

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

ECED 523.003/600 Early Intervention for Infants & Toddlers with Disabilities:
Collaborative & Consultative Approaches
3 Credits, Fall 2019
NET 8/26 – 10/12
Thursdays/ 5:00 – 7:40 pm
Class Meetings: 8/29, 9/5, 9/12, 9/19, 9/26, 10/3, 10/10
Fairfax High School Room TBD

Faculty

Name: Christan Coogle, PhD
Office Hours: By Appointment
Office Location: Thompson Hall 1252, Fairfax Campus
Office Phone: 703-993-2377
Email Address: ccoogle@gmu.edu

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 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. Identify skills needed for consultation, case management, collaboration, coaching, mentoring, and co-teaching with families, educators, related service providers, and other human service professionals to support infant toddler access to and participation in natural, inclusive, least restrictive environments.
2. Explain how identified skills are applied for effective service coordination; interagency coordination; training, managing, and monitoring paraprofessionals; and facilitating transition of infants, toddlers, and their families from Part C services.
3. Discuss current key issues and controversies confronting early intervention programs and services.
4. Describe key components of IDEA 2004 (P.L. 108-446), Part C, and current regulations and procedures for early intervention service eligibility, Individualized Family Service Plan (IFSP) development, and transition planning.

5. Demonstrate knowledge of theories, including adult learning theory, and techniques of family-centered intervention that consider cultural and linguistic influences, family dynamics, and complex human issues.
6. Learn from families using formal and informal assessments, such as family observations and family interviews, to monitor progress.
7. Develop an IFSP, based on family needs and priorities as well as authentic assessment results, that includes functional outcomes and identifies service delivery to support success and functionality in all settings where same-age, typically developing peers would be located.
8. Create an intervention plan to support IFSP outcomes that integrates developmentally appropriate and routines-based intervention techniques in the areas of self-help, motor, cognitive, social emotional, and language and identifies methods for progress monitoring for growth compared to same-age, typically developing peers.
9. Describe approaches to coaching families to practice IFSP outcomes based on family priorities and individual child needs in identified developmental areas in order to enhance access and participation.
10. Discuss strategies for coaching parents and other education and care providers to support social and emotional skill development that assists with behavior management that is appropriate to the age of the child in his/her natural environment.
11. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field and in interactions with classmates, the instructor, and others.
12. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

Upon completion of this course, students will have met the following professional standards:

Virginia Early Childhood Special Education Endorsement Competencies

Consultation and Collaboration
 Assessment Techniques
 Family-Centered Intervention
 Instructional Programs for Early Intervention

CEC Standard Elements

CEC 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

CEC 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of

special education services.

Required Texts

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615
- Pletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook: Essential practices for quality services*. Baltimore, MD: Brookes. ISBN: 9781598572247
- Center for Social Emotional Foundations on Early Learning [CSEFEL] (n. d.). *Research synthesis: Infant mental health and early care and education providers*. Retrieved from http://csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf
- Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://www.dec-spced.org/recommendedpractices>

Recommended Texts

- Crawford, M. J., & Weber B. (2013). *Early intervention every day!* Baltimore, MD: Brookes Publishing. ISBN: 9781598572766
- Johnson, J. A., Rahn, N. L., & Bricker, D. (2015). *An activity-based approach to early intervention, fourth edition*. Baltimore, MD: Paul H. Brookes Publishing. ISBN: 9781598578010
- McWilliam, R. A. (2010). *Routines-based early intervention*. Baltimore, MD: Paul H. Brookes Publishing. ISBN: 9781598570625.

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-spced.org/>
- Early Childhood Technical Assistance Center (ECTA): <http://ectacenter.org/>
- Center for Parent Information and Resources: <http://www.parentcenterhub.org/>
- Individuals with Disabilities Education Act (IDEA, 2004), Part C at <http://idea.ed.gov/part-c/search/new.html> 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	25
Virginia Early Intervention Certificate Courses – Initial Certification		15
Module 1	Sept 5	
Module 2	Sept 12	
Module 3	Sept 19	
Module 4	Sept 26	

Module 5 Module 6	Oct 3 Oct 10	
Home Visit Reflection		25
Part 1	Sept 12	10
Part 2	Oct 10	15
Research Summary	Sept 19	10
Individualized Family Service Plan (IFSP) and Intervention		25
Part 1: IFSP	Sept 26	10
Part 2: Intervention Plan	Oct 3	15
Final upload to Tk20	Oct 10	
TOTAL		100

- **Assignments and/or Examinations**

Virginia Early Intervention Certificate Courses – Initial Certification (15 points) on <http://veipd.org/elearn/course/index.php?categoryid=14>

The Virginia Early Intervention Professional Development Center offers an initial early intervention certification through five modules that are aligned with the Infant and Toddler Core Competencies for the Commonwealth. For this course, students are required to complete and pass the Initial Certification program, including Module 1 - Overview: Mission and Key Principles of Early Intervention, Module 2 – The Early Intervention Process, Module 3 – Effective Practices for Implementing Early Intervention, Module 4 – Responsibilities of Early Intervention Practitioners, Module 5 – Child Development, and Module 6 – Authentic Assessment. Students must submit a certificate of completion for each module to earn points for this assignment. Students will need these certificates during internship. It is the student’s responsibility to keep all certificates of completion to submit with the infant-toddler internship documentation.

Home Visit Reflection (25 points)

The purpose of this assignment is to (a) develop skills for collaboration and family-centered intervention, (b) learn from families via observations and interview by conducting a home visit, and (c) apply the cultural reciprocity process to reflect on the experience.

Part One (10 points)

Students will review resources on cultural reciprocity, effective collaboration, adult learning, and family guided routines-based intervention and use those resources to do the following:

1. Create a letter/email to a family to request a home visit that explains the purpose of the visit and what the family can expect during the visit;
2. Identify initial assumptions about the family being interviewed, the child, and the child’s special needs and describe how the student’s own cultural background and significant life events influence their assumptions about other families and children with special needs;
3. Develop questions to guide the interview during the home visit and a data sheet or chart to record observations of required information to complete Part 2 of the assignment; and

4. Create a plan that describes how the student will apply collaboration skills that integrate cultural reciprocity during the interview and observation.

Students will write a three- to four-page paper, using correct written conventions, covering the above points. Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include an APA-formatted reference list.

Part Two (15 points)

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, family-centered 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, 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 a 6- to 8-page, double-spaced paper that includes the following:

Context, Participants, and Interactions

Describe the setting. Who was present? Describe the relationship of each individual to the child and/or family.

Family Values, Beliefs, and Assumptions

Family's cultural background and significant events. How does the family describe their cultural background (e.g., religion, race, ethnicity)? What are some significant events in the life of the child or the family members?

Child Daily's Routine

What is the child's typical daily routine? What are some activities that the child and family enjoy? What are some activities with which the child/family has difficulty? What materials and toys are available and accessible to the child? What other individuals does the child interact with and where?

Family's Views on the Child, Early Development, and Disability

What are the family's goals, hopes, and dreams for their child? How does the family explain the child's special needs, delays, or disability? How does the family explain the current services the child receives? Has the family's cultural affiliations influenced their access to services?

Student Values, Beliefs, and Assumptions

Refer to your previously identified initial assumptions (in Part 1) and discuss how those assumptions affected the interview, and how your perspective has changed after interviewing this family. What are your expectations for this child and how are they shaped by your knowledge of early development and early intervention?

Reactions

What were your initial reactions to the family, the child, and the child's special needs? How did you reconcile differing assumptions and reactions? What are some dilemmas you faced in listening to the family story? What information from this home visit will you use to develop a culturally responsive intervention plan and why?

Intervention Plan

Based on the information you collected through the interview and observation process, briefly describe the family-centered intervention approach you will use and the initial area of focus for the next home visit.

Research Summary (10 points)

Students will research and summarize three articles from peer-reviewed journals focused on family-centered, routines-based intervention strategies in natural settings; coaching families; working with culturally diverse families; or another topic of interest that surfaced as you interviewed a family for the home visit assignment (e.g., trauma-informed care, neonatal abstinence syndrome, specific disabilities, etc.). Submit your topic to the instructor for approval before extensive research occurs. Students will also review the [DEC Recommended Practices](#) and highlight practices that are represented or can be integrated within the information found. Students will choose an option to summarize and share the information gathered, such as a written paper, an infographic, a PowerPoint or Prezi, a video, or other method approved by the

instructor. Students will be sure to summarize information and draw connections with DEC Recommended Practices. Students will keep in mind that a PowerPoint or Prezi should be highly visual with minimal amount of words on a slide, so they should consider recording themselves using Kaltura Capture on Blackboard or Screencast-O-Matic or, at a minimum, include the relevant written information in the notes sections of slides. Students must include a reference list in APA format.

Individualized Family Service Plan (IFSP) and Intervention (25 points)

This Key Assessment 10 Individualized Family Service Plan (IFSP) and Intervention Plan shows evidence of meeting CEC Standard Elements 4.2 and 6.3. This assignment must be submitted to Tk20 through Blackboard for a final grade to be recorded. The assessment description and scoring rubric are attached.

- **Other Requirements**

Attendance and Participation (25 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- 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 (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

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 website 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

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

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

Date	Topics	Assignments & Readings Due
<p>Week 1: Aug 29</p>	<p>Introductions Syllabus and Assignments Introduction to Early Intervention</p> <p>Key Components and Current Regulations</p> <ul style="list-style-type: none"> • Reviewing Legislation • IDEA • Part C • IFSP development • Facilitating transition <p>Early Intervention Policies Principles</p> <ul style="list-style-type: none"> • Effective service coordination • Interagency coordination 	<p>Pletcher & Younggren, Forward, Introduction, Chapters 1, 2, 3</p> <p>Journal article: Early Childhood Intervention: A Promise to Children and Families for their Future (see Bb)</p> <p>NAEYC Developmentally Appropriate Practice Position Statement (see Bb)</p>

Date	Topics	Assignments & Readings Due
	<ul style="list-style-type: none"> • Training, managing, and monitoring paraprofessionals 	
Week 2: Sept 5	<p>Theories and Techniques of Family-Centered Intervention</p> <ul style="list-style-type: none"> • Family systems theory • Ecological theory • Cultural reciprocity process • Family dynamics • Family and community resources <p>Consultation and Collaboration</p> <ul style="list-style-type: none"> • Skills and strategies • Case management • Coaching • Mentoring • Co-teaching 	<p>Pletcher & Younggren, Chapters 2, 3</p> <p>Journal Article: Parent Perspectives of Participation in Home and Community Activities When Receiving Part C Early Intervention Service article (see Bb)</p> <p>Due to Bb – ITC Core Competencies Module 1</p>
Week 3: Sept 12	<p>Early Intervention Process and Components</p> <p>Referral and Intake</p> <ul style="list-style-type: none"> • Gathering information from families • Observation of families and children • Interview techniques with families • Informal assessment <p>Assessment and Evaluation</p> <ul style="list-style-type: none"> • Review of child development domains and assessment • Self-regulation, behavior, and child guidance for infants and toddlers • Consultation and collaboration in assessment 	<p>Pletcher & Younggren, Chapters 4, 5</p> <p><u>Recommended</u> ITC Practice Manual</p> <p>Due to Bb – ITC Core Competencies Module 2</p> <p>Due to Bb – Home Visit Reflection Part One</p>
Week 4 Sept 19	<p>Eligibility</p> <p>IFSP</p> <ul style="list-style-type: none"> • Components • Functional outcomes • Short-term goals 	<p>Pletcher & Younggren, Chapter 6</p> <p><u>Recommended</u> ITC Practice Manual</p> <p>Due to Bb – ITC Core Competencies Module 3</p> <p>Due to Bb-Research Summary</p>
Week 5 Sept 26	<p>Service Delivery</p> <ul style="list-style-type: none"> • Support success and functionality 	<p>Pletcher & Younggren, Chapter 7</p>

Date	Topics	Assignments & Readings Due
	<ul style="list-style-type: none"> • Natural environments • Inclusive environments with typically developing peers • Least restrictive environments <p>Service Delivery</p> <ul style="list-style-type: none"> • Coaching • Routines-based interventions • Embedded interventions <p>Consultation and collaboration among service providers</p>	<p>Journal Article: Using Routines-Based Intervention in Early Childhood Special Education (see Bb)</p> <p>Due to Bb – ITC Core Competencies Module 4</p> <p>Due to Bb – IFSP Part 1</p>
<p>Week 6 Oct 3</p>	<p>Not meeting face-to-face due to DEC Conference</p> <p>Intervention Plan</p> <ul style="list-style-type: none"> • Support IFSP outcomes • Developmentally appropriate intervention techniques • Progress monitoring <p>Coaching</p> <ul style="list-style-type: none"> • Strategies • Support social emotional development <p>Address behavior management within the natural environment</p>	<p>Pletcher & Younggren, Chapter 7</p> <p>Odom et al. (2011) Article (see Bb)</p> <p>Journal Article: A Case for Family Coaching in Early Intervention (See Bb)</p> <p>Due to Bb – ITC Core Competencies Module 5</p> <p>Due to Bb – IFSP Part 2</p>
<p>Week 7 Oct 10</p>	<p>Transition</p> <ul style="list-style-type: none"> • Options • Interagency coordination • Indicator 7 <p>Current Key Issues in Early Intervention Systemic Issues Facing EI Today</p>	<p>Pletcher & Younggren, Chapters 8, 9, 10</p> <p>Due to Bb – ITC Core Competencies Module 6</p> <p>Due to Bb – Home Visit Reflection Two</p> <p>Due to Bb – Final upload of Individualized Family Service Plan (IFSP) and Intervention to Tk20</p>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <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://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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