

SpEd 5810

Seminar and Field Experience with Infants and Families

Class Description: The primary purpose of this course will be to increase your awareness of the current practices in delivering services to infants and toddlers with disabilities and their families. Students will participate as observers, interviewers, and confidential reporters in a variety of family activities relating to the development of the child with special needs, including visits to medical settings, family routines and celebration activities, community outings with family, early intervention assessments, IFSP meetings, treatment and educational activities. Practice activities will include family level interviews, assessments and intervention planning within family routines. Class session will provide theoretical and practical instruction and opportunities to discuss and process experiences with families.

Class meeting time:

Fall Semester (15 week session): Wednesdays, 4:30 - 7:00 pm

Instructor Information

Instructor:

Debbie Ballard

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Communication:

Students may expect responses to their phone or email communications within two days of being received. On those occasions when the instructor is out of the office for a longer period of time, students should contact program advisor Denise Knight. See contact information below.

Other contact information

Patti Bodine, EC-ATP Program Assistant

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Online technology used for this class: Wimba, using Mozilla Firefox

The Wimba class is located through Canvas. The Wimba classroom is where you will attend class each week. We recommend that before you login the first time, bookmark the blackboard website address (URL).

Required Texts and Materials

There will not be a text for this class. Reading assignments will be given each week.

Course Objectives / CEC Standards

By the end of the course the student will understand:

- (a) The history of early intervention.
ECSEK1, ECSE1K2,
- (b) The role of the early interventionist as they interact with families in a family centered approach.
ECSE4S1, ICC7K1, ICC7S3, ICC7S4, ECSE8S1, ECSE8S2, ECSE8S3, ECSE8S4, ECSE8S5, ECSE8S6, ECSE8S7, ECSE8S8, ECSE8S9, ECSE8S10, ECSE8S11, ICC9K1, ICC9K4, ICC9S1, ICC9S2, ICC9S4, ICC9S8, ICC9S10, ICC9S11, ECSE9S3, ECSE9S4, ECSE9S7, ICC10K3, ICC10S2, ICC10S10, ECSE10S1, ECSE10S5
- (c) How to gather information from the family in order to meet their individual needs.
ECSE8K1, ECSE10S5, EC3S1, ICC10K4, ICC10K3, EC10S5, ICC8S1
- (d) The evaluation and assessment process for infants and toddlers and their families.
ICC8S6, ICC8S5, ICC8S7, ICC8S8, ECSE8S1, ECSE8S2, ECSE8S3, ECSE8S4, ECSE8S5, ECSE8S6, ECSE8S7, ICC8S6, ICC8S8, ECSE8S9, ECSE8S11
- (e) Medical concerns in young children and how they impact families.
ECSE2K5, ECSE2K6
- (f) Various intervention strategies for infants and toddlers.
ECSE7S3, ECSE7S4, ICC7S13, ECSE7S2
- (g) The impact of motor, communication, and sensory impairments on the development of infants and toddlers.
ICC2K1, ECSE2K1, ECSE3K2, ECSE6K1, ECSE6K2
- (h) How to develop an appropriate Individualized Family Service Plan.
ECSE7S5, ECSE7S6, ICC7S13, ECSE7S7, ECSE7S1

Practicum

Each student will be required to make weekly visits to their assigned Early Intervention Program. This will consist of at least 8 direct contact events. You will observe other early intervention providers as they conduct a home or center-based visit. During these visits you will be increasing your awareness of families and how they are impacted by having a child with a disability.

Practicum Requirements

- Complete 8 observations in the home or center with a variety of early intervention specialists as they provide direct services to children and families.
- Become familiar with one family. See this family at least three times across the semester. These three visits are included in the 8 visits.
- Try and attend one community event with the family you have chosen to visit across the semester. This could be a visit to the doctor, hearing screening, health department visit, or a fun family outing.
- Summarize each observation and submit it to the instructor.
- Discover a Community Resource that will be shared with the class.

Suggested Observations (Below are some suggested observations that will enhance your early intervention experience)

- Eligibility and/or Assessment
- IFSP meeting.
- Participate in a Routines Based Interview
- 3 to 3 Transition Meeting.
- Observe the following early intervention providers:
 - Speech Language Pathologist
 - Physical Therapist
 - Occupational Therapist
 - Special Education Teacher
 - Developmental Specialist
 - Nurse
 - Service Coordinator
 - Center-based Visit (Toddler Class, Baby Class, Music Class etc.)

Calendar

Week 1: August 27, 2014

Introductions, Syllabus, Practicum, History of Early Intervention, Family Centered Practice

Readings:

- **Four Models of Working With Families**
- **Family Centered Practice**

Assignment:

Post on the **Discussion Board** which district you work for and which early intervention program is closest to your school or district.

Assignment Due September 3, 2014

Week 2: September 3, 2014

Family Information Gathering/Understanding the uniqueness of individual families/Understanding the concerns priorities and resources of each family

Readings:

- **A Relationship-Based Approach to Early Intervention** <http://olms1.cte.jhu.edu/olms/data/resource/1144/A%20Relationship-based%20Approach%20to%20Early%20Intervention.pdf>
- **Questions for eliciting Family Interests, Priorities, Concerns, and Everyday Routines and Activities**
http://www.nectac.org/~pdfs/topics/families/questions_family_interests.pdf
- **Gathering and Giving Information with Families**
http://depts.washington.edu/isei/iy/21.4_woods.pdf
- **Sensitive Family Information Gathering**
http://www.floridahealth.gov/alternatesites/cms-kids/providers/early_steps/training/documents/discovering_family_concerns.pdf

Assignment:

- Ethnic and Cultural Identification – **Be prepared to discuss in Class**

Assignment Due September 10, 2014

Week 3: September 10, 2014 (No Class)

Readings:

- **Reflections of a Back Door Parent**
- **Honoring Differences**

Assignment:

- **Discussion Board:** Research 6 things you can do to make certain you establish a Family-Centered and Culturally and Linguistically Competent Environment/Discuss why your findings are important to you. **Post on discussion board.**
- Make Comments on 3 class members discussion post

Assignment Due: September 17, 2014

Week 4: September 17, 2014

Evaluation and Assessment/Ethnic and Cultural Identification Presentations

Readings:

- **Communicating with Parents**
- **The Role of the Nurse in the Assessment Process**

Assignment:

- Answer the questions to the case study in the assignment module
- Contact your early Intervention agency and make arrangement to go on a home or center-based visit. - Write up observation and submit to Canvas
- With the early intervention provider choose the family you will be visiting three times throughout this semester make arrangements to visit this family.

Assignments Due: September 24, 2014

Week 5: September 24, 2014

Service Coordination

Readings:

- **An Outcomes-Based Approach to Evaluating Service Coordination Models**
http://ectacenter.org/~pdfs/topics/scoord/FINALOUTCOMESREPORT_Roberts.pdf
- **Early Intervention Service Coordination Models and Service Coordinator Practices**
<http://cehs.unl.edu/ecse/960/DunstBruder06.pdf>
- **The Dance of the Partnership**
<http://www.danceofpartnership.com/DanceArticleSept06.pdf>

Assignment:

- Refer to your readings and determine which type of Service Coordinating Model would work for you and why?
- Observe a home or center-based visit/ If possible this week attend a Routines Based Interview - Write up observation and submit to instructor

Assignments Due: October 1, 2014

Week 6: October 1, 2014

Individualized Family Service Plan/Natural Environments

Readings:

- **Our Family Experience: An Important Outcome Achieved**
- **The Individualized Family Service Plan (IFSP)**
http://www.education.com/reference/article/Ref_Individual_Family/

- **The IFSP Process**
http://www.nectac.org/~pdfs/topics/families/ifsp_process_chart.pdf
- **Guidelines for writing Family-Centered Outcomes**
<http://www.infantva.org/documents/pr-WritingGoals.pdf>
- **Seven Key Principals: Looks Like/Doesn't Look Like**
http://www.nectac.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf
- **Natural Environments: A Letter from a Mother to Friends**

Assignment:

- Give 8 examples of outcomes you would include on an IFSP for a child with developmental delays.
- Observe a home or center-based visit/If possible this week attend an IFSP meeting - Write up observation and submit to instructor

Assignments Due: October 8, 2014

Week 7: October 8, 2014

Routines Based Intervention/Transitions

Readings:

- **Family Guided Routines**

Assignment:

- Research 5 genetic and prenatal conditions and list the impact they each have on development – Prepare to discuss next class.
- Observe a home or center-based visit – If possible this week attend a Transition Meeting - Write up observation and submit to instructor

Assignments Due: October 15, 2014

Week 8: October 15, 2014: No Class

Assignment:

- Natural Environment Assignment

Assignments Due: October 22, 2014

Week 9: October 22, 2014

Prenatal and Genetic Conditions in Child Development

Assignment:

Write-up a second observation about the family you have chosen to visit throughout the semester. This

should be 12pt font, 2 pages double-spaced. Ask the service provider to provide information about the family and child for this assignment and any progress that has been made since last visit. Do not use the actual names of the family. This will count as your observation this week.

Assignments Due: October 29, 2014

Week 10: October 29, 2014

Medical Issues in infants and toddlers

Readings:

- **Family-Based Intervention to Enhance Infant–Parent Relationships in the Neonatal Intensive Care Unit**
<http://jpepsy.oxfordjournals.org/content/30/8/667.full>
- **Family-Centered Care and the Pediatricians Role**
<http://aappolicy.aappublications.org/cgi/reprint/pediatrics;112/3/691.pdf>

Assignments:

- Write a paper describing techniques you would use to help a family who is having difficulty with these routines (sleeping, feeding, and crying) Suggest a solution and discuss how it might be implemented.
- Watch Motor Videos be prepared to discuss in Week 11 class.

Assignment Due: November 5, 2014

Week 11: November 5, 2014

Developmental Delays: Motor

Assignment:

- Research a Community Activity - Prepare a PowerPoint that you will present to the class during week 12
- Observe home or center-based visit/If possible attend a home with a motor therapist – Write-up observation and submit to instructor

Assignments Due: November 12, 2014

Week 12: November 12, 2014

Present Community Activities

Week 13: November 19, 2014 (No Class)

Developmental Delays: Expressive and Receptive Communication

Assignment:

- Research 6 Activities that can be used to facilitate language development and write a paper describing those activities.
- Write-up a Third observation about the family you have chosen to visit throughout the semester. This should be 12pt font, 2 pages double-spaced. Ask the service provider to provide information about the family and child for this assignment and any progress that has been made since last visit. Do not use the actual names of the family. This will count as your observation this week.

Assignments Due: November 26, 2014

Week 14: November 26, 2014 (No Class)

Assignments:

- Oral Presentation: PowerPoint presentation, Final Presentation, Explain in your own words how the class/labs have influenced your perception of families with children who have disabilities. Explain how these classes made you realize the importance of seeing the family from their own eyes to gain a true perspective of a family and the child. Include in your presentation if you see yourself in early intervention why or why not.

Assignments Due: December 3, 2014

Week 15: December 3, 2014

Final presentations

Assignment Description

Week 1 Assignments – Discussion Post

Post on the Discussion Board – which district you work in and which early intervention programs is closest to your school or district.

Due Date: September 3, 2014

Week 2 Assignments – Ethnic and Cultural Identification

Answer the 12 questions, submit the assignment and be prepared to discuss your answers during class.

Due Date: September 10, 2014

Week 3 Assignments – Discussion Board

Research 6 things you can do to make certain you establish a Family-Centered and Culturally and Linguistically Competent Environment/Discuss why your findings are important to you. **Post on Discussion Board - Make comments on 3 classmates post**

Due Date: September 17, 2014

Week 4 Assignments – Case Study/Home or Center-Based Visit

Answer the questions to the case study in the assignment module

Contact your early Intervention agency and make arrangement to go on a home or center-based visit. - Write up observation and submit to Canvas.

With the early intervention provider choose the family you will be visiting three times throughout this semester make arrangements to visit this family.

Due Date: September 24, 2014

Week 5 Assignments – Service Coordination

Refer to your readings and determine which type of Service Model would work for you and why. Write-up a one-page paper, double-spaced using a 12pt font

Observation/Write-up - Write-up an observation about the family you have chosen to visit throughout the semester. This should be 2-page double-spaces, 12pt font. Ask the service provider to provide information about the family and child for this assignment. Do not use the actual names of the family. This can be counted as your observation this week.

Due Date: October 1, 2014

Week 6 Assignments – IFSP Outcomes

Research how to write effective outcomes for children and write at least 8 outcomes using the routines based interview you participated in or a home visit you have observed.

Observation/Write-up – Observe a home or center-based visit/If possible attend an IFSP meeting this week - Two-page double-spaced, using 12pt font.

Due Date: October 8, 2014

Week 7 Assignments – Genetic and Prenatal Conditions

Research 5 genetic and prenatal conditions and list the impact they each have on development – prepare to discuss in class.

Observation/Write-up – Observe a home or center-based visit/If possible attend a Transition Meeting/Two-page double spaced, using 12pt font.

Due Date: October 15, 2014

Week 8 Assignments - Natural Environment/Answer the following Questions

1. Name one of the three contexts that almost anything that happens in an infants or toddlers life occurs In.
2. Name one benefit of providing intervention in the natural environment and explain why?
3. At what point during the program planning process does the team indicate the intervention

environment?

4. According to Part C of IDEA what is meant by the term natural environment?
5. Who provides intervention in the natural environment?
6. Who receives intervention in natural environments?
7. Early interventionists who provide services within a natural environment can be best described as a?
8. All outcomes are practiced in the same natural environment-True or False/Explain why you choose that answer.
9. Learning opportunities are different from natural environments because they require _____ type of interaction.
10. The overall objective of early intervention is to build the _____ of the infant or toddler and their family.

Due Date: October 22, 2014

Week 9 - Attend a second visit with the family you have chosen and write-up your observation of the visit.

Write-up a second observation about the family you have chosen to visit throughout the semester. This should be 12pt font, 2 pages double-spaced. Ask the service provider to provide information about the family and child for this assignment and any progress that has been made since last visit. Do not use the actual names of the family. This will count as your observation this week.

Due Date: October 29, 2014

Week 10 Assignments – Difficult Family Routines

Write a paper describing techniques you would use to help a family who is having difficulty with these possible routines (sleeping, feeding, and crying). Suggest a solution and discuss how it might be implemented into the family routine.

Observation/Write-up – Observe a home or center-based visit – Write-up your observation and submit on Canvas

Due Date: November 5, 2014

Week 11 Assignments – Research a Community Activity and present it to the class.

Choose a community resource that a family may use or would benefit from knowing about. Include the following in your PowerPoint – Be prepared to present your presentation: (Make a flyer advertising this community activity)

- a. Name of program
- b. Services offered
- c. Contact Person
- d. Eligibility Requirements
- e. Fees/Payments if any
- f. Referral procedures

g. Funding sources

Observation/Write-up - Observe a home or center-based visit – Write-up your observation and submit on Canvas -Two-page double-spaced, using 12pt font.

Due Date: November 12, 2014

Week 13 Assignments – Language Development

Research 6 Activities that can be used to facilitate language development and write a paper describing those activities.

Observation/Write-up – Write-up your third observation about the family you have chosen to visit throughout the semester. This should be 12pt font, 2 pages double-spaced. Ask the service provider to provide information about the family and child for this assignment and any progress that has been made since last visit. Do not use the actual names of the family. This will count as your observation this week.

Due Date: November 26, 2014

Week 14 Assignment – Oral Presentation

Oral presentation: Explain in your own words how the class/labs have influenced your perception of families with children who have disabilities. Explain how these classes made you realize the importance of seeing the family from their own eyes to gain a true perspective of a family and the child. Include in your presentation if you see yourself in early intervention why or why not.

Due Date: December 3, 2014

Week 15 Assignments – Final Presentation – PowerPoint Presentation

Grading Criteria

Assignments	Points
Week 1 – Participation Points	15
Discussion Board	10
Week 2 - Ethnic and Cultural Identification	30
Participation Points	15
Week 3 – Participation Points	15
Discussion Board	15
Week 4 – Case Study	30
Discussion Board	15
Observation write-up	15
Participation Points	15

Week 5 – Service Coordinating Model	25
Observation write-up	15
Participation Points	15
Week 6 – Example of 8 outcomes	30
Observation write-up	15
Participation Points	15
Week 7 – Brainstorm genetic and prenatal conditions	50
Observation write-up	15
Participation Points	15
Week 8 – Natural Environment Assignment	25
Participation Points	15
Week 9 – Observation write-up/Selected Family	15
Participation Points	1
Week 10 – Difficult Family Routines	30
Participation Points	15
Week 11 – Community Activity/Flyer	100
Observation write-up	15
Participation Points	15
Week 12 – Participation Points	15
Week 13 – Facilitate Language Development	20
Observation write-up/Third Observation	15
Participation Points	15
Week 15 – Final Presentation	100
Participation Points	15
Week 16 – Finals Week – Make Up Time	
Total Points Possible	795

Class Participation:

Fifteen participation points will be given each week to students who participate in class discussions using their microphone and class discussion board.

Grading Scale

To compute your grade at any time, divide the total number of points you have received for submitted assignments by the total number of possible points for those assignments and multiply by 100. Use the

scale below.

Grade	Range	Grade	Range
A	95-100%	C+	77-79%
A-	90-94%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	65-69%
B-	80-82%	D	60-64%
		F	Below 60%

Policies

Utah State University and Departmental Policies

- Late Policy
- USU Incomplete Policy
- Students with Disabilities
- Department Policies
- Certification/Undergraduate Course Requirements (Effective Fall 1994)
- Background Check
- Notice of Academic Dishonesty
- Changes in Graduation Requirements

Late Policy

Students will be assessed a 10% deduction of points for each day of late work. Late points may be waived in part at the discretion of the instructor as long as the student notifies the instructor at least 8 hours in advance.

USU Incomplete Policy

Incomplete (I) Grade. Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the work in a course due to extenuating circumstances, but **not** due to poor performance or to retain financial aid. The term 'extenuating circumstance' will include:

1. incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
2. a death in the immediate family,
3. financial responsibilities requiring a student to alter course schedule to secure employment,
4. change in work schedule as required by employer, or
5. If there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head.

Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is

approved, two grades will be given, an "I" and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the letter grade originally submitted with the "I" will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the "I" grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the "I" grade must be filed with the department office. The "I" grade should generally not require a complete repeat of the course. A student should not reregister for the course. Research and thesis courses taken for graduate work are exempted from this policy. All "I" grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

Students with Disabilities

If a student has a disability that may require some accommodations, the student must document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special consideration relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the Disability Resource Center. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats -- large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

Department Policies

Grading Guidelines

1. Criteria for the awards of each letter grade should be specified in the course syllabi for all courses
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

Grade Point Requirements

1. **Certification/Undergraduate Students** - Students must maintain a grade point average of 2.75 or better after being admitted to the Teacher Education Program and while taking courses in the major.
2. **Graduate Students** - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

Student Behavior & Academic Honesty

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic honesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Certification/Undergraduate Course Requirements (Effective Fall 1994)

Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). In addition, students who withdraw from 2 practica (or one practica 2 times) may not be permitted to continue their program. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

Students who do not apply for certification within 12 months of graduating may be subject to additional coursework prior to recommending certification.

Background Check

As a result of a legislative mandate, all students planning on obtaining a teaching license in Utah must complete a background check prior to their initial practicum. Background check information must be submitted by March 15 prior to the fall semester when students plan to begin their special education coursework. Forms are available in the Teacher Education, Graduation & Licensing Office, EDUC Bldg, Rm 103.

Notice of Academic Dishonesty

The university expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the university concerning academic dishonesty, the following information is quoted from the Code of Policies and Procedures for Students at Utah State University, Article V, Section 3 (USU Schedule of Classes, p. 133).

Violations of University Standards

1. Acts of academic dishonesty.

A. Cheating includes intentionally:

1. Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity;
2. Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
4. Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and
5. Engaging in any form of research fraud.

B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the university's discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to:

- (a) a reprimand;
 - (b) a grade adjustment;
 - (c) being placed on warning or probation;
 - (d) suspension from the university; or
 - (e) expulsion from the University.
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Changes in Graduation Requirements

Students are expected to familiarize themselves with the rules and regulations of both the University and their specific major. Detailed information concerning graduation requirements is available in the USU General Catalog as part of the departmental descriptions. Responsibility for satisfying all graduation requirements rests upon the student. Utah State University reserves the right to change graduation requirements at any time. Students who can complete a baccalaureate degree within seven years of enrollment at USU can qualify for graduation by meeting:

1. The General Education/University Studies requirements in effect when they initially enrolled and
2. The major requirements in effect when they officially declared their major, even though there may have been changes in General Education/University Studies and major requirements since that time. Students who have not completed the baccalaureate requirements within seven years of their initial enrollment at USU must have their General Education/University Studies and major requirements evaluated and approved by their department head and dean. Exceptions to this seven-year policy may be necessary for mandated changes in degree requirements.