, remembering that they must list <u>all</u> supporting references in APA format in the wiki.

Home Visit Reflection (15 points)
The purpose of this assignment is to provide students with an opportunity 1) to conduct a home visit with a child with special needs, and 2) to apply the cultural reciprocity process to reflect on the experience. *Information collected for this assignment will be used to complete the final assignment, a culturally responsive intervention plan for a subsequent home visit.*

Students will conduct at least one 1-hour home visit with a parent of a child, birth to age three, with special needs. The purpose of the visit is to learn about the child, to learn about the family's experience, goals, hopes, and dreams for their child, and to use collected information to develop a culturally responsive intervention plan for a subsequent home visit. Students will aim to visit a family whose cultural, ethnic, or racial background is different in some way(s) from their own, and meet with parents (or caregiving adults). If parents prefer not to meet at home, students might suggest another setting that is comfortable, so long as it is not at the child's school. Students may conduct home visit in pairs, if the family agrees.

Students will keep in mind the four steps of the cultural reciprocity process as they learn about the child and family on the home visit:

Cultural Reciprocity Process	
Learn about child and family through observation and conversation	What are the family's values, 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 family.
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.

Students should gather the following information during the home visit and summarize it in an 8-10 page, double-spaced paper that includes the following:
1) Context, Participants, and Interactions
    a. Where was the meeting? Describe the setting.
    b. Who was present? Describe the relationship of each individual to the child and/or family.
    c. Describe the behaviors and interactions between the individuals present.
2) Family Values, Beliefs, and Assumptions
    a. Family's cultural background and significant events.
    b. How does the family describe their cultural background (e.g., religion, race, ethnicity)?
    c. What are some significant events in the life of the child or the family members?
3) Child Daily's Routine
    a. What is the child's typical daily routine?
    b. What are some activities that the child and family enjoy?
    c. What are some activities with which the child/family has difficulty?
    d. What materials and toys are available and accessible to the child?
    e. What other individuals does the child interact with and where?
4) Family's Views On the Child, Early Development, and Disability
    a. How is the child viewed in the family?
    b. What are the family's goals, hopes, and dreams for their child?
    c. What are the family's views on early development (e.g., how the child learns and grows)?
    d. How does the family explain the child's special needs, delays, or disability?
    e. How does the family explain the current services the child receives?
    f. Has the family's cultural affiliations influenced their access to services?
5) Student Values, Beliefs, Assumptions
    a. Describe your cultural background.
    b. Describe significant events in your life that influence your perspective.
    c. Describe your impression of the child's role in the family.

        d.   What are your expectations for this child and how are they shaped by your knowledge of early development and early intervention?

6) Reactions
    a.   What were your initial assumptions about the family, the child, and the child's special needs?
    b.   What were your initial reactions to the family, the child, and the child's special needs?
    c.   How did you reconcile differing assumptions and reactions?
    d.   What are some dilemmas you faced in listening to the family story?
    e.   What information from this home visit will you use to develop a culturally responsive intervention plan and why?
    f.   Based on what you learned, list potential 2 functional learning outcomes for the next home visit.

Individualized Family Service Plan (IFSP) Development (15 points, Small Group Project)
This is a two-part assignment that will be completed in assigned small groups in class. 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.

Part1: 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 functional outcomes (based on the OSEP child and family outcomes), 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. (3 points)
- Students will write two long-term functional outcomes 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 written, in family-friendly language, and measurable. (3 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. (4 points)

Part 2: Students will develop an intervention activity/strategy collaboratively for one IFSP goal that may be implemented in the case study child's natural environment. (5 points)
- List the IFSP goal.
- Describe the intervention activity/strategy.
- Describe how natural learning opportunities or family routines will be used to support the intervention activity/strategy.
- Describe how you will know that the child or family makes progress.

Performance Based Assessment: Home Visit Intervention and Collaboration Plan (30 points)
This is the CAEP 7 Assessment that shows evidence of meeting CEC Standards. This assignment must be submitted on TaskStream. *See the assignment description and scoring rubric provided in the module.*

ECED 523: Course Schedule and Topics*

Class	Date	Topics	Readings** and Assignments Due
		Foundational Knowledge: Early Intervention Process	
1	Aug 27	Introduction and Syllabus Self-Assessment What is IDEA Part C: Early Intervention?	Pletcher & Cook, Foreword, Ch 1 Ensher & Clark, Ch 1
2	Sept 3	Early Intervention Policies and Principles Review Infant Development Wiki Assignment; identify small groups	Pletcher & Cook, Ch 2, 3
3	Sept 10	**NO CLASS** Complete Service Pathway Module Complete Practitioner Requirements Module	**DUE: Infant Toddler Modules** **Course # 3** http://www.eitraining.vcu.edu **Course # 4** http://www.eitraining.vcu.edu
4	Sept 17	Early Intervention Process Part C Child and Family Outcomes Natural Environments	Pletcher & Cook, Ch 4
5	Sept 24	Evaluation and Assessment: Developing the Individualized Family Service Plan (IFSP) Review Home Visit Reflection and Home Visit Intervention Plan Assignments	Pletcher & Cook, Ch 5

Schedule subject to change based on class needs and at discretion of the instructor.
*** Additional readings may be added*

Class	Date	Topics*	Readings** and Assignments Due
		Planning for Individual Differences	
6	Oct 1	Early Development Infant Mental Health Models of Service Delivery	**DUE: Infant Development Wiki** CSEFEL article
7	Oct 8	Diversity, Cross-Cultural Competence, and Cultural Reciprocity	Ensher & Clark, Ch's 4, 6,
8	Oct 15	Special Issues and Addressing Crises • Ongoing Special Needs • Siblings • Abuse and Neglect • Family Loss • Homelessness	Group 1: Ensher & Clark, Ch 8 Group 2: Ensher & Clark, Ch 9 Group 3: Ensher & Clark, Ch 10 Group 4: Ensher & Clark, Ch 11 Group 5: Ensher & Clark, Ch 12
8	Oct 22	**NO CLASS**	**DUE: Home Visit Reflection**

Schedule subject to change based on class needs and at discretion of the instructor.
** Additional readings may be added.

Class	Date	Topics*	Readings** and Assignments Due
*Collaborative Practices*			
9	Oct 29	Collaboration & Consultation: Concepts and Skills in Family Centered Practice and Teamwork Readiness to Change Review Case Study	Ensher & Clark, Ch's 2, 3, 5 Recommended: Peterson, pp. 43-56 only Barrera & Corso, Ch's 4, 5, 6
10	Nov 5	IFSP Development IFSP Implementation IFSP Case Study Work	Pletcher & Cook, Ch 6, 7
11	Nov 12	IFSP Implementation, cont'd Transition Planning	**DUE: IFSP** Pletcher & Cook, Ch 7 Pletcher & Cook, Ch 8
13	Nov 19	Partners in Care Working with Paraprofessionals	Ensher & Clark, Ch's 13, 14
14	Nov 26	**NO CLASS** – Thanksgiving Break	
15	Dec 3	Course Wrap Up Final Course Evaluation	**DUE: Home Visit Intervention, Resource, and Collaboration Plan to TaskStream by 11:59 PM EST**

Schedule subject to change based on class needs and at discretion of the instructor.
*** Additional readings may be added.*

Early Childhood Education
CAEP ECSE Assessment 7
Home Visit Intervention and Collaboration Plan

Early Childhood Special Education CAEP Assessment 7 is the Home Visit Intervention and Collaboration Plan in ECED 523 Early Intervention for Infants and Toddlers with Disabilities: Collaborative and Consultative Approaches. This assessment shows evidence of meeting components of CEC Initial Standard Elements 2.3, 3.1, and 7.2.

Assessment Overview

This assessment is an opportunity for candidates to use and apply information gathered in a prior assignment (Home Visit Reflection) to develop a culturally responsive intervention plan for a subsequent home visit. The intervention plan should be implemented in the child's natural environment in the context of natural learning opportunities or family routines. Candidates will do the following:
- Describe two or more strategies to safely and appropriately intervene with a child in a time of crisis.
- Design an intervention plan for a child with exceptionalities to implement during a home visit.
- Develop a collaboration plan for implementing the intervention plan.

CEC Standards Assessed

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

Assessment Procedures

Candidates will follow the steps below to develop a culturally responsive intervention plan that includes a plan to intervene with the child in a time of crisis, instructional activities to be implemented during a home visit, and a collaboration plan.

Step One: Candidates will review their Home Visit Reflection assignment and will describe two or more strategies to safely and appropriately intervene with the child in a time of crisis. They will support their plan with information from readings, class discussions, and other appropriate materials.

Step Two: Candidates will use what they learned in their home visits to develop a detailed **plan** that will include the following:

Functional learning outcomes. Candidates will list two functional learning outcomes that reflect family priorities.

Natural environment. Candidates will provide a description of the natural environment in which the plan will occur.

Resources. Candidates will provide a description of developmentally appropriate materials and resources in the child's environment to be utilized in the plan.

Implementation plan. Candidates will develop a detailed and developmentally appropriate instructional activity / strategy that addresses the functional learning outcomes and includes the following:
   a. A description of the instructional activity and strategy, including relevance to functional learning outcomes
   b. Procedures for implementing the instructional activity / strategy
   c. Adaptations and/or accommodations, including assistive technology
   d. Strategies to measure the child's progress for each outcome, including a timeline
   e. References to information from readings, class discussions, and other appropriate materials

Step Three: Candidates will develop a research-driven **collaboration plan** that includes the following:
   a. The candidate's philosophy of collaboration
   b. A proposed team, including the following:
        i. A list of individuals, including family members, to serve on the collaborative team
       ii. A description of roles and responsibilities for each team member
   c. Team support strategies, including the following:
        i. Strategies to engage specialists and/or paraprofessionals in supporting the plan
       ii. Strategies to refocus or redirect team members who drift from the plan
      iii. Strategies to engage the family in implementing the plan
   d. A discussion about how the team leader will provide continuous support to the team, including the following:
        i. Strategies to acquire more information or resources for colleagues
       ii. Strategies to connect families with system and community resources
   e. References to information from readings, class discussions, and other appropriate materials

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Special Education CAEP ASSESSMENT 7				
CEC 2.3 Know how to intervene safely and appropriately with individuals with exceptionalities in crisis	Provided in-depth description of two or more concrete strategies to intervene safely and appropriately with an individual with exceptionalities if a crisis occurs during the implementation of the instructional plan AND Supported strategies with multiple references directly linked to information from readings, class discussions, and other appropriate materials	Provided a description of two or more concrete strategies to intervene safely and appropriately with an individual with exceptionalities if a crisis occurs during the implementation of the instructional plan AND Supported strategies with references to information from readings, class discussions, and other appropriate materials	Provided a brief description of one or two concrete strategies to intervene safely and appropriately with an individual with exceptionalities if a crisis occurs during the implementation of the instructional plan AND/OR Supported strategies with information from readings, class discussions, and other appropriate materials	Did not provide strategies to intervene safely and appropriately
CEC 3.1 Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities	Provided a detailed instructional plan that included the following: Two or more appropriate functional outcomes closely linked to family priorities AND A description of the natural environment in which the activity will take place AND A description of developmentally appropriate materials and resources in the natural environment that promote child learning and	Provided an instructional plan that included the following: Two or more appropriate functional outcomes that are based on family priorities AND A description of the natural environment in which the activity will take place AND A description of developmentally appropriate materials and resources in the natural environment that promote child learning and	Provided an instructional plan, including the following: One or more functional outcomes that are based on family priorities AND/OR A description of the natural environment in which the activity will take place AND/OR A description of materials and resources in the natural environment that promote child learning and development for each functional outcome	Did not provide an instructional plan

	development for each functional outcome AND An instructional activity that addresses all functional outcomes AND Adaptations and accommodations, including assistive technology AND Two or more strategies for measuring the child's developmental and learning progress toward each functional outcome AND Multiple references directly linked to information from readings, class discussions, and other appropriate materials that support each aspect of the plan	development for each functional outcome AND An intervention activity that addresses all functional outcomes AND Adaptations and accommodations, including assistive technology AND Two or more strategies for measuring the child's developmental and learning progress toward each functional outcome AND References linked to information from readings, class discussions, and other appropriate materials that support each aspect of the plan	AND/OR An intervention activity that addresses the functional outcomes AND/OR Adaptations and accommodations, including assistive technology AND/OR One or more strategies for measuring the child's developmental and learning progress toward each functional outcome AND/OR References to information from readings, class discussions, and other appropriate materials that support each aspect of the plan	
CEC 7.2 Serve as a collaborative resource to colleagues	Provided a detailed discussion of the following components of a collaboration plan: A philosophy of collaboration that is supported by more than two theories AND A description of the roles and responsibilities of each team member AND Two or more research-based strategies to engage colleagues in implementing the intervention plan AND Two or more research-based	Provided an accurate discussion of the following: A philosophy of collaboration that is supported by at least two theories AND At least two research-based strategies to engage colleagues in implementing the intervention plan AND At least two research-based strategies to continuously support colleague knowledge and practice AND At least two	Two or more functional outcomes that are based on family priorities	Response is missing accurate descriptions of the following: A philosophy of collaboration that is supported by one theory AND At least one research-based strategy to engage colleagues in implementing the intervention plan AND At least one research-based strategy to continuously support colleague knowledge and practice AND At least one strategy to acquire resources

	strategies to continuously support colleague knowledge and practice AND Two or more strategies to acquire resources to support colleague knowledge and practice	strategies to acquire resources to support colleague knowledge and practice		to support colleague knowledge and practice