

SPED 538: Early Intervention Practices (3 credits)

Instructor:

Email:

Office Hours:

Class Day/Time:

Class Location:

CONCEPTUAL FRAMEWORK

Michael D. Eisner College of Education, California State University, Northridge
(Approved May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Important Notice: The department office cannot take messages for professors. If you need to contact me, please email me directly. I will try my best to get back to you within 24 hours of receiving your message. I am rarely online during weekends due to other commitments. Do your best to plan the timing of your questions accordingly. All official communication will be by e-mail to your CSUN email account.

Students with Disabilities

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

Course Description

Prerequisites or Corequisites: SPED 402, SPED 404, SPED 500, SPED 520EC, SPED 532, SPED 535, SPED 536, SPED 537. Corequisite: SPED 578EC or taken the semester immediately before SPED 578EC. The purpose of this course is to provide students with knowledge and skills to support the growth, development, and learning of infants and toddlers with Individualized Family Service Plans (IFSPs). Course content focuses on philosophies and recommended and evidence-based practices in the field of early intervention, developmentally appropriate practices, team models, service delivery approaches, transitions to different learning settings, and strategies to promote collaboration with families and other members of the educational team. Modeling and coaching strategies with families will also be discussed and practiced.

Course Objectives:

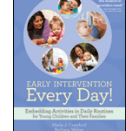




Upon completion of this course, participants will be able to:

1. Identify state eligibility requirements for early intervention services and describe components of an individualized family service plan (IFSP).
2. Describe the roles and responsibilities of the early childhood special educator (including working with caregivers, assessing infants and toddlers, facilitating intervention activities, and monitoring child progress) and other team members, including the service coordinator, in early intervention interdisciplinary and transdisciplinary models.
3. Demonstrate an understanding of different patterns of parent-infant interaction and attachment and their impact on child outcomes.
4. Develop home visiting plans using recommended practices including routines-based intervention, modeling strategies, coaching caregivers, and providing information and other supports.
5. Demonstrate the ability to integrate strategies and techniques from other disciplines into an intervention plan.
6. Distinguish the purpose and functions of home-based and center-based models of service delivery in early intervention.
7. Use the *California Infant/Toddler Learning & Developmental Foundations* and the *Early Start Personnel Manual* to guide the planning of developmentally appropriate activities that meet an individual infant or toddler's learning needs.
8. Demonstrate knowledge of effective communication strategies that are culturally and linguistically appropriate to promote collaboration with families and other team members through coaching and modeling to support individualized intervention for young children



with disabilities.

- Facilitate effective collaborative transitions across a variety of environments (e.g., home, school, community, hospital) and people (e.g., family, service providers, peers, community) to support young children’s learning progress.

Required Texts

	<p>Crawford, M.J., & Weber, B. (2014). <i>Early intervention every day! Embedding activities in daily routines for young children and their families</i>. Baltimore: Brookes Publishing.</p>
	<p>California Department of Education, West ED Center for Child and Family Studies (2009). <i>California Infant/Toddler Learning & Development Foundations</i>. Sacramento: CDE. Retrieved from http://www.cde.ca.gov/sp/cd/re/itfoundations.asp</p>
	<p>California Department of Developmental Services (2010). <i>Early Start Personnel Manual: A Guide for Planning and Implementing Professional Development in Support of Early Intervention Services</i>. Retrieved from https://www.ceitan-earlystart.org/wp-content/uploads/EarlyStartPersonnelManual.pdf</p>
	<p>California Department of Education (2001). <i>Handbook on developing family service plans and individualized education programs in early childhood special education</i>. Sacramento: Special Education Division, California Department of Education. Retrieved from http://www.seedsofpartnership.org/pdf/developing.pdf</p>
	<p>Other required readings will be posted on Canvas.</p>

Recommended Texts

	<p>Keilty, B. (2016). <i>The early intervention guidebook for families and professionals: Partnering for success. Second Edition</i>. New York: Teachers College Press.</p>
	<p>Copple, C., Bredekamp, S., Koralek, D., & Charner, K. (2013). <i>Developmentally appropriate practice: Focus on infants and toddlers</i>. Washington, DC: National Association for the Education of Young Children.</p>

Simulator Voucher: This course will have a SIMPACT simulation activity. Students will need to buy a voucher at the bookstore for \$25 for the simulation exercise, and turn it in prior to the simulation.

To buy a voucher: <https://www.bkstr.com/csunorthridgestore/shop/textbooks-and-course-materials>

Select: Department: EDUC Author: SIMPACT
 Course: 999 Title: SIMPACT Simulation Voucher
 Section: 1

information can be found at <http://catalog.csun.edu/policies/student-conduct-code/>. Plagiarism and cheating will not be tolerated. It is not the role of the instructor to judge the intent behind copied work or other dishonest conduct but only to report it to the University. If you are not clear on what constitutes plagiarism, see this resource from the Oviatt Library: <https://libguides.csun.edu/journalism/plagiarism>

People-First Language: Please use People-First (or Person-First) Language in your speaking and writing. Examples of people-first language are “child with a disability” instead of “disabled child”; “child with autism” instead of “autistic child”; “child with language impairments” instead of “language-delayed child”; “child who has an intellectual disability” instead of “mentally retarded child.” For more information, please see the following website: <https://www.cdc.gov/ncbddd/disabilityandhealth/materials/factsheets/fs-communicating-with-people.html>

Course Requirements

Developmentally Appropriate Practices Activities & Adaptations	10
Learning Activity Plan and Presentation	15
Modeling and Coaching Simulation Reflection	10
Family Guided Routines-Based Intervention Plan	20
Final Project: Home Visit and Playgroup Plans	30
Attendance/Participation	15
Total Possible Points	100

Grading

It is important that each student set professional goals for achievement, and pursue reading, and assignments with his/her professional development as the focus. However, this class is graded per Department of Special Education policy.

A	96-100	Outstanding: Performance indicates high level of competency attainment, and demonstration
A-	90-95.9	
B+	88-89.9	
B	82-87.9	
B-	80-81.9	Very good: Performance surpasses a basic level of competency attainment, and demonstration
C+	78-79.9	
C	72-77.9	
Note: The ECSE program requires that candidates obtain a grade of C or better in each course and maintain an overall GPA of 3.0		
C-	70-71.9	Below average: Performance meets attainment of some competencies
D+	68-69.9	
D	62-67.9	
D-	60-61.9	
F	≤ 60	Fail

Assignments

Read the assigned readings by when the topic will be discussed in class. Reflect on the information discussed. Note key points that will be useful in your professional role and questions or concerns that the readings raised. Share these ideas and questions in class.

Assignment #1: Developmentally Appropriate Practices

ECSE: 1.1, 1.2, 1.3, 1.4, 1.8, 4.1

Students will create a reference guide for future professional use on developmental milestones for infants and toddlers, birth to three years of age and identify safety and cautions, signs for concerns, and strategies/adaptations &/or suggestions for promoting skills in each of the developmental domains.

- View the videos and information on the website: <http://helpmegrowmn.org/HMG/DevelopMilestone/index.html> about early developmental milestones at each of the following ages: Newborn, 1 month, 2 months, 4 months, 6 months, 9 months, 12 months, 2 year, and 3 years.
- Report on each age's milestones/skills for the cognitive, social/emotional, communication, and motor developmental domain areas, safety and cautions, signs for concerns, and strategies/adaptations &/or suggestions for caregivers of young children with developmental delays to promote those skills.

Assignment #2: Learning Activity Plan and Presentation

ECSE: 1.4, 1.5, 1.7, 3.8, 4.2

ECSE: 1.1, 1.2, 1.3, 1.8, 3.1, 3.2, 3.3, 3.4, 4.3, 4.9

Students will develop and present a learning activity plan within a routine for a child who is between 8-18 months of age based on the *Infant/Toddler Learning & Development Foundations* and *Early intervention every day! Embedding activities in daily routines for young children and their families*. Students will target one of the developmental domain areas in their plans:

- Social-Emotional: **due Class 9**
- Communication: **due Class 10**
- Cognition: **due Class 11**
- Motor: **due Class 12**
- Self-Help/Adaptive Skills: **due Class 12**

Students may work individually or in pairs to submit a 2-3-page activity plan and will have 10 minutes to facilitate the activity and receive feedback from classmates.

- Read the relevant chapter in the books of your assigned developmental area and develop a Learning Activity Plan.
- The plan should include all components below, and should be detailed enough so someone else who reads the plan will implement the same quality of plan as you do:
 1. Area of development (e.g., Cognitive Development) and Foundation (e.g. Imitation)
 2. Targeted developmental milestone: e.g. *At around 18 months of age, children imitate others' actions that have more than one step and imitate simple actions that they have observed others doing at an earlier time.*
 3. Targeted age of infant or toddler and disability, if any
 4. Main goal or purpose of the activity

5. Individualized measurable objectives: *e.g., Given an adult model, child will wash a baby doll with a sponge in a tub of water and then dry the doll with a towel with verbal prompts.*
6. Materials (props)
7. Steps in the activity, strategies and adaptations (consider UDL, be specific)
8. Incorporating into routines
9. Ideas for caregiver involvement and plans for coaching strategies
10. Presentation to class

Assignment #3: Modeling and Coaching Simulation Reflection

ECSE: 1.1, 1.2, 1.3, 1.5, 4.9, 4.13, 6.7

Students will participate in a one-hour home-visit simulation session to practice gathering information to identify family priorities and concerns that can be embedded in family-centered routine activities and communicating for collaboration.

- Reflect on the simulation home visit experience, commenting on how well your group did with modeling for the parent and coaching the parent.
- Discuss what went well, what could have been improved, and what you might pay closer attention to in the future when you work with caregivers of infants and toddlers with disabilities.

Assignment #4: Family Guided Routines-Based Intervention Plan

ECSE: 1.9, 1.11, 2.1, 2.2, 2.3, 2.4, 3.3, 3.5, 4.4, 4.9, 5.2

ECSE: 1.1, 1.2, 1.3, 1.5, 1.8, 3.2, 4.5, 4.10

Students will demonstrate knowledge and skills in obtaining information about a family's routine with an infant or toddler and using that information to support the child's development. Students will develop a family centered routines-based intervention plan after participating in a conversation with a parent of an infant or toddler.

- Interview a parent of an infant or toddler (6-30 months of age, child may be typically developing).
- Complete a family guided routines-based intervention plan that includes:
 - A brief description of the family and child
 - A potential caregiver outcome (at least one) and child outcomes (at least three)
 - A summary of family activities and routines
 - A detailed plan for building two routines with embedded outcomes
 - An activity/routine by outcome matrix for the child's day
 - A reflection on and questions about the process of developing a family guided routines-based intervention plan.

Assignment #5: Playgroup and Home Visit Plans

ECSE: 1.6, 1.11, 2.1, 2.3, 2.4, 3.5, 4.2, 4.4, 4.7, 4.9, 4.10, 5.6

ECSE: 1.1, 1.2, 1.3, 1.8, 3.1, 3.2, 3.3, 3.4, 4.3

Given cases of three young children with disabilities or other developmental delays under three years of age, students will develop a playgroup plan and a home visit plan, reflecting their understanding of early intervention practices. Students will submit drafts in order to share with and obtain feedback from classmates.

- Watch the videos of the three case study children.
- Write a playgroup activity plan for the three children together.

- Pick one of the cases (a child/family) and write a home visit plan.
- Both plans should be written so a colleague can implement this plan in your place and include information on how progress will be monitored.

Attendance/Participation

A critical aspect of any learning experience is the active and sustained participation by the learner. This class will meet once a week. Students are expected to attend and participate in the class activities. If students are unable to attend class, they can check in with classmates, review the presentation slides, and complete the class activities afterwards. If you are having difficulties, please contact the instructor for accommodations.

Submission of Assignments

- Assignments are submitted by uploading them to Canvas. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges.
- Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as Microsoft Word documents (.doc or .docx). CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site:
<https://www.csun.edu/it/microsoft-office>
- **Writing:** Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting. If you need additional assistance with writing, please visit the University Writing Center at: <https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center>
- **Early Assignment Drafts:** Students may submit a draft of an assignment early for quick feedback notes if submitted two weeks before the deadline.
- **Resubmission of Assignments:** Students will have a chance to revise and resubmit assignments based on feedback with an opportunity to raise their grade if initially turned in before the due date and if the revision is submitted before Finals week.

Withdrawal and Incompletes

It is the students' responsibility to monitor their performance as they will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percentage of classwork must be completed with a passing grade before incomplete can be considered.

Additional Campus Resources and Support

CSUN has a range of resources to support your academic goals, engagement with campus activities and physical and mental health. Look through the links that are posted on our Canvas site throughout the semester and the rest of your time at CSUN. If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology,

eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

SPED 538 Spring 2021 Course Schedule

Date	Topic	Readings & Assignment Due Dates
Class 1	Introduction, Part C, California Early Start, Eligibility ECSE: 6.1, 6.6	NECTAC Importance of EI Lucas, Shaw (2012) Informed Clinical Opinion
Class 2	Individualized Family Service Plan & outcomes ECSE: 3.5, 4.6, 4.8, 4.11, 5.6, 5.8, 6.3, 6.6 ECSE: 4.8, 6.1	CA Part C Eligibility Criteria Document Anatomy of an IFSP Understood
Class 3	Service delivery models, Family-provider collaboration ECSE: 3.8, 4.4, 6.2 ECSE: 1.5, 2.2, 6.1, 6.2	WestEd (2011) Family Centered Approach APTA (2008) Natural Environments
Class 4	Developmentally Appropriate Practices ECSE: 1.8, 3.1, 3.2, 3.4, 3.7, 4.2, 4.3, 4.8, 6.10 ECSE: 3.1, 4.1	http://helpmegrowmn.org/HMG/DevelopMilestone/index.html CA Infant/Toddler Foundations
Class 5	Family guided routines-based interventions ECSE: 1.5, 1.8, 1.9, 1.11, 2.1, 3.9, 4.4, 4.5, 4.9, 4.10, 5.2 ECSE: 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 2.3, 3.9, 4.5	http://fgrbi.com Edelman (2004) Home-Based Services McWilliam (2012) Home Visit Developmentally Appropriate Practices due
Class 6	Modeling and coaching with caregivers ECSE: 1.11, 4.5, 4.9, 4.13, 6.7, 6.15 ECSE: 1.1, 1.2, 1.3, 1.5, 4.5, 4.13	Rush (2008) Coaching Quick Guide Rush (2008) Misperceptions Coaching Family-Guided RBI Plan Draft due
Class 7	Facilitating skills acquisition ECSE: 1.6, 1.7, 1.11, 3.3, 4.3, 4.7 ECSE: 1.1, 1.2, 1.3, 1.6, 1.11, 2.3, 2.4, 3.3	EI Strategies Checklist
Class 8	Home Visits, Playgroups, & Progress monitoring ECSE: 1.6, 1.11, 2.1, 3.9, 4.3, 4.5, 4.7, 4.10 ECSE: 1.1, 1.2, 1.3, 1.6, 1.10, 3.2	Family-Guided RBI Plan due
Class 9	Social-Emotional development ECSE: 1.8, 2.6, 3.1, 3.2, 3.4, 3.6 ECSE: 1.1, 1.2, 1.3, 1.8, 3.4, 4.1, 4.3	Crawford & Weber, Ch. 4 Behavior regulation & social skills Social-Emotional Activity Plan Due

Class 10	<p>Communication development ECSE: 1.8, 2.5, 2.6, 3.1, 3.2, 3.4, 3.6 ECSE: 1.1, 1.2, 1.3, 1.4, 1.8, 3.4, 4.1, 4.3</p>	<p>Crawford & Weber, Ch. 5 Receptive language & 6 Expressive language Communication Activity Plan Due</p>
Class 11	<p>Cognitive development ECSE: 1.8, 2.5, 2.6, 3.1, 3.2, 3.4, 3.6 ECSE: 1.1, 1.2, 1.3, 1.8, 3.4, 4.1, 4.3</p>	<p>Crawford & Weber, Ch. 5 Cognitive Cognitive Activity Plan Due</p>
Class 12	<p>Motor and adaptive skills development ECSE: 1.8, 2.5, 2.6, 3.1, 3.2, 3.4, 3.6 ECSE: 1.1, 1.2, 1.3, 1.8, 3.4, 4.1, 4.3</p>	<p>Crawford & Weber, Ch. 7 Gross motor skills, 8 Fine motor skills, & 9 Self-care/adaptive skills Motor and Adaptive Skills Activity Plans Due</p>
Class 13	<p>SIMPACT- Modeling/Coaching Home Visit Simulation ECSE: 1.1, 1.2, 1.3, 1.5, 3.8, 4.9, 4.13, 6.7</p>	
Class 14	<p>Transitions ECSE: 6.4, 6.8 ECSE: 6.4, 6.8</p>	<p>https://ectacenter.org/decrp/topic-transition.asp Modeling and Coaching Simulation Reflection</p>
Class 15	<p>Review</p>	<p>Draft- Playgroup & Home Visit Plans Due</p>
Finals	<p>Final Exam Week</p>	<p>Playgroup & Home Visit Plans Due</p>

**Schedule, topics, & assignments subject to change with notice*

Revision Date:

SPED 538 Syllabus linking page:**Instructions requested that only the "I" will be linked:****TPE1-ECSE:**

1.5-pg 8

1.6-pg 8

1.7- pg 8

1.8-pg 8

1.9- pg 8

1.11-pg 8

TPE 2-ECSE:

2.1- pg 8

2.5-pg 9

2.6-pg 9

TPE3-ECSE:

3.1 pg 9

3.2-pg 9

3.3-pg 8

3.8-pg 8

3.9-pg 8

TPE 4-ECSE:

4.2-pg 8

4.3-pg 8

4.4-pg 8

4.5-pg 8

4.6-pg 8

4.7-pg 8

4.8-pg 8

4.9- pg 8

4.10-pg 8

4.11-pg 8

4.13-pg 8

TPE 5-ECSE:

5.2- pg 8

5.6-pg 8

5.8-pg 8

TPE 6-ECSE:

6.1-pg 8

6.2- pg 8

6.3-pg 8

6.4-pg 9

6.6-pg 8

6.7-pg 8

6.8- pg 9

6.10- pg 8

6.15-pg 8