



DEPARTMENT OF SPECIAL EDUCATION

**SP ED 5350/6350: Collaborative Early Intervention for Infants and
Toddlers with Developmental Delays**

3 credits

SPRING 2023

Mondays 4:35p – 7:05p

Location: Online - Synchronous & Asynchronous

Instructor: Sondra M. Stegenga, Ph.D., M.S., OTR/L
1-801-581-3318
sondra.stegenga@utah.edu
Office: 2290 SAEC
(She/her/hers)

Office Hours: By appointment - I have office hours by appointment in order to accommodate a broader range of schedules and needs. Please email, connect with me during or after class, or call to schedule an appointment. I am happy to meet and enjoy getting a chance to support for your learning! I am very glad you are in this class and want to make it a successful experience.

Course Description: This course is designed to provide specialized content and procedural strategies related to the provision of family-centered early intervention for infants and toddlers who are at-risk or have developmental delays or disabilities (e.g. Part C of the Individuals with Disabilities Education Act). Students examine policy issues, curriculum content, teaming, service coordination strategies, and assessment and intervention techniques for providing family centered early intervention. Course content will include (a) the philosophical, policy, and research base for recommended practices in early intervention, and (b) practice guidelines and examples of how to implement these strategies in inclusive infant-toddler programs and family and community contexts (e.g. home visiting). Emphasis will be placed on the collaborative development and the implementation and evaluation of the Individualized Family Service Plan (IFSP) as the framework for early intervention.

Course Format: Content for this course will be delivered online in a hybrid of synchronous (i.e., Zoom meetings) and asynchronous (i.e., videos, readings, recorded lectures, etc. via Canvas modules) formats. Students are required to complete asynchronous content each week and participate in several class meetings via Zoom according to the schedule provided in the class schedule. These class meetings will always be held on Monday evenings, either 4:35 – 5:45pm OR 5:55 - 7:05pm, in coordination with other early childhood special education courses (see also the “Master Hybrid Schedule”).

Pre-Requisites:

Undergraduate: SP ED 5310, 5320, 5330, 5340

Graduate: SP ED 6310, 6320, 6330, 6340

Co-Requisites:

Undergraduate: SP ED 5360, 5370, 5390, 5400

Graduate: SP ED 6360, 6370, 6390, 6400

Required Textbooks:

1. McWilliam, R. A. (2010). *Routines-based early intervention: Supporting young children and their families*. Baltimore: Paul H. Brookes. This book is available at the bookstore or can be ordered on-line.
2. Pletcher, L. C., & Younggren, N. (2013). *The Early Intervention Workbook*. Baltimore, MD: Paul H. Brookes Publishing Co. This book is available at the bookstore or can be ordered on-line.
3. Additional required articles and book chapters are posted on Canvas

Initial Practice Based Standards (2020) by Council for Exceptional Children – Division for Early Childhood (CEC-DEC)

This course content is aligned with and assignments are linked with the eight “Initial Practice Based Standards” that outlines the professional requirements for core content knowledge of EI/ECSE teachers candidates. In August of 2020, the “Initial Practice Based Standards” were published by CEC-DEC. The full version is available online here, <https://www.dec-sped.org/ei-ecse-standards>, and states the following:

“The EI/ECSE standards define the essential knowledge, skills, practices, and dispositions required of early intervention/early childhood special educators at the completion of an initial educator preparation program. The standards are built upon the concepts of developmentally appropriate and family-centered practice, as they apply to young children who have or are at risk for developmental delays or disabilities and their families. They are intentionally written to cross age ranges and settings, including children and their families from birth through two years who receive EI services; preschool children from three through five years of age; and children from six through eight years who receive ECSE services.

The standards are organized into eight essential areas. Additionally, the standards define field and clinical experiences that support candidates in applying knowledge and practicing skills. These essential areas are built upon the underlying foundational themes outlined above, which are elevated within and integrated across all standards.

Standard 1, Child Development and Learning, emphasizes the importance of knowledge of relevant theoretical perspectives, developmental sequences, and individual differences in development and learning based on biological and environmental conditions, as well as the application and translation of that knowledge in developing assessment, curriculum, instruction, and intervention.

Standard 2, Partnering with Families, focuses on using knowledge of family systems theory and family-centered practices to build partnerships with families, apply family capacity building practices to support informed decision-making and advocacy, and engage families as active team members.

Standard 3, Collaboration and Teaming, centers around applying teaming and collaboration models, skills, processes, and strategies to engage in individualized intervention and transition plan development.

Standard 4, Assessment Processes, reflects the importance of understanding assessment purposes, choosing appropriate assessment tools and methods, as well as administering, interpreting, sharing, and utilizing assessment results.

Standard 5, Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experience, focuses on understanding and applying curriculum frameworks that address developmental and content domains to create high quality, equitable, and meaningful learning opportunities across natural and inclusive environments.

Standard 6, Using Responsive and Reciprocal Interactions, Interventions, and Instruction, addresses planning and implementation of evidence-based practices, with fidelity and in partnership with families and other professionals. This standard integrates a range of evidence based practices including flexible and embedded instruction, practices to promote social and emotional competence, opportunities for young children to learn play skills and engage in meaningful play, as well as use of data-based decision making in planning, implementing, and adapting intervention and instruction.

Standard 7, Professionalism and Ethical Practice, captures the importance of engaging in professional activities and reflective practices; accessing evidence-based information for professional growth; advocating for improved outcomes for children, families, and the profession; and understanding and adhering to ethical and legal policies and procedures.

Standard 8, EI/ECSE Field and Clinical Experience Standard, focuses on planned field experiences designed to link EI/ECSE research and theory to practice and provide rich, scaffolded, developmental, and graduated experiences with increasing responsibilities for prospective early interventionists and early childhood special educators.”

Reference:

The Council for Exceptional Children and The Division for Early Childhood. (2020). *Initial practice-based professional preparation standards for early interventionists/early childhood special educators (EI/ECSE) (initial birth through age 8)*. <https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

Course Objectives

The following course objectives were developed to ensure core content knowledge in EI. This course, combined with successful completion of the summer EI practicum and EI/ECSE program requirements for teacher licensure, leads to the initial Babywatch Certification (EI certification in Utah). In addition, the objectives help candidates plan and prepare for advanced professional competencies in EI including leadership, professionalism, and ongoing Babywatch Certification Renewal post-graduation. Students successfully completing SPED 5350/6350 will demonstrate knowledge of:

1. Foundations of early intervention including: a) history of and rationale for EI, b) the rationale for and characteristics of family-centered early intervention, c) Part C federal regulations and state requirements for early intervention, d) major models of service delivery and collaborative teaming for birth through two year olds and their families (e.g. primary service provider), e) understanding of the specialized role of service coordination including facilitation of interagency coordination and leading the IFSP process, f) the varied roles of professionals, agencies, and family members in early intervention including a focus on the special role of service coordination, g) strategies and considerations for providing services in natural environments, and h) strategies for developing partnerships with families, including those from a variety of culturally and linguistically diverse backgrounds.

2. Early brain development and recommended early intervention practices for early infancy including: support-based interventions in NICUs, newborn assessment practices, transitioning infants from NICUs to family settings, responsive interactions between infants and caregivers, impacts of early trauma, and strategies for supporting key routines and activities in early infancy including sleeping and feeding.
3. Various family and child assessment activities specific to EI including: a) state and federal guidelines for screening, assessment, evaluation, and eligibility processes for EI including specifics to Utah's Babywatch programs, b) family interview practices and tools (e.g. RBI, Ecomaps), c) procedures for using state required standardized assessment tools (e.g. Battelle Developmental Inventory – NU), d) other data gathering process pertinent to guiding the development of an Individualized Family Service Plan (IFSP) for an infant or toddler with developmental delays and/or disabilities and their family (e.g. Child Outcomes Summary – COS).
4. Individualized Family Service Plan (IFSP) processes including: a) recommended and research-based practices in IFSP outcome development (both family and child focused outcomes), b) core components of the IFSP linked to federal regulations and state requirements, c) using effective methods for monitoring, summarizing, and evaluating progress on IFSP outcomes, and d) comprehensive understanding of transition planning recommended practices and regulations (Part C to Part B or other community settings).
5. Curricula and evidence-based strategies for planning and intervention in natural environments across a range of developmental areas including but not limited to: sensorimotor, gross motor, fine motor, social emotional, cognitive, play, language, and feeding.
6. Professional practices in EI including: planning for on-going professional development, professional goal setting, leadership in EI, ethical requirements, and developing areas of expertise relevant to issues in early intervention.
7. Strategies for planning, leading, and implementing integrated comprehensive intervention plans for multiple areas of development including: development of comprehensive, integrated, plans that address a range of developmental areas, align with evidence-based and recommended practices in EI, and demonstrate integration of knowledge and strategies related to all prior objectives listed for the class (SPED 6350 (graduate level) students).

Expectations:

This course will be presented through an interweaving of lectures, class activities, discussions, and guest speakers. I have selected this blend of styles to align with evidence-based practice in adult learning (e.g. Dunst et al., 2015), to promote engagement, and to allow opportunities for students to share their unique experiences. In an effort to make the most of our time together, I have compiled the list of the following minimal expectations.

What you can expect from me:

- Plan the course and alter the plan as needed to meet the needs of the class.
- Structure the class sessions to provide optimal opportunities for learning.
- Maintain order and a positive learning environment in the classroom.

- Clear expectations regarding course assignments, grading, etc.
- Timely and fair evaluation of your assignments, with grades and feedback. I take the assignments in this class seriously and have made giving feedback a priority.
- Be patient when you are struggling with new ideas. To me, the struggling reveals that learning is taking place.
- Provide clarity when struggling begins to interfere with learning.
- Be available to meet with you to discuss concerns, progress, assignments, etc.
- Openness to consider input from students and incorporate suggestions as appropriate, either during this or future semesters.
- Clearly communicate any changes in schedule or assignments through announcements in class and on Canvas.

What I expect from you:

- Regular attendance and participation in the synchronous online classes. Much of the material provided in this class is based on class discussions and group work. Also, being a professional in the field of special education requires collaboration, consistency, and team work – similar principles to what we will be using in class.
- Weekly/timely completion of the online modules/asynchronous content. Assignments, class discussions, and future content all require the regular acquisition of knowledge – learning is a building process. Missing/failing to complete asynchronous content will result in missing key information necessary for required assignments and ultimately skills you will need as a teacher in the classroom. Also, you will not receive points for late module completion.
- In case of absence, you will be responsible for obtaining notes/handouts from another student prior to coming to the next class session.
- Regularly check Canvas and email for communications (e.g. daily during the work week is preferable but at least twice per week). This allows for you to receive necessary communications about the class as well as builds good habits for when you are working as a collaborative team member and leader in the field of education.
- Assignments will be turned in on time. Late assignments will not be accepted. In the case of an unpreventable circumstance, the student should give the instructor prior knowledge in order for consideration to be given to (a) allow the assignment to be turned in late, and (b) whether or not points will be deducted.
- On-time arrival to class and stay for entire class period. In addition to missing important information, being tardy or leaving early presents an unprofessional image to the peers, instructor, and guest presenters in the class.
- Completion of appropriate readings and online content before each class.
- Participation in class by contributing to discussion, asking relevant questions, sharing related experiences, and listening to others in the group.
- Use of electronic equipment, including laptop computers, only for course related activities.
- Communication with the instructor regarding your needs related to the course (e.g., questions related to content or assignments, support related to participation in the course, etc.).
- Professionalism and collaboration. As teachers you will be leaders on educational teams, regularly collaborating with a range of professionals, families, and interdisciplinary team members. This requires honest, kind, and regular communication. Practicing these interactions with other students, colleagues, and your professors during class helps to improve these skills, demonstrate these competencies, and overall creates a positive learning environment for all.

Academic Honesty:

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Names & Pronouns:

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center.

https://lgbt.utah.edu/campus/faculty_resources.php

Assignments & Grades:

Assignment descriptions will be provided as they are assigned throughout the semester (Dates for when assignments are given and due are available in Canvas). Assignments are released throughout the semester in alignment with content. All assignments must be uploaded to Canvas for grading. Assignments are due by 11:59pm Mountain Time on the date due.

Incomplete (I grades) will only be given when students have obtained prior approval from course instructor and at least 80% of course work has been completed. There will be a mandatory 1 full letter grade deduction for incomplete (I) grades (e.g. A moves to a B). Class participation must be turned in within 24 hours of the due date in order to receive credit because the intent of asynchronous content is to be prepared for synchronous class times and to ensure students do not fall behind in the overall course content and learning. 10% of available points for the assignment per week will be deducted for late submissions.

Assignments:

***Note** – Asynchronous module content and associated activities in the “Class Participation” assignments are due every week on Sunday nights by 11:59p. This ensures you are knowledgeable in required objectives and prepared for synchronous class activities on Mondays. All other assignment due dates will be due according to posted dates in Canvas.

#	Assignments	Points	Linked Course Objectives	Initial Practice Based Standards
1	Becoming an Expert in EI – Research + Outline for Family Education Training	30	1, 5, 6, 7	1, 2, 5, 7, 8
2	Family-Centered Evaluation Practices: RBI + Ecomap	60	1, 3, 4	1, 2, 3, 4, 6
3	IFSP: Functional & Meaningful Outcomes + Data Collection Plan	30	1, 2, 4, 5	1, 2, 3, 4, 5
4	IFSP Planning & Review	50	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7
5	Professionalism & Ethics: Professional Goals + Development Plan	20	6	7, 8
6	Demonstration of Objectives & Integration of Content Knowledge – Modules & Class Participation Activities (13 possible weeks X 10 points per week)	120	All	All
GRAD 6350 ONLY	Planning to Take a Lead Role in Home Visits: Comprehensive Integrated Intervention Plans	75	All	All

Total Points 5350 Students = 310
Total Points 6350 Graduate Students = 385

Grades:

Grades will be assigned based on the percentage of points earned by the student based on the following distribution:

A= 93-100% B+=87-89% C+=77-79% D+=67-69% E=59% and under
 A- =90-92% B=83-86% C=73-76% D=63-66%
 B-=80-82% C-=70-72% D-=60-62%

Student Evaluation and Grading Criteria

1. Students will be evaluated on the basis of five major assignments for SPED 5350 students/six major assignments for SPED 6350 students and thirteen weekly class-participation assignments. All assignments are intentionally linked to course content, objectives, and the initial practice based standards for CEC-DEC.

2. Points will be assigned for each assignment, activity, reading log, and case study discussion. **The total number of points earned during the semester will determine the final grade as specified in the grading scale provided above.** I suggest you regularly check your gradebook in Canvas – this will show a tally of your points throughout the course as assignments are graded. Notify the instructor if you see any errors on Canvas (e.g., points missing or if anything does not match the points you were given for the assignment).
3. Regular attendance and participation in course sessions and completion of the assigned readings will be necessary to satisfactorily complete the assignments, discussions, and to receive credit for in-class activities.
4. Each assignment will be introduced during one of the course sessions, either in synchronous or asynchronous modules. Specific directions for the assignments and grading criteria will be provided to students at that time. If you have any questions about an assignment or grading criteria please check with the instructor.
5. All assignments are to be turned in in Canvas. Be sure to check Canvas settings to ensure you receive notifications and feedback from assignments. It is your professional responsibility to ensure you are receiving and responding to messages.
6. Students with identified disabilities who require accommodations to complete course assignments or activities are encouraged to contact the instructor during the first week of the semester. Reasonable prior notice is needed to arrange accommodations. Question regarding whether you may have a disability or requests for reasonable accommodations should be referred to the Center for Disability & Access (162 Olpin Union Building, University of Utah).
7. Students are expected to turn in all assignments on time. Students have at least two weeks to complete all assignments after they are introduced during a course session. This should provide students with sufficient notice to meet individual needs. In case of emergency or similar unpreventable circumstances students need to give the instructor PRIOR notice if they expect consideration in being allowed to turn in assignments at a later date without loss of points.
8. Late assignments for #1-5 Large Assignments will be accepted **during the semester** up to three weeks after the due date with automatic point deductions. **Late assignments will not be accepted during finals week.** 10% of the points will automatically be deducted from the total possible points during the first week after the due date, 20% during the second week after the due date, and 30% during the third week after the due date. The only exception to this policy will be if you had prior agreement on the part of the instructor that extraordinary circumstances did not make it possible for you to turn in your assignment on time. You do not need to provide a reason for assignments being turned in late during this three week time after the due date.
9. Weekly Modules (Class Participation Activities) (#6 in the table above) help to prepare you for class discussions during synchronous class sessions. Hence, **these MUST BE completed on time by the Sunday 11:59p deadline.** However, I acknowledge that life is not always perfect and therefore, I do allow you to make up one late or missed

module without late penalty during the semester. **Late modules will NOT be accepted during finals week.**

10. If extenuating circumstances make it necessary for you to take an incomplete for this course, be sure and discuss this with the instructor at the first possible opportunity. You must have an incomplete approved before grades are turned in at the end of the Spring Semester, or missing assignments will be given zero points. Please note that university policy requires students to have completed at least 80% of the course work to be considered for an incomplete.
11. Please check the Spring Academic Calendar and Student Handbook for information on the university withdrawal policy and the final date for course withdrawal this semester.

Attendance, Participation, & Zoom Courtesy:

Attendance & Participation: Attendance and participation are expected for each of the scheduled class sessions (both synchronous and asynchronous). Participation is defined as being in class, engaging in discussions, answering questions, providing input, attending to lectures, appropriate use of devices (e.g. not texting, emailing, etc. during class), completing online modules, etc. If you need to miss a class or be late, you must contact the instructor prior to the start of class. Students will receive points for participation via completion of in-class related activities linked to weekly modules. Participation points cannot be made up. I acknowledge that sometimes, in spite of thoughtful planning, technology can go awry and may cause difficulty in joining either synchronous or asynchronous class content. However, this is where planning is important. I encourage you to work and plan ahead when possible in case of a technology difficulty on a due date. If you are unable to participate in class due to difficulty with technology, you must notify your instructor immediately and also work quickly to connect with University of Utah Technology to resolve the issue. Attendance, participation, and regular completion of the class content are required to ensure you gain knowledge needed as a teacher and educational team leader.

Zoom Courtesy: Synchronous Zoom sessions are intended to be interactive. Therefore, having video on and engaging throughout the session with colleagues, the instructor, and guests is highly encouraged. In these unique times, we do not have as many opportunities to engage with other professionals. However, if we are intentional about being present during our times together it is amazing the connections we can make, even via technology such as Zoom. There are free Zoom backgrounds in case you would like to block out your background. Zoom backgrounds are also great if you just want to change things up for fun! You can get free University of Utah backgrounds here: <https://umc.utah.edu/resources/asset-downloads/zoom-backgrounds/>

COVID-19 Campus Guidelines

The University of Utah has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic.

For the most up-to-date information on COVID-19 protocol, please refer to
<https://coronavirus.utah.edu/>

Other resources are:

1. [Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure](#)
2. [Registrar's Office COVID-19 Information and FAQ's](#)
3. [Housing & Residential Education](#)

Some courses may require attendance due to hands-on coursework. Please read the syllabus and attendance requirements for the course thoroughly.

Some students may qualify for accommodations & exemptions from these guidelines through the Americans with Disabilities Act (ADA). Accommodations should be obtained prior to the first day of class. If you believe you meet these criteria, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Accommodations / Adaptations

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. <https://disability.utah.edu>

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; 801-581-7776; <https://wellness.utah.edu>

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801 Dean of Students, 270 Union Building, 801--581--7066.

For support and confidential consultation, contact the Center for Student Wellness, SSB 328, 801-581-7776.

To report to the police, contact the Department of Public Safety, 801-585-2677(COPS)

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at [801-585-COPS \(801-585-2677\)](tel:801-585-COPS). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Writing Support

The University of Utah offers free writing lab support both in person and via e-tutoring through the University Writing Center located in the Marriot Library. You can visit them in person or at this link: <https://writingcenter.utah.edu>

Student Support

Your success at the University of Utah is important to all of us here. If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U has a range of resources.

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website at trio.utah.edu or contact:

Student Support Services (TRIO)

801-581-7188

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website at diversity.utah.edu/centers/airc or contact:

American Indian Resource Center

801-581-7019

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment. For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English for Academic Success (EAS) Program

801-581-8047

linguistics.utah.edu/eas-program

2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli

540 Arapeen Dr.

Salt Lake City, UT 84108

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu (Links to an external site.)

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out: getinvolved.utah.edu/ and studentsuccess.utah.edu/resources/student-support

Collaborative Early Intervention for Infants and Toddlers with Disabilities SP ED 5350/6350

COURSE SCHEDULE

**May be modified to meet university, class, & guest speaker needs. See Canvas for most updated throughout the semester.*

Week <small>** All Asynchronous</small>	Topics	Readings	Assignment(s) Given <small>(**Due Dates are Per Canvas**)</small>	Course Objective(s) + Initial Practice Based (IPB) Standards
1	<p>Course Overview</p> <ul style="list-style-type: none"> • Syllabus • Canvas Layout • Introductions <p>Introduction to Early Intervention (EI)</p> <ul style="list-style-type: none"> • What is EI? • Why is EI important? • History of EI legislation & development • Funding & support for EI • Brief review of IDEA Part C requirements for Early Intervention • Key premises of EI 	<p>EI Workbook (Pletcher & Younggren, 2013):</p> <ul style="list-style-type: none"> • Chapter 1 <p>Routines-Based EI (McWilliams, 2010):</p> <ul style="list-style-type: none"> • None <p>On Canvas:</p> <ul style="list-style-type: none"> • None 	Class Part – Wk 1	<p>Course: 1, 2, 4, 6</p> <p>IPB: 1, 2, 3, 6</p>
2	NO CLASS – Martin Luther King Junior Holiday	No Readings – Time to rest and begin work on assignments		
3	<p>Intro to Infant Brain Development + Issues in Early Infancy</p> <ul style="list-style-type: none"> • Infant brain development 	<p>EI Workbook (Pletcher & Younggren, 2013):</p> <ul style="list-style-type: none"> • Chapter 2 	Class Part – Wk 3	<p>Course: 1, 2, 4, 6</p> <p>IPB:</p>

	<ul style="list-style-type: none"> • Issues in early infancy (diagnoses, statistics, supports, ethics) • Neonatal intensive care unit (NICU) and the link to EI • Newborn assessment and prematurity - critical considerations • Supporting families of hospitalized infants • Medical trauma and post-traumatic stress disorder • Intro and overview of responsive interactions and attachment interventions for premature infants 	<p>Routines-Based EI (McWilliams, 2010):</p> <ul style="list-style-type: none"> • None <p>On Canvas:</p> <ul style="list-style-type: none"> • Brown, J. V., Langlois, A., Ross, E. S., & Smith-Sharp, S. (2001). BEGINNINGS: An interim Individualized Family Service Plan for use in the intensive care nursery. <i>Infants and Young Children, 14</i>, 19-32 • D'Agata, A. L., Young, E. E., Cong, X., Grasso, D. J., McGrath, J. M., & Forsythe, P. L. (2016). Infant medical trauma in the neonatal intensive care unit (IMTN). <i>Advances in Neonatal Care, 16</i>(4), 289-297. 	#1 Becoming an Expert	1, 2, 3, 6
4**	<p>Moving from medical care models to early intervention (EI)</p> <ul style="list-style-type: none"> • Differences between medical and EI service delivery • 7 Key principles of early intervention • NICU to home transitions <ul style="list-style-type: none"> ○ Referral and initial contact ○ Special considerations (file reviews, medical precautions, collaboration, etc) ○ Role of the service coordinator 	<p>EI Workbook (Pletcher & Younggren, 2013):</p> <ul style="list-style-type: none"> • Chapter 3 (Seven Key Principles) • Chapter 4 (Beginning the Journey) <p>Routines-Based EI (McWilliams, 2010):</p> <ul style="list-style-type: none"> • Chapter 8 (Deciding on services, p. 109-114) • Chapter 10 (Support based home visits) 	Class Part – Wk 4	<p>Course: 1, 2, 3</p> <p>IPB: 1, 2, 3</p>

	<ul style="list-style-type: none"> ○ Importance of interagency collaboration • Primary Service Provider (PSP) approach to service delivery • Problem solving – case study and planning transition from NICU to home 	<p>On Canvas:</p> <ul style="list-style-type: none"> • Bradshaw, W. (2013). A framework for providing culturally responsive early intervention. <i>Young Exceptional Children</i>, 16(1), 1-15. 		
5	<p>Family-centered practices in EI - a foundational pillar</p> <ul style="list-style-type: none"> • Why family centered practices in EI? • Family partnerships, engagement, and amplifying family voice • Assessing, reflecting on, and improving your family-centered practices (Early Childhood Technical Assistance - ECTA tools/activities) <p>Introduction to family-directed assessment and gathering information from families</p> <ul style="list-style-type: none"> • Eligibility for EI in Utah & required family input • Intro to tools for gathering family input • Ecomaps & Routines Based Interview (RBI) • Self-assessment of fidelity of Ecomap & RBI • Instructions for Ecomap & RBI Assignment 	<p>EI Workbook (Pletcher & Younggren, 2013):</p> <ul style="list-style-type: none"> • Chapter 5 (Importance of evaluation and assessment) <p>Routines-Based EI (McWilliams, 2010):</p> <ul style="list-style-type: none"> • Chapter 4 (Constructing Ecomaps) • Chapter 6 (The routines-based interview) <p>On Canvas (Optional):</p> <ul style="list-style-type: none"> • Swafford, M. D., Wingate, K. O., Zagumny, L., & Richey, D. (2015). Families living in poverty: Perceptions of family-centered practices. <i>Journal of Early Intervention</i>, 37(2), 138-154. 	<p>Class Part - Wk 5</p> <p>#2 Ecomap + RBI</p>	<p>Course: 1, 2, 3</p> <p>IPB: 1, 2, 3, 4</p>
6	<p>Identifying family needs, concerns, priorities, strengths, and resources for the IFSP</p>	<p>EI Workbook (Pletcher & Younggren, 2013):</p>	<p>Class Part – Wk 6</p>	<p>Course: 1, 2, 3, 4, 6, 7</p>

	<ul style="list-style-type: none"> Child find, screening, and referral – understanding and using the data to inform IFSP, planning, and intervention Overview of Child Outcomes Summary (COS) & Federal reporting requirements/data Health, hearing, and vision screening Family Support Questionnaires (e.g. ESQ) Screening: Ages and Stages Questionnaire (ASQ-3 and ASQ-SE) **Writing and evaluating functional and meaningful outcomes for the IFSP 	<ul style="list-style-type: none"> Chapter 6 (Developing an Individualized Family Service Plan) <p>Routines-Based EI (McWilliams, 2010):</p> <ul style="list-style-type: none"> Chapter 7 (Writing Functional IFSPs and IEPs) <p>On Canvas:</p> <ul style="list-style-type: none"> None 	#3 Functional & Meaningful Outcomes	IPB: 1, 2, 3, 4, 7
7	NO CLASS – Presidents Day Holiday	No Readings – Time to rest and begin work on assignments		
8**	<p>All about the Individualized Family Service Plan (IFSP)</p> <ul style="list-style-type: none"> The role of the EI/ECSE provider as a teacher and leader Philosophical basis and legal requirements for the IFSP Family-centered IFSP development Writing and evaluating functional IFSP Recommended practices and legal considerations in IFSP processes Service coordination (following up on needs identified) 	<p>EI Workbook (Pletcher & Younggren, 2013):</p> <ul style="list-style-type: none"> Chapter 4 (Beginning the Journey – Referral & Initial Visits) <p>Routines-Based EI (McWilliams, 2010):</p> <ul style="list-style-type: none"> None <p>On Canvas:</p> <ul style="list-style-type: none"> DeSpain, S. N., & Hedin, L. (2020). IFSP Child and Family Outcomes: Creating Clarity With a Team-Based Approach. <i>Young Exceptional</i> 	<p>Class Part – Wk 8</p> <p>#4 IFSP: Planning & Review</p>	<p>Course: 1, 2, 3, 4, 6, 7</p> <p>IPB: 1, 2, 3, 4, 7</p>

		<p><i>Children</i>, 1096250620972716.</p> <ul style="list-style-type: none"> Gatmaitan, M., & Brown, T. (2016). Quality in individualized family service plans: Guidelines for practitioners, programs, and families. <i>Young Exceptional Children</i>, 19(2), 14-32. 		
9	NO CLASS – Spring Break	No Readings – Time to rest and begin work on assignments		
10	<p>Coordinating Transitions from Part C (EI) to Part B (Community, Preschool, ECSE)</p> <ul style="list-style-type: none"> IDEA Part C Transition requirements and indicators Planning and supporting transitions from Part C to Part B Service coordination roles and functions Co-service coordination with families Designing intervention plans for family goals Interagency collaboration 	<p>EI Workbook (Pletcher & Younggren, 2013):</p> <ul style="list-style-type: none"> Chapter 8 (Transiiton) <p>Routines-Based EI (McWilliams, 2010):</p> <ul style="list-style-type: none"> None <p>On Canvas (optional):</p> <ul style="list-style-type: none"> Vacca, J., & Feinberg, E. (2000). Why can't families be more like us?: Henry Higgins confronts Eliza Doolittle in the world of early intervention. <i>Infants and Young Children</i>, 13, 40-48. Pearson, J. N., Akamoglu, Y., Chung, M., & Meadan, H. (2019). Building Family–Professional Partnerships with Culturally, Linguistically, and Economically Diverse 	Class Part – Wk 10	<p>Course: 1, 3, 4, 6</p> <p>IPB: 1, 2, 3, 4, 7</p>

		Families of Young Children. <i>Multicultural Perspectives</i> , 21(4), 208-216.		
11	Home Visiting <ul style="list-style-type: none"> • Why services in natural environments? • Unique advantages & opportunities • Types of home visiting programs and partners • Resources for home visiting • Considerations (e.g. safety & environments, planning) • Culturally responsive practices in the home • Practicing making the first call, explaining EI, and beginning interactions with the family 	EI Workbook (Pletcher & Younggren, 2013): <ul style="list-style-type: none"> • None Routines-Based EI (McWilliams, 2010): <ul style="list-style-type: none"> • Chapter 3 (Intake) • Chapter 10 (Support based Home Visiting) On Canvas: <ul style="list-style-type: none"> • Acar, S., Blasco, P. (2018). Guidelines for collaborating with interpreters in EI/ECSE. <i>Young Exceptional Children</i>, 21(3), 170-184. • Harrison, C., & May, A. (2018). Home visiting: Improving Children's and Families' Well-being. National Home Visiting Resource Center. • Keilty, B. (2008). Early intervention home-visiting principles in practice: A reflective approach. <i>Young Exceptional Children</i>, 11(2), 29-40. 	Class Part – Wk 11 #5 Professionalism & Ethics: Professional Goals, Development, and Leadership in EI/ECSE	Course: 1, 6 IPB: 1, 2, 3, 5, 7
12**	Planning and Providing Intervention in EI/Natural Environments – Part 1	EI Workbook (Pletcher & Younggren, 2013):	Class Part – Wk 12	Course: ALL

	<ul style="list-style-type: none"> • Approaches to family-centered intervention • Coaching approaches + myths of coaching • Routines Based Early Intervention • Reminders about the importance of play related to early development • Overview of early motor development (gross motor, fine motor) • Designing interventions to facilitate motor development and functional use of motor skills starting at birth • Positioning and handling considerations during play and care giving routines • Tools & forms for planning and tracking intervention in natural environments (data) 	<ul style="list-style-type: none"> • None <p>Routines-Based EI (McWilliams, 2010):</p> <ul style="list-style-type: none"> • Chapter 9 (Organizing Transdisciplinary Services) <p>On Canvas:</p> <ul style="list-style-type: none"> • Kashinath, S., Coston, J., & Woods, J. (2015). Reflecting on the early interventionists ROLE using a logic model approach. <i>Young Exceptional Children, 18</i>, 3-18. 	<p>Graduate Assignment (6350 only) – Integrated Intervention Plans</p>	<p>IPB: ALL</p>
13	<p>Planning and Providing Intervention in EI/Natural Environments – Part 2</p> <p>Social emotional development and intervention</p> <ul style="list-style-type: none"> • Responsive interactions • Reflective practices & self-care • Joint attention • Infant mental health • Trauma • Child welfare, mandatory reporting & Part C • SE curricula for infants & toddlers with disabilities – linking to the Social Emotional Assessment Measure (SEAM) 	<p>EI Workbook (Pletcher & Younggren, 2013):</p> <ul style="list-style-type: none"> • None <p>Routines-Based EI (McWilliams, 2010):</p> <ul style="list-style-type: none"> • None <p>On Canvas:</p> <ul style="list-style-type: none"> • Blasco, P. M., Saxton, S., & Gerrie, M. (2014). The little brain that could: Understanding executive function in early childhood. <i>Young Exceptional Children, 17</i>(3), 3-18. 	<p>Class Part – Wk 13</p>	<p>Course: ALL</p> <p>IPB: ALL</p>

	<p>Early sensory, cognitive, and visual motor development and intervention</p> <ul style="list-style-type: none"> • Functional facilitation of a range of areas of development within daily routines • Sibling interactions & peer model strategies 	<ul style="list-style-type: none"> • Bromwich (1997): Chapter 6 pp. 182-228 (Responses to specific problems in the cognitive-motivational and language areas) • Hughes, M., Spence, C.M., & Ostrosky, M.M. (2015). Early childhood mental health consultation: Common questions and answers. <i>Young Exceptional Children</i>, 18(3), 36-51. • Tsao, L. L., & McCable, H. (2010). Why won't he play with me? Facilitating sibling interactions. <i>Young Exceptional Children</i>, 13(4), 24-15. 		
14	<p>Professional Practices in EI</p> <ul style="list-style-type: none"> • Goals, ethics, recommended professional practices, standards, and responsibilities as an EI/ECSE professional • Overview of Babywatch certification requirements + ongoing renewal • Creating professional goals and a professional development plan + link to Babywatch requirements • Leadership & Updates in in EI/ECSE • Advocacy and empowering families in their rights 	<p>EI Workbook (Pletcher & Younggren, 2013):</p> <ul style="list-style-type: none"> • Chapter 10 (The Significance of Personal and Organizational Change) <p>Routines-Based EI (McWilliams, 2010):</p> <ul style="list-style-type: none"> • None <p>On Canvas:</p> <ul style="list-style-type: none"> • Stegenga, S. M., Skubel, A., Corr, C., & Nagro, S. (2020). Your Voice Matters: A Practitioner's Guide for 	Class Part – Wk 14	<p>Course: 6</p> <p>IPB: 7, 8</p>

	Guest Speaker – Dr. Lisa Davenport Part C EI Director in Utah!	Engaging in Policy Through Advocacy. <i>Young Exceptional Children</i> , 1096250620950311. <ul style="list-style-type: none"> DEC Ethics (2009) DEC Recommended Practices (2014)		
15	Becoming an Expert on Intervention Strategies - Personalized Learning <ul style="list-style-type: none"> Choices of a variety of learning resources and modules on development and intervention in EI to support development of your integrated intervention plans (e.g. books & language, tele-intervention, evidence-based practices and research evidence, interventions for supporting children with autism, etc.) Personalized learning and professionalism – why is this important and required by our profession? 	EI Workbook (Pletcher & Younggren, 2013): <ul style="list-style-type: none"> None Routines-Based EI (McWilliams, 2010): <ul style="list-style-type: none"> None On Canvas: <ul style="list-style-type: none"> Varied resources 	Class Part – Wk 15	Course: 1, 2, 6 IPB: 1, 7
16	Final SYNCHRONOUS wrap-up with all classes – Inclusion, families, and bringing it all together (synchronous discussions & activities)	None	Class Participation Week 16	ALL
Final Exam Week	Graduate Projects Due (6350 ONLY) – See Canas for due date. Do NOT meet in person final exam week.	None	None	ALL

Note:

This syllabus is meant to serve as an outline and guide for the course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class or university changes. Any changes will be announced in class and posted on Canvas under 'Announcements'.

Important University Dates

**Please note these are subject to change without notice per University of Utah. Most updated schedule is posted here:

<https://registrar.utah.edu/academic-calendars/spring2023.php>

Semester Length Classes	
Classes begin	Monday, January 9
Last day to add without a permission code	Friday, January 13
Last day to wait list	Friday, January 13
Last day to add, drop, audit, and elect CR/NC	Friday, January 20
Last day to withdraw from classes	Friday, March 3
Last day to reverse CR/NC option	Friday, April 21
Classes end	Tuesday, April 25
Reading Day	Wednesday, April 26
<u>Final exam period</u>	Thurs.- Wed., April 27-May 3