

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education -- Department of Special Education
SPED 514: Infant/Toddler Assessment and Intervention
(3 units)

Location: College Park Bldg., CP 125
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Table 1: Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK	
	Mission The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.
Program Outcomes and Indicators After successful completion of a program of study, our credential recipients and program graduates are:	
1. Knowledgeable and Competent Specialists who a) demonstrate a strong foundation of knowledge b) implement effective practice c) use current technologies for teaching and learning 2. Reflective and Responsive Practitioners who a) advance just, equitable, and inclusive education b) make informed decisions c) participate in collaborative endeavors d) think critically and creatively 3. Committed and Caring Professionals who a) demonstrate leadership potential b) maintain professional and ethical standards c) engage in continuous improvement	

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at [the faculty documents section of the COE website](#).

COVID-19

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

RESPONSE TIME

Instructor is available during posted office hours and in class to answer question and respond to concerns related to the course. Instructor will be online Monday-Friday and will respond to emails within 24 hours during this time period. Be sure you ask any and all questions that you have- the instructor cannot help you if she doesn't know what you need. Also, please feel free to answer questions posed by your peers if you think you can help.

COURSE DESCRIPTION

Prerequisites: Admitted to the ECSE Credential Program., Special Ed 400 or equivalent. A transdisciplinary model for assessment and intervention of children birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions used to develop Individualized Family Service Plans (IFSP) will be presented.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

This section presents the course's student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

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1. To present assessment practices appropriate for infants with special developmental needs.
The student will:
 - a. Identify different states of the child for assessment purposes (e.g., warm-up time).
 - b. Articulate optimal use of the physical setting (e.g., appropriate and comfortable position for assessment).

- c. Develop strategies for involving primary caregivers as team members in assessment process by
 - using families as informants, observers, and assessors
- d. Accommodate cultural and linguistic differences of child and family in the assessment process.

2. To select and utilize assessment strategies and tools appropriately.

The student will:

- a. Identify assessment questions to be addressed based on the infant's or families priorities, program concerns, and previously identified issues.
- b. Articulate culturally responsive observation techniques for child and family.
- c. Identify a variety of formal and informal assessment strategies and their purposes.
- d. Select appropriate strategies and tools for each purpose.
- e. Administer assessment tools in a manner that ensures reliable and valid results.
- f. Adapt assessment materials for infants with specific handicapping conditions or cultural or linguistic needs.

3. To accurately interpret and report assessment results.

The Candidate will:

- a. Differentiate between normal and atypical growth and development
- b. Integrate assessment results with information from other agencies or other personnel having contact with child and family.
- c. Interpret and synthesize multidisciplinary test results in terms of identification of developmental delays according to federal and state regulations and local policies.
- d. Recognize limitations of assessment measures (e.g., not scoring an infant who has cerebral palsy low in adaptive areas when he/she cannot manipulate a toy due to a motor impairment.)
- e. Interpret and report assessment results in language that the family can understand.

4. To appropriately design intervention strategies based on the assessment information candidates will:

- a. Design intervention strategies in the area of Language Development
- b. Design intervention strategies in the area of Social/Emotional Development
- c. Design intervention strategies in the area of Physical Development
- d. Design intervention strategies in the area of Cognitive Development

5. Candidate will demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP) and transition processes.

- a. Demonstrate skills in the development, implementation and monitoring of progress of the IFSP with family and other team members.
- b. Demonstrate knowledge of Infant/Toddler Learning and Development foundations for implementing effective IFSP's, IEP's and transitions
- c. Develops knowledge of trans-disciplinary teams in the IFSP and IEP process

REQUIRED TEXTS

California Department of Education. (2009) *California Infant/Toddler Learning and Development Foundations*. Sacramento, CA: CDE Press. (The link to this publication in a free PDF format or order online at <http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>)

Cook, R. & Sparks S. (2022). *The art and practice of home-visiting: Early intervention for children with special needs and their families*. Baltimore, MD: Brookes Publishing

Harry, B. (2010). *Melanie, Bird with a Broken Wing*. Baltimore, MD, Brookes Publishing (**This book will be provided to you in class.**)

Kritikos, E, LeDosquet, P., & Melton, M. (2012). *Foundations of Assessment in Early Childhood Special Education*. Pearson Publishing. ***This is an important Text and will be used again for sped 515

McWilliam, R. D. (2010). *Routine-Based Intervention: Supporting Young Children and Their Families*. Brookes Publishing, Baltimore MD. (**This book will be provided to you in class**)

*Additional readings assigned and posted on Canvas.

ATTENDANCE (20 Points)

Students are expected to attend all class meetings and to participate in class activities and discussions. For each class session missed (besides one “freebie”) 5 points will be deducted. Plan accordingly; one person’s crisis is as critical as another – therefore I do not judge them at all; I just deduct points! A maximum of 20 points will be deducted for five or more absences.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

Please note that the plus/minus system will not be used in this course. In the Department of Special Education credential programs, a grade point average of **3.0** will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a **C-**. Anything below a **C-** will not be accepted and the candidate will need to retake the course.

Course Grading:

Attendance/Class Participation =20 Points

Text Question Responses= 95 points

Topic Modules= 85 points

Melanie Book club=35 points

Assessment Report = 40 Points

Final Exam = 25 Points

Total for course =300 Points

Grading Scale

270-300 Points = A
 240-269 Points = B
 210-239 Points = C
 180-209 Points = D
 0-179 Points = F

EXTRA CREDIT OPTIONS

This course does not include an Extra Credit Option

LATE ASSIGNMENTS

Late submissions will not be accepted. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you.

ASSIGNMENT DESCRIPTIONS

1. Text Chapter Responses (95 points)

a. Foundations of Assessment in Early Childhood Special Education

- Chapter 2: Legal Issues
- Chapter 3: Diversity, Cultural Competence, and the Assessment Process
- Chapter 7: Assessing Early Childhood Children's Environments
- Chapter 8: Observational Assessment
- Chapter 9: Sensory Assessment
- Chapter 11: Practical Assessment of Communications
- Chapter 12: Motor Skills of Young Children

b. The Art of and Practice of Home Visiting

- Chapter 1: An Overview of Home Visiting
- Chapter 2: Understanding Families as Systems
- Chapter 3: Building Home Visitor-Family Relationships
- Chapter 5: Facilitating Adult-Child Interactions
- Chapter 6: Guidelines for Intervention for Children with Various Disorders
- Chapter 7: Special Family Challenges
- Chapter 8: Expanding the Early Intervention Team

3. Topic Modules (85 points)

Assessment Resources The assignment description and links needed for this assignment are also available in Canvas. Go to <http://www.nectac.org/topics/earlyid/screeneval.asp> and read the NECTAC statement on Screening, Evaluation, and Assessment. Click on the [technical assistance paper](#) link from the Early Head Start National Research Center and read it. Under the Screening heading, click on the link, [developmental screening](#). Read the Overview and click on the link to [Developmental Screening Tools](#).

Family Assessment. This module will consist of how to conduct family assessments.

Supporting Cultural and Linguistic Diversity in Early Intervention. Module will focus on CLD in early intervention.

Early Communication. You will be viewing two modules that focus on communication with very young children.

Motor Development and Supporting Children with OI Eligibility. In this module we will explore early typical/atypical motor development.

Working with Medically Fragile Children in ECSE -In this module we will focus on supporting children and families and other support providers.

Coaching Families. This module will focus on early intervention services coaching families related to family-centered intervention: https://veipd.org/main/sub_coaching.html

IFSP Outcomes. This module will focus on IFSP development

Routine-Based Intervention. This module will focus on Routine-Based Interventions and Embedding Outcomes in the natural environment.

3. Informal Assessment Report

Be sure to check with the collaborating early interventionist/teacher regarding the program policy on conducting assessments and on the tools that are used. **Observe** one of the children in your fieldwork to conduct an informal assessment while the child is engaged in various activities. Use multiple measures (e.g., observations, conversations with parents, play-based, ecologically-appropriate, and the assessment tool used by the program).. Analyze what you know about the child, his/her development and needs, and the IFSP. Provide routine-based interventions based on the assessment report/ developed IFSP outcome, and family input.

Write a 5-6 page report, using a fictitious name to ensure confidentiality. Include the following components in the report:

- a) **Description, background and summary of IFSP** (age/date of birth, disability, or risk factors, if known; family background, culture and language; outcomes or goals as stated in the IFSP/IEP, services that the child receives, and settings where services are provided). Be sure to **avoid subjective descriptions** and to describe the child in objective terms (~ 1 page- 2pt) pts).
 - b) **Context** (settings, activities, and routines) that you observed (~ ½ page- 2 pt).
 - c) **Summary of the child's development** and specific tools you used to document the child's abilities in the areas of social/emotional, language/communication, self-help, physical and cognitive development based on your observations (~ 3 pages- 5 pts)
 - d) **Identify** the major areas of need (~1/2 page -3 pt)
 - e) **Suggested IFSP outcomes** based on the developmental summary and Infant/Toddler Learning Foundations.
 - f) Create suggested intervention for working on identified areas of need/outcomes within the daily routine (home and center-base if appropriate) **with specific measurable outcomes** (~ 1 page 6 pts)
 - g) Present your assessment of this child to the family and team at your program. **(BE SURE TO DOCUMENT INPUT FROM EACH TEAM MEMBER IN YOUR SUMMARY)**
 - h) Include a copy of the assessment protocol that you used to guide your observations.
- This report should have headings, be well organized, and presented professionally (2p

4. **Book Club Assignment (35 points)**

This semester we will be reading the book, *Melanie Bird with a Broken Wing* by Beth Harry. I will provide students with the book. **You do not need to purchase the book.** You will submit a response to a set of discussion questions related to the book.

Periodically, you are asked to post the Melanie blog. We will also be discussing the book in class as it relates to the, communicating with families, initial assessments, supporting CLD families through the diagnostic process, services for young children with multiple disabilities including orthopedic impairments, speech and language disorders and medically fragile.

5. **Little Man Documentary.** We will watch the film Little Man and post discussions related to babies born premature, infants with multiple sensory disabilities (hearing and vision), orthopedic impairments and feeding issues. The film also explores the transition from NICU to home to EI services as well as teaming and consultation models.

6. **Observation Assignment**

In this culminating assignment you will observe and provide information about the assets and development/learning needs for three specific focus children within a class or small group or from your assigned caseload:

- a child who is an English learner or who needs support with language development
- a child with academic, behavioral, and/or physical goal(s)
 - a child who you are curious about because they have behaved or acted in a manner that has caught your attention

While in your clinical practice placement where you are working with 3- to 5-year-old children, you will conduct an observation for each child and record what you see and hear. This observation will help you begin to understand what each child's interests are, the friendship they have, and the child's well-being as well as specific learning needs or areas of physical, intellectual, social, or emotional development. It will also help you to get to know the child better. You will analyze and interpret your observational data and share your findings with your supervising/mentor teacher. You will then explore other supporting sources of evidence for additional related information. Finally, you will reflect on what you learned through observation, supporting sources of evidence, and conversations with others, and apply this learning to inform what you could offer as a next-step activity for these children.

This assignment contains four specific steps to be completed in order: plan, observe and record, reflect, then apply. You must use the California Preschool Learning Foundations and Curriculum Frameworks, the TK Implementation Guide, and/or the state-adopted Kindergarten Student Standards to guide the development of your learning activities. Be sure to write out the foundation and not refer to only the foundation number. individual children's assets, language development, and learning needs. Rubrics and more information is located on the canvas site for this course.

<https://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvoll.pdf>

<https://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>

<https://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf>

<https://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

<https://www.cde.ca.gov/be/st/ss/>

TECHNICAL REQUIREMENTS

Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active email account (know what email account the University has in the system for you) and word processing software. Since the instructor and many classmates are not presently able to read Word 2007/Vista files, previous versions should be used. Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, use Canvas features such as the Blog and Wiki tools, and submit postings/assignments through the Discussion Board, as well as the Assignment link & TurnItIn via Canvas. .

Candidates are also expected to check the course Canvas site regularly for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

Should technical difficulties arise, contact the Help Desk at 657-278-7777. Additionally, below are some helpful sites:

<http://www.fullerton.edu/at/index.asp>.

http://www.fullerton.edu/ittraining/other/moodle/tutorials/Canvas_Student_Tutorial/Canvas_Student_Tutorial.htm

(They have prepared several online tutorials that may help you)

<http://distance-ed.fullerton.edu/> (Click on "students")

On-Line Behavior:

1. Do not post any messages that you would not be allowed to speak in a classroom.
2. Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
3. Use “Person-First Language” in your postings (e.g., “student with autism” instead of “autistic student”). Points will be deducted for lack of person-first language.
4. Maintain confidentiality at all times. That is, all references to students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
5. Always change the subject line to reflect your posting!
6. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
7. You may compare and contrast various student points of view as a quality posting.
8. Give examples from your experience.
9. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
10. Be sure to check spelling and grammar before submitting your posts.
11. Remember –ALL CAPS is reserved for strong emphasis.
12. Post references and page numbers when answering questions to support your points and demonstrate you’ve read the material.
13. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written. (See the Discussion Rubric posted on Bb.)
14. Be sure you type your post directly in the text box rather than attaching a separate document- this enables others to read your work efficiently.
15. It is suggested you back up your work- for example, type out your posting in a word document first and save it, then copy and paste your posting in Canvas text box.
16. Make sure your postings are timely as posts submitted after the deadlines are considered late.

UNIVERSITY INFORMATION

Canvas

As a registered student you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Canvas weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 [found at the UPS section of the Academic Senate website.](#)

Covid (Also see attached information)

Dear students, we have all been through an unprecedented time in our lives – unexpected, unpredictable, and unimaginable. I hope that you and your family and friends remained healthy throughout this time. Returning to campus and our normal lives will be another transition for all of us. I want you to know, without hesitation, that I am here for you to help you navigate through this period. For some of you, it may be seamless, and yet, for others more challenging. Listed below are resources for you to contact – do not hesitate if you need support. I'm not a trained therapist, but I'm a good listener because I care; and if I'm unable to help you, I do know the services that we provide for our students and can direct you there – personally walking you to the facility if needed.

Campus services:

- CAPS 24/7 crisis phone services for students: (657)278-3040
- YOU@Fullerton: A free and confidential wellness portal that connects students to academic, physical and mental health resources. Student visit: <https://you.fullerton.edu>
- CAPS appointments for students: (657) 278-3040 or visit <https://www.fullerton.edu/caps/>
- Please call 911 for any and all emergencies.

Two week plan for distant instruction should on-campus instruction be interrupted

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Canvas groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact

In the event of emergency, contact the University Police at (657) 278-3333. [Additional information can be found at the CSUF Emergency Preparedness website.](#)

Library Support

Pollak Library Assistance available for Online Students with [online instruction guidelines are available on the CSUF library website.](#)

Policy on Retention of Student Work

Candidates must request the return of student work within one semester after a grade is assigned for the related course(s). If they fail to request the return of their work within that time, the instructor has no further obligation to retain said work (UPS 320.005).

TENTATIVE SCHEDULE

Week 1, August, 24

Topic(s) Legal Basis for Assessment

Screening, Assessment and Evaluation, IDEA Provisions for Natural Environments

Reading Assignment

Foundations in ECSE Assessment Chapter 2: Legal Issues

Cook and Sparks Chapters 1-2

Article: Appropriate and Meaning Assessment in Family-Centered Programs (Elcker & McMullen, 2013)

<https://www.collaborative.org/sites/default/files/b9e4ca659a76c3d9c6e17dcfa0854be3e3c4.pdf>

Article: Informed Clinical Opinion: <https://ectacenter.org/~pdfs/pubs/nnotes28.pdf>

Assignment Due-Monday, August 30

Discussion Forum Home Visiting

Answer questions from Chapter 2 (Foundations in ECSE Assessment)

Weeks 2, August 31

Topic(s) Initial Screenings, Home Visiting, Coaching Families

Ages and Stages Assessment

McWilliam: Principles of the Intake Process

In class activities- Ages and Stages Assessment Practice

View:

Coaching Families to Address Challenging Behaviors

https://www.youtube.com/watch?v=BqI8jBTyi7M&list=PL7F9I-VZdRS_pu2x5xrSkqtpy3w9RMUUI&index=5

Developmental Checklists and Resources

(<https://www.zerotothree.org/resources/series/parent-favorites>)

Assignment Due September 6

Completed Ages and Stages for one child

Reflection on the Zero to Three Resources

Week 3, September 7

Topic(s) Assessing Family Resources, Priorities and Concerns, Evidence-Based Resources

Assignments Due- Monday 9/13

Complete Webinar on Family Assessment

(<http://www.cvent.com/events/family-assessment-in-the-early-intervention-system/event-summary-752c900127cc4f1da5fbae21fe5735b0.aspx>)

Cooks and Sparks Chapter 3(Building Home Visitor-Family Relationships)

Discussion Questions

Early Childhood Technical Assistance Center-Resource Review (Come prepared on 9/14 to discuss resources you found)

<https://ectacenter.org/decrp/topic-assessment.asp>

Reading Assignments

Cooks and Sparks Chapter 3

Reading are posted in Canvas

McCormick, et al. Using Ecomaps to Understand Family Resources

McWilliam, R.A –Understanding the Family Ecology

Woods & Lindeman-Gathering and Giving Information with Families

Week 4 September 14

Topic(s) Evidence-based Resources, Assessing Family Resources, Priorities and Concerns, Home visiting Video, Eco-mapping, review NECTAC Resources, Little Man Documentary

Assignment Due- Monday, September 9/20

Melanie discussion post #1.

Foundations in ECSE- Chapter 8 question responses and Case Study

Preview HELP and TPBA Assessment materials

Reading Assignment

Melanie with a Broken Wing pages 1-15

Foundations in ECSE Assessment- Chapter 8: Observational Assessments

View

Webinar on Transdisciplinary Play-Based Assessment

Week 5 September 21

Topic(s) Using Observation in Early Intervention Assessments, Tenants of ECSE Assessment
Transdisciplinary Play-Based Assessment
Hawaii Early Learning Profile (HELP) Assessment

In Class Activity:

TPBA observation assessment

Observation Tools using Observation Videos

Week 6 September 28

Topic(s) Cultural and Linguistic Diversity in Early Intervention and Understanding Implicit Bias

Assignments Due-Monday, October 4

Understanding Implicit Bias Webinar

Chapter 3 questions: Family Diversity and Assessment

Fussy Baby Assignment

Reading Assignments

Chapter 3 in Foundations in ECSE Assessment

Readings posted on Canvas

Evaluating ASD Screening Tools CLD

Banerjee, R., & Guiberson, M. (2012). Evaluating young children from culturally and linguistically diverse backgrounds for special education services.

View

Fussy Baby Video

Week 7 October 5

Topic(s) Cultural and Linguistic Diversity in Early Intervention and Understanding Implicit Bias, Curriculum-Based Assessments (Carolina & AEPS), Supporting Cultural and Linguistic Diversity.

Assignment:

Come to class prepared to discuss the CLD articles, Chapter 3 in the Foundations text and the Implicit Bias Webinar.

Week 8, October 12

Topic- Assessing Motor Skills in Infants and Toddler ,

Assignments Due- Monday, October 18

Complete Chapter 12 questions-Foundations in Assessment

Chapter 5- The Art of Home Visiting

Reading Assignments

Foundations in ECSE-Chapter 12

Art of Home Visiting-Chapter 5: Facilitating Adult-Child Interactions

Article: Helping Children Develop Motor Skills and Self-Help Skills

Article: Motor Skill Acquisition for Children with Disabilities

View

Typical/Atypical Motor Development in Infants 2-6 months

Webinar on Early Motor Development

PPT: Adapting Toys for Young Children with Motor Impairments

Week 9 October 19

Topic(s) Home Visiting Supports, Peabody Motor Assessments

Assignment:

Come to class ready to discuss the Webinar, motor development videos, chapter 12 and the Melanie book.

Week 10- October 26

Topic: Assessing Communication Skills

Assignments Due- Monday, November 1

Chapter 11 questions-Foundations in Assessment

Discussion Forum: Dr. Risley (<https://childrenofthecode.org/interviews/risley.htm>)

Complete AAC Quiz

(<https://rerc-aac.psu.edu/2015/04/03/aac-interventions-to-maximize-language-development-for-young-children/>)

Melanie Reflection Part 1

Reading Assignments

Chapter 11- Foundations in Assessment

Dr. Risley Handouts

Article: Assessing Communication and Learning in Children who are DeafBlind or who have multiple disabilities.

(<https://www.designtolearn.com/uploaded/pdf/DeafBlindAssessmentGuide.pdf>)

View

Dr. Risley Lecture

(<https://rerc-aac.psu.edu/2015/04/03/aac-interventions-to-maximize-language-development-for-young-children/>)

AAC with Very Young Children <http://aacrerc.psu.edu/index.php/webcasts/show/id/7>

Assignments Due November 1

Discussion post on AAC and Assessing DeafBlind.

Week 11-November 2

Topic(s) Assessing Children's Environments, Review of Communication Development and Assessments

Reading Assignments

Chapter 7-Foundations in ECSE: Assessing Early Childhood Children's Environments

Assignments Due-

Post questions related to the readings on the discussion forum

Melanie Reflection Part 1

Week 12-November 9

Topic(s) Screening and Assessment of Sensory Functioning

Low Incidence Assessments and Language Intervention

Readings

Chapter 9- Foundations in ECSE-Sensory Assessment

Nussbaum (2008). Your Child Has a Cochlear Implant: Why Include Sign Language?

Nicolson & Spann (2011). Technology for Baby's Ear

View

Hearing Screen Videos

Hear to Learn topic Videos-The Audiogram

Hearing recorded lecture

Assignments:

Come to class ready to discuss sensory impairments in very young children, audiograms and related services.

Complete assignment on types of hearing aids/cochlear implant and audiograms

Week 13, November 16 (Class is online)

Topic(s) Understanding IFSP Outcomes through Family Engagement
Exploring Family Supports , Routine-based Interventions

Assignment Due-Monday, November 29

Module Developing and Writing IFSPs -Posted on Canvas

Chapter 6 questions-The Art of Home Visiting

Reading Assignments

Chapter 6-The Art of Home Visiting

Chapter 6: Routine-Based Early Intervention

IFSP Articles in Canvas:

An Activity-Based Approach to Early Intervention, Fourth Edition, by JoAnn (JJ)

Johnson, Naomi Rahn, and Diane Bricker.

Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers

Campbell, P. H. (2004). Participation-based services: Promoting children's participation in natural settings. *Young Exceptional Children*

Jung, L. A., & Grisham-Brown, J. (2006). Moving from assessment information to IFSPs: Guidelines for a family-centered process

View

Webinars on Writing IFSP Outcomes

Thanksgiving Break**Week 14- November 30****Topic(s) Writing IFSP Outcomes and Routine-Based Intervention****Assignments Due-Monday, December 6**

Melanie with a Broken Wing Part 2 Reflection

Chapter 7 questions- Art of Home Visiting

Informal Assessment Report

Reading Assignments

Chapter 7- Art of Home Visiting

Article- Supporting Families in Transition between Early Intervention and School Age Programs

Week 15, December 7**Transition from Part C to Part B, Coaching and Consultation****Reading Assignments**

Article: Supporting Families in Transition between Early Intervention and School Age Programs

(https://www.handsandvoices.org/pdf/trans_cheryl.pdf)

Article:

Handout: IFSFlowchart-https://ectacenter.org/~pdfs/topics/families/ifsp_process_chart.pdf

View

The First IEP Simulation Video

Assignments Due December 6

Informal Assessment Report

Coaching Families to Address Challenging Behaviors

Week 16, December 14

Topic(s) Final Exam

NOTE: The instructor reserves the right to adjust or change topics and assignments as the need arises. If candidates wish to debate an assignment or grade, professional & conservative feedback is welcomed.