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Syllabus
Department of Educational & Clinical Studies, University of Nevada Las Vegas
Preparing professionals for changing educational contexts

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I.	**Prefix & Number**	ESP 779
II.	**Title**	Early Intervention/Service Coordination
III.	**Credit**	3 hours
IV.	**Semester**	Spring 2017
V.	**Instructor**	Jenna Weglarz-Ward, Ph.D.
VI.	**Office Location**	CEB 153
	Class Location	CEB 240
VII.	**Office Hours**	Tuesdays/Fridays 3-4pm or by appointment
VIII.	**Telephone**	(702) 895-1112
	E-mail	jenna.weglarz-ward@unlv.edu
IX.	**Prerequisite Course(s)**	none

X. Course Description

This course focuses on services for infants and toddlers at-risk for or with developmental delays; the selection and maintenance of staff in programs for young children with disabilities (birth to age three; PART C); the organization and implementation of training to meet the needs of various young children and their families, paraprofessionals, and professionals; the supervisory and consultative roles associated with Part C services; and working effectively to enable and empower infants and toddlers at-risk or with developmental delays and their families.

XI. Course Objectives

InTASC Standards Addressed:	CEC Standards (2012) Addressed:	NAEYC Standards (2010) Addressed:
Standard 1.0 Learner Development	Standard 1: Learner Development & Individual Learning Differences	Standard 1: Promoting Child Development and Learning
Standard 2.0 Learning Differences	Standard 2: Learning Environments	Standard 2: Building Family and Community Relationships
Standard 3.0 Learning Environments	Standard 3: Curricular Content Knowledge	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
Standard 4.0 Content Knowledge	Standard 4: Assessment	
Standard 5.0 Application of Content	Standard 5: Instructional Planning & Strategies	Standard 4: Using developmentally effective approaches
Standard 7.0 Planning for Instruction	Standard 6: Professional & Ethical Practice	Standard 5: Using content knowledge to build meaningful curriculum
Standard 8.0 Instructional Strategies	Standard 7: Collaboration	
Standard 9.0 Professional Learning and Ethical Practice	**DEC Recommended Practices (2015) Addressed:** Family, Assessment, Environment, Instruction, Interaction, Teaming/Collaboration, Transition	Standard 6: Becoming a professional
Standard 10.0 Leadership and Collaboration		

XI.   Course Objectives:

Knowledge:

1. Articulate the historical, philosophical, and legal basic of services for young children both with and without special needs. InTASC9(j), ICC1K1 ICC1K4, ICC1K6, ICC1K7. *Measurement/Evaluation: EI Research Paper, IFSP Project*

2. Identify current trends and issues in early childhood education, early childhood special education and special education. ICC1K7. *Measurement/Evaluation: EI Research Paper, In-Class Activities*

3. Identify legislation that affects children, families, and programs for children. InTASC9(j), ICC1K4. *Measurement/Evaluation: EI Research Paper, IFSP Project*

4. Demonstrate understanding of (a) developmental consequences of stress and trauma, (b) protective factors and resilience, (c) the development of mental health, and (d) the importance of supportive relationships. ICC1K7, ICC5K6. *Measurement/Evaluation: IFSP Project*

5. Incorporate information and strategies from multiple disciplines in the design of intervention strategies. InTASC2(k), InTASC8(m), ICC3K4. *Measurement/Evaluation: In-Class Activities*

6. Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities. InTASC4(m), ICC1K7. *Measurement/Evaluation: IFSP Project*

7. Assist families in identifying their resources, priorities, and concerns in relation to their child's development. InTASC3(r), ICC5S9. *Measurement/Evaluation:,IFSP Project*

8. Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns. InTASC5(n), InTASC7(m), ICC5S8, ICC5S9, ICC10K3. *Measurement/Evaluation: Mock Interview and IFSP Meeting*

9. Implement family services consistent with due process safeguards. *Measurement/Evaluation: IFSP Project* 10. Identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation. InTASC3(q), ICC10K1, ICC10K4, ECSE10K1. *Measurement/Evaluation: In-Class Activities*

Performance (Skills):

1. Apply theories of child development, both typical and atypical, and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations in family and community contexts. InTASC1(b), ICC1K7. *Measurement/Evaluation: EI Research Paper*

2. Involve families as active participants in the assessment process. ICC7S3, ECSE8S2. *Measurement/Evaluation: IFSP Project*

3. Participate and collaborate as a team member with other professionals in conducting family-centered assessments. ICC10K1, ECSE10K1. *Measurement/Evaluation: IFSP Project*

4. Communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the individualized education program (IEP) and individual family service plan (IFSP). ECSE8S8. *Measurement/Evaluation: IFSP Project*

5. Communicate options for programs and services at the next level and assist the family in planning for transition. ICC4S6. *Measurement/Evaluation: IFSP Project*

6. Incorporate information and strategies from multiple disciplines in the design of intervention strategies. ECSE7S1. *Measurement/Evaluation: In-Class Activities*

7. Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences**.** InTASC1(b), ECSE3S1. *Measurement/Evaluation: In-Class Activities*

8. Support and facilitate family and child interactions as primary contexts for learning and development. ICC7S3. *Measurement/Evaluation: In-Class Activities*

9. Assist families in identifying their resources, priorities, and concerns in relation to their child's development. InTASC2(f), ICC5S9, ECSES81. *Measurement/Evaluation: IFSP Project*

10. Involve families in assessing and planning for their children, including children with special needs**.** ICC7S3, ECSES821. *Measurement/Evaluation: IFSP Project*

11. Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns. ECSE8S2. *Measurement/Evaluation: IFSP Project*

12. Implement family services consistent with due process safeguards. *Measurement/Evaluation: In-Class Activities*

13. Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well being. InTASC1(c), ECSE10S1. *Measurement/Evaluation: In-Class Activities*

14. Apply models of team process in diverse service delivery settings. ECSE10S1. *Measurement/Evaluation: In-Class Activities*

15. Identify functions of teams as determined by mandates and service delivery needs of children and families. *Measurement/Evaluation: IFSP Project*

16. Participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution. ECSE10S6. *Measurement/Evaluation: IFSP Project*

17. Employ two-way communication skills. ICC10S10. *Measurement/Evaluation: IFSP Project*

18. Evaluate and design processes and strategies that support transitions among hospital; home; and infant/toddler, preprimary, and primary programs. ICC4S6. *Measurement/Evaluation: IFSP Project*

19. Facilitate the identification of staff development needs and strategies for professional growth. *Measurement/Evaluation: In-Class Activities*

20. Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP. ICC7S3. *Measurement/Evaluation: IFSP Project*

21. Evaluate services with families. ECSE10S5. *Measurement/Evaluation: IFSP Project*
22. Employ various team membership roles. ECSE10S6. *Measurement/Evaluation: IFSP Project*

Disposition(s):
1. Involve families as active participants in the assessment process. ICC5S9, ECSE8S2. *Measurement/Evaluation: IFSP Project*
2. Participate and collaborate as a team member with other professionals in conducting family-centered assessments. ICC10K1. *Measurement/Evaluation: IFSP Project*
3. Communicate options for programs and services at the next level and assist the family in planning for transition. ECSE10S8. *Measurement/Evaluation: IFSP Project*
4. Incorporate information and strategies from multiple disciplines in the design of intervention strategies. InTASC3(q), InTASC4(p), InTASC7(o), ECSE9S4. *Measurement/Evaluation: In-Class Activities*
5. Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences. ECSE3S1. *Measurement/Evaluation: In-Class Activities*
6. Establish and maintain positive, collaborative relationships with families. ICC10S3. *Measurement/Evaluation: IFSP Project*
7. Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities. ICC1K7. *Measurement/Evaluation: IFSP Project*
8. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. ICC9S1. *Measurement/Evaluation: EI Research Paper, IFSP Project*
9. Assist families in identifying their resources, priorities, and concerns in relation to their child's development. ECSE8S1, ICC5S8, ICC5S9. *Measurement/Evaluation: IFSP Project*
10. Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress. InTASC3(r), ICC7S3. *Measurement/Evaluation: IFSP Project*
11. Involve families in assessing and planning for their children, including children with special needs. ECSE8S2, ICC5S9. *Measurement/Evaluation: IFSP Project*
12. Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns. InTASC3(r), ICC5S8, ICC5S9, ICC7S3. *Measurement/Evaluation: IFSP Project*
13. Evaluate services with families. ICC7S3, ICC7S6. *Measurement/Evaluation: IFSP Project*

Results:
1. Assist families in identifying their resources, priorities, and concerns in relation to their child's development. ECSE8S1.

XII.   Texts, readings, and instructional resources
<u>**Required Text:**</u>
Cook Pletcher, L., & Younggren, N. O. (2013). The early intervention workbook:
Essential practice for quality services. Baltimore, MD: Brookes Publishing Co.
(Available from Brookes or most online sellers (e.g., Amazon))

McWilliam, R. A. (2010). Routines-based early intervention. Baltimore, MD: Brookes
Publishing Co. (Available from Brookes or most online sellers (e.g., Amazon))

<u>Recommended Text:</u>
Keilty, B. (2010). The early intervention guidebook for families and professionals:
Partnering for success. New York, NY: Teachers College Press.

EI Bundle is available from Brookes (http://products.brookespublishing.com/Effective-Early-Intervention-Kit-P726.aspx) includes:

- The Early Intervention Workbook: Essential Practices for Quality Services
- Early Intervention Every Day: Embedding Activities in Daily Routines for Young Children and Their Families
- Routines-Based Early Intervention: Supporting Young Children and Their Families
- The Early Intervention Teaming Handbook: The Primary Service Provider Approach
- An Activity-Based Approach to Early Intervention, Fourth Edition

<u>**Internet Resources:**</u>
Council for Exceptional Children (CEC) **http://www.cec.sped.org/**
Division of Early Childhood (DEC) **http://www.dec-sped.org/**
Zero to Three **http://www.zerotothree.org**
National Association for the Education of Young Children **http://www.naeyc.org**
UNLV Library **http://www.library.unlv.edu**

XIII. Assignments, evaluation procedures, and grading policy
Course Requirements:

Activity	Description	Due Date	Points
EI Workbook	Students will complete the activities within the EI Workbook	On-going	100
Research Paper and Presentation	Students will complete a 5-8 page paper based on a topic related to services for infants and toddlers. Additionally, students will prepare a 10 minute presentation to share their findings including a 1 page handout on the topic.	March 10	Total 150 *Paper 100* *Presentation 30* *Handout 20*
IFSP Project	Students will conduct a mock-IFSP meeting including IFSP documents as well as develop an EI visit plan. Using identified outcomes, students will develop a plan for a home visit to deliver special instruction within family routines.	March 4 March 11	*Total 200* *IFSP Document with Transition Plan 75* *Meeting 75* *Personal Reflection 25* *EI Session Plan 25*
Class Participation, In-Class/Online Activities	Students will actively engage in class and online discussions and activities. Regular class participation is expected. Absence of more than 3 hours will present difficultly in completing course assignments.	Ongoing	50
			Total 500

Grading Policy:

- Assignments will be submitted via WebCampus.
- Assignments must be submitted in Microsoft Office compatible formats (e.g., Word). Do NOT submit assignments in Pages.
- Students are encouraged to secure an e-mail account with UNLV and to use this to communicate with the professor and other students in the class during the semester.

All assignments and exams are due **BY or **BEFORE** class time. Failure to do so, without an acceptable excuse approved **in advance** by the instructor, will result in a score of 0 for this assignment without exception.

Percentages	Grade
90-100%	A
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
59% and below	F

Technology Policy: Students are encouraged to bring personal computers or tablets to class in order to engage with course materials and take notes. However, please be respectful of the instructor and your classmates and use devices for this purpose only during class time. Cell phones are to be silenced and put aside during class. The instructor will provide a technology break during class for students to check emails, calls, and texts. Students who regularly ignore this policy will forfeit participation points.

XIV. Weekly Schedule

Date	Topics	Reading	Assignments
Week 1 February 17-18			
Block 1	Welcome Course Overview Introduction to EI	EI Workbook Part 1 McWilliam Chapter 1-2 DEC Recommended Practices DEC Statement on Special Instruction OSEP Key Principles	EI Workbook Select Research Topic
Block 2	EI Process	EI Workbook Chapter 4-5 McWilliam Chapter 3, 5, 6, 7	
Block 3	IFSP Process	EI Workbook Chapter 6 McWilliam Chapter 7	
Block 4			
Week 2 February 24-25			
Block 1	Transition	EI Chapter 8, Guest Speaker	EI Workbook
Block 2	Family Practice	McWilliam Chapter 4, 10 McCollum et al. (2001); PIWI Module	
Block 3	Culturally-Responsive Practices	Bradshaw (2012)	
Block 4	Family-Center Practices and Adult Learning Principles Group Work Time	Trivette Webinar (https://learn.extension.org/events/2587)	
Week 3 March 3-4			
Block 1	Embedded Learning Strategies	EI Workbook Chapter 7 McWilliam Chapter 6 Dunst et al. (2001)	EI Workbook IFSP Mock Meeting and IFSP Document
Block 2	Teaming and Collaboration	McWillam Chapter 8-9, 11 DHHS/DOE Collaboration Statement Guest Speakers	
Block 3	IFSP Mock Meetings		
Block 4			
Week 4 March 10-11			
Block 1	Issues and Trends in EI	TBA	IFSP Reflection EI Session Plan Research Paper and Presentation
Block 2	Research Presentations		
Block 3	Research Presentations		
Block 4	Course Wrap Up and Celebration		

XVI.   Provost's Statements

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Classroom Conduct—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Classroom Surveillance—Nevada Revised Statutes (State Law) 396.970 Surreptitious electronic surveillance on campus; exceptions. [Effective January 1, 2017.]
    1.   Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of
    surreptitious electronic surveillance on a campus of the System without the knowledge of the person being
    observed.
    2.   Subsection 1 does not apply to any electronic surveillance:
    (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to
    believe that criminal activity is occurring on the property under surveillance;
    (b) By a law enforcement agency pursuant to a criminal investigation;
    (c) By a peace officer pursuant to NRS 289.830;
    (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety
    pursuant to NRS 480.365;
    (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on
    the campus; or
    (f) Of a class or laboratory when authorized by the teacher of the class or laboratory. !
    (Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017) !

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the

accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Assignment Descriptions
EI Workbook (Pletcher Cook & Younggren) (100 points—Due Ongoing)
Students must complete ALL of the activities embedded within the EI Workbook within the assigned timeline. The instructor will check for completeness each Saturday of the course.

Early Intervention Research Paper (100 Points—Due March 11)
The purpose of this assignment is for students to learn about and ***think critically*** about current issues and trends related to services for infants and toddlers with disabilities. Students will select a topic of their choice related to very young children with disabilities and their families (see suggested topic list for ideas). *Student must have their topic approved by the instructor.*

Papers will include at minimum:
- Description and relevance of topic.
- Comprehensive description of topic including at minimum: history of issue, current trends and practices in relation to IDEA Part C, OSEP Key Principles, DEC Recommended Practices, CEC Personnel Preparation Standards, DHHS/DOE position statements, and/or NAEYC Developmentally Appropriate Practice.
- Describes how this issue impacts young children, families, professionals, and communities.
- Describes possible changes, solutions, or future movement of the issue.

Papers should be:
- 5-10 pages in length, Times Roman 12pt, 1 inch margins, double spaced, No cover pages or abstracts.

- APA formatting (see owl.purdue.edu for more information)—including citation formatting, reference list, and headings
- Include at least 10 credible references including at least 6 from peer-reviewed research (e.g., Topics in Early Childhood Education Infants and Young Children, Journal of Early Intervention, Exceptional Children) or practitioner journals (e.g., Young Exceptional Children, Young Children).
- Papers will be submitted via WebCampus in Microsoft Word or PDF format.

Grading

Selects topic relevant to infants and toddlers with disabilities, their families, and professionals and presents topic in a *critical and thoughtful manner*.	20
Describes how topics related to IDEA Part C and related policy and professional recommendations.	20
Describes how issue impacts children, families, professionals, and communities.	20
Describes possible changes, solutions, or future movement of this issue.	20
Includes 10 appropriate references.	10
Uses APA formatting and appropriate tone, grammar, and overall writing skills.	10
	Total 100

Early Intervention Research Presentation (30 points—Due March 11)
Students will present their research papers to their peers in a 10-15 minute presentation. Presentations should be done with the aid of either a Powerpoint or Prezi slide show.

Minimum Requirements and Grading

Describes relevance of topic and how topic is related to IDEA Part C and related policy and professional recommendations. Promotes critical thinking about topic among their peers.	10
Describes how issue impacts children, families, professionals, and communities.	8
Describes possible changes, solutions, or future movement of this issue.	8
Uses appropriate presentation skills (e.g., readable slides, clear speech, engaging presence).	4
	Total 30

Early Intervention Research Handout (20 points—Due March 11)
To supplement your research presentation, you will supply your peers with a 1-page handout about your topic including at minimum:
- Brief description of topic and its relevance to infants and toddlers with disabilities and their families and professionals.
- 5 useful resources on the topic (this may include articles, books, video/movies, websites, etc.). Please develop a comprehensive list including the title of the resource and method of accessing (see examples below). Do not just list a URL.

Center for Social and Emotional Foundations of Early Learning
cesefel.vanderbilt.edu
This website includes valuable training information and resources on social emotional development in young children including modules for infants/toddlers as well as preschool age children.

Bruns, D. A., & Mogharrenban, C. C. (2007). The gap between beliefs and practices: Early childhood practitioners' perceptions about inclusion. *Journal of Research in Childhood Education, 21*, 229-241. doi: 10.1080/02568540709594591
This article describes a study of Head Start and public school teachers and how they view children with disabilities.

Grading

Describes relevance of topic and how it is related to IDEA Part C and related policy and professional recommendations.	5
Describes how issue impacts children, families, professionals, and communities.	5
Includes 5 useful resources	6
Handout is attractive, easy to navigate and read, has appropriate writing style and grammar.	4
	Total 20

Suggested Topic List: Issues, Trends, or Controversies related to…
Implementation of recommend practices
Training of early intervention professionals
Teaming and collaboration in early intervention
Transition from Part C to Part B
Implementing Part C services in community settings
Parent Coaching
State policies related to Part C
Services for specific populations (e.g., dual language learners, immigrants/refugees, homeless families, military families, children living in poverty, children in the child welfare system).
Intergenerational models of intervention
Early intervention/infant services in other countries
Impact of culture on disability and services
Addressing challenging behaviors in children under 3
ABA therapy with infants/toddlers
Out of the box services (e.g., meditation, diet, Equine therapy, art therapy)

IFSP Project (200 total points, due March 4, March 11)
The purpose of this project is to gain an understanding of the IFSP process including assessment/evaluation, planning, and implementation. Groups will use a case study of a family to develop their meeting, document, and plans.

IFSP Mock Meeting (75 points) and IFSP Document (75 points) (Group)

In groups, you will conduct an IFSP meeting. Group members will take on the roles of parents, service coordinators, and specialists. In addition to using the provided developmental information, members of the group will discuss family rights, daily routines, and family priorities and preferences. From this information, the group will complete an IFSP document including developing outcome statements and transition to Part B. Groups will use Nevada's standard IFSP form, family ecomap, routines/activity matrix, and any additional forms they feel are necessary.

Reflection Paper (25 points) (Individual)

Individually, students will write a 2-3 page reflection paper on their experience during the IFSP mock meeting and document. At minimum students will include reflections of:
- Their role in the IFSP
- How they perceived the roles of others in the group and their collaborative process
- How their group aligned with DEC Family Practices
- 2 Strengths of their group and 2 challenges of their group and IFSP process
- 3 things from this experience they can take into practice and how

EI Session Plan (25 points) (Individual)

Each student will complete a plan for an EI visit. Within this plan, students will consider how to use a daily routines and triadic strategies to implement intervention strategies. Students will use the EI Sample Lesson Plan available on WebCampus.

Grading

IFSP Meeting	
All members are active participants.	20
All components are complete.	30
Meeting is family-centered and culturally respectful.	15
All members are prepared.	10
	Total 75
IFSP Document	
All components are complete.	30
Outcomes are written appropriately.	15
Transition plan is thorough.	10
Document is family-friendly.	10
Family Routine Matrix is completed appropriately.	10
	Total 75
Reflection Paper	
Description of their role in the IFSP process	5
Description of the collaborative process	5
Description of alignment with DEC Family Practices	5
Strengths and challenges of their group and IFSP process	5
Experiences for their practice	5
	Total 25
EI Session Plan	

Connection between IFSP outcomes and family routines	5
Explanation of appropriate activities and materials	5
Description of triadic strategies	5
Description of learning strategies	5
Description of assessment procedures	5
	Total 25