EEX 6707: Early Intervention Services: Working with infants, toddlers and families.
Fall 2013/Dr. Darling

Course Syllabus
Last updated: August 1, 2013

FAU
COLLEGE OF EDUCATION
Florida Atlantic University

Department of Exceptional Student Education

Instructor: Sharon M. Darling, Ph.D.   Office: 47/442 Boca
Office Hours : Mondays 10-12; Wednesdays s   Phone: 561-297-0807
10-12; 2-4.   E-mail: sdarlin4@fau.edu *preferred
Class Day/Time: DL-Fully on-line

EEX 6707: Early Intervention Services: Working with infants, toddlers and families.
Fall 2013, Section 001, CRN 84869

CATALOG DESCRIPTION: 3 semester hours. 8 hours of field experience are required.
This course focuses on providing knowledge and skills to facilitate family-centered early intervention services to infants and toddlers with disabilities or at-risk of developing disabilities. Services that promote collaboration with families and intervention in natural environments are described.
This course is part of the infant toddler developmental specialist certificate program (ITDS Certificate).

PREREQUISITES or COREQUISITES:
EEX 5015 AND EEX 5017 OR PERMISSION OF THE INSTRUCTOR

REQUIRED TEXTS:
Raver, S. (1999). Intervention strategies for infants and toddlers with special needs (2nd Ed.).
    Upper Saddle River, NY: Merril

Sandall, S. McLean, M. E., & Smith, B. (2000). *DEC recommended practices in early intervention/early childhood special education*. Longmont, CO: Sopris West.

ONLINE RESOURCES:
1. Early Steps Orientation Modules:
   http://www.doh.state.fl.us/AlternateSites/CMS-kids/providers/early_steps/training/orientation/orientation.html

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2. Early Steps ITDS Training Modules
   http://www.doh.state.fl.us/AlternateSites/CMS-kids/providers/early_steps/training/itds/outline.html

3. [Paper] DEC (2010). *Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice. Retrieved 08/01/11 from* http://dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf

4. [Executive Summary] DEC (2010). *Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice. Retrieved 08/01/11 from* http://dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_Exec%20Summary_updated_sept2010.pdf

5. DEC. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum,
   assessment, and program evaluation. Missoula, MT: Author. Retrieved 08/01/11 from* http://dec- sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf

RECOMMENDED TEXTS:
Bredekamp, S. & Copple, C. (Eds.) (1997). *Developmentally appropriate practice in early childhood programs.* Revised Ed. Washington: NAEYC.

Guralnick, M.J. (Ed.) (2001). *Early childhood inclusion: Focus on change.*
Paul Brookes Publishing Company.

TECHNOLOGY: The following technologies will be used in the conduct of this course.
Computer: Blackboard Distance Learning: blackboard.fau.edu (no www). View Blackboard's commitment to accessibility at: https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/010_Blackboard_Learn_Environment/Accessibility

Computer: E-mail (only your MyFAU email address will be used). As per the University policies… "Students are responsible for checking their FAU email on a regular basis and should clean out their email boxes diligently to ensure all mail is delivered. FAU email should never be auto-forwarded to another email account."
Computer: Microsoft Office Suite (http://office.microsoft.com/en-us/) is required for this course, as we will be using PowerPoint, WORD, and other programs in this suite. This site

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offers help resources if you are unfamiliar with Office.

There will also be resource links provided for other free-online tools (i.e. screencast-o-matic), which you will us to complete some assignments. These links are available later in the syllabus description for assignments (e.g. Concept Mapping) and course learning modules (e.g. introduction assignment).

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

State of Florida Prekindergarten/Primary Education (Age 3) Through Grade Three (3) Specialization Competencies (PK/P)

National Association for the Education of Young Children (NAEYC)

Educator Accomplished Practices: Florida Education Standards Commission (EAP)

NCATE Recommendations for Technology in Teacher Education (NCATE-tech)

Subject Matter Content Standards for Florida's Teachers: ESOL = (ESOL)

Florida's Early Intervention Professional Competencies (ITDS Appendix A)

COURSE OBJECTIVES:

1. Students will identify state and local laws and services pertaining to the provision of Early Intervention services for young children and their families.
2. Students will demonstrate knowledge of effective interagency collaboration and the service coordinators role in facilitating interagency collaboration and advocating for families within the Early Steps system.
3. Students will demonstrate knowledge of varied composition of teams and the roles and responsibilities of team members.
4. Students will demonstrate an understanding of the team/family approach to evaluation, assessment, planning, and service provision for early intervention.
5. Students will identify and apply skills that demonstrate their ability to conduct a home/family assessment.
6. Students will develop an IFSP that is family-centered, culturally sensitive and based on the individual needs of the child, which includes providing transition services and services in the natural environment. Students will demonstrate understanding of the concept of family-centered intervention in natural environments

COURSE REQUIREMENTS: *Please adhere to the due dates (see content outline) for all assignments and the methods by which they are to be submitted. Late assignments will not be accepted, so please allow yourself sufficient time to complete and turn in assignments.*
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1. **Introduction Presentation/Course Introduction Discussion** 10 points

The goal of this assignment is to: (1) introduce yourself to the class and the instructor by providing your name, why you are taking this course, profession, and a fun-fact about

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yourself., (2) describe your philosophy regarding working with young children with special needs and their families, and how it (would) impact(s) your practice. This introduction should be created using *narrated* Powerpoint (http://office.microsoft.com/en-us/powerpoint/), Screen Cast-O-Matic (http://www.screencast-o-matic.com/) , a Jing (http://www.techsmith.com/jing.html) , or a Voki (http://www.voki.com/). Once completed, you are to upload to the *Discussions* section of the course site by 11:55 PM on the date due.

2. Quizzes. 60 Points
There will be two quizzes over the course of the semester; they will cover the course powerpoints, readings, early steps modules, and discussion questions. Quizzes will be in the format of short response questions. You will be asked to choose 6 of the 7 questions below (5 points each)-total 30 points. Please note that since there is a choice built into the quiz, Blackboard (BB) will show the scoring as out of 35 points, but the maximum points you can earn for each quiz is 30 points.

3. Discussion Questions 60 points
These discussion questions will be posted to the DISCUSSION BOARD, you are expected to utilize course readings, powerpoints, and your experience in your responses. There will be six fora set up on the course DISCUSSION BOARD. You are expected to interact with each forum at least twice (no later than Friday and Tuesday, both 11:55pm) for each question in the time period that the discussion is active (please note final posting dates for each forum on the DISCUSSION BOARD).
As discussion participants, *active engagement* means, per discussion question, one original post in response to the question (no later than Friday, 11:55pm), reply with 1 reaction post (no later than Tuesday, 11:55 p.m.). Reaction posts are intended to respond to classmates' postings to extend the ideas, post further inquiries, overall to extend the communicative dialogue and discourse around the topic.

4. **Family/Child Assessment Paper** 50 points- 4 (self-guided field hours)
    Family Assessment: You are to interview the family of a young child (ages 0-3) with special needs; this interview should include observation of the child in his/her natural environment.
    a. Write a 5-7 page narrative that describes: (Use **these bolded terms as headings** in your narrative)
        i. A brief **literature review** describing family centered practice in early intervention and what role conducting a *Family/Child Assessment* might play in serving young children with disabilities and their families. Note the expectation is that this section references (APA suggested) 5-7

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scholarly articles from research journals (see list at the end of the syllabus)

ii. Please **describe the child and family**. Include demographic data such as: age, special need/diagnosis, cultural/ethnic background, special circumstances, etc.

iii. Describe **Methods used to gather information from the family**. These may include: in person interview, telephone interview, observation of an assessment session, etc.

iv. **Child present levels of functioning**. These may include formal/informal assessment, observation, interview of caregiver, etc.

v. **Family strengths and weaknesses**
    1. **Methods** used address families' needs, priorities and resources
    2. **Strengths and weaknesses** in the areas of: safety issues, family supports, daily routines, and adaptations for developing goals for the IFSP.

vi. **Child strengths and weaknesses**
    1. Areas of strength and weakness: use assessment results (if available) as a guide to describe the child's areas of strength and areas in need of improvement. If no assessment information is available rely on parent report/observation of the child's strengths and weaknesses. Describe the child's strengths and weaknesses in the domains (cognitive, social emotional, communication, motor, self-help/adaptive) or areas on assessment (if available).
        a. Focus on writing this piece functionally, emphasizing age appropriate (or not) developmental skill levels rather than on scores from an instrument. Scores would have been reported in section above. Simply put, what can the child do? What can the child not do?

5. Submit via ASSIGNMENTS link. By 11:59pm on the date due. Strict adherence to format (inclusion of all required components), use of headings, Times New Roman, 12pt font, 1" margins, cover page, attention to spelling and grammar are *strongly recommended.*

6. **IFSP Outcomes Development** 50 points 2 (self-guided) field hours
    a. Using information gathered in the family and child assessment, you are to write an IFSP development document, fully describing appropriate outcomes for the child.
    The instructor will provide a template for the IFSP completion, however, keep in mind that you are to:
    b. Write 2-3 Functional Outcomes for each area in need of improvement as identified for the family and the child in the family/child assessment.

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    i. Functional outcomes state what you hope to achieve. Functional outcomes describe in concrete observable terms, the intended end result of the intervention.

1. State an end point that is observable (e.g., John will demonstrate preferences by making choices using eye gaze when presented with two objects at eye level).
2. Use family friendly language including the actual words used by the family/child when establishing functional outcomes.
3. State the reasons why the outcome is important to the family/child (e.g., so that Susan can …..).
4. Include a statement of how the outcome will be measured. How will you know the outcome has been achieved?
   a. Example Old Outcome: Jude will demonstrate success 2 out of 3 times when feeding self.
5. Example New Functional Outcome: Jude will independently feed himself snack by using his fingers to eat at least 2/3 items on his plate.

b. Submit via ASSIGNMENTS LINK. By 11:59pm on the date due. Strict adherence to format (inclusion of all required components), Times New Roman, 12pt font, 1″ margins, cover page, attention to spelling and grammar are *strongly recommended.*

7. **Plan of Care** 50 points 2 (self-guided) field hours
   a. Based on information gathered from your *family assessment* and your *IFSP development document*, you are to write a plan of care for your child.
   b. The instructor will provide a template for the *Plan of Care*.
   c. Submit via ASSIGNMENTS LINK. By 11:59pm on the date due. Strict adherence to format (inclusion of all required components), Times New Roman, 12pt font, 1″ margins, cover page, attention to spelling and grammar are *strongly recommended.*

8. **(Please note) Early Steps Modules (Orientation and Training):**
   a. During this course, you are required to interact with the Early Steps website for module review and completion.
   b. Read the module content, review, and complete the module assessments. Please save your responses to the assessments (copy/paste; print screen, etc), as this content will appear on this course's quizzes.
   c. There is no need to submit your certificate of completion, as this content will also appear on course assessments.

Grading Scale:

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Assignment	Points	% of Course Grade
Intro Posting	10	4
Quizzes	60	21
Discussion Questions	60	21
Child/Family Assessment	50	18
Plan of Care	50	18
IFSP	50	18
TOTAL	280	100%

GRADING (Dept. of Exceptional Student Education GRADING SCALE):
Scores are cumulative and the grade scale represents percentage of total points earned; however, you cannot earn an A in this course if you have not completed all required assignments.
A = 93-100 A- = 90-92 B+= 87-89 B = 83-86
B-= 80-82 C+= 77-79 C = 73-76 C-= 70-72
D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

FURTHER, LETTER GRADES CAN BE CONCEPTUALIZED AS FOLLOWS:
A to A- Exceptional work, above and beyond the requirements.
B+ to B- Good work, meeting all of the requirements.
C+ to C Average work, meeting the minimum requirements and exhibiting a consistent effort and/or product.
C- to D- Marginal work, meeting less than the minimum requirements while exhibiting inconsistency in effort and/or product.
F Failing work, meeting less than the minimum requirements.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS
Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. COE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the teacher education program. Pre-service teachers are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES:
Methods of instruction include lectures, discussions, guided practice, technologically based-interactive activities, and media presentations. Participants will acquire knowledge and skills

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related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

INSTRUCTOR COMMUNICATION GUIDELINES

Email is the preferred mode of communication, though the average response will be sooner, please allow up to 48 hours for instructor response to email communications. Please allow up to one week for grading feedback to appear in the grade book on the course site for all assignments submitted.

STUDENT INTERACTION REQUIREMENTS

Student interaction is expected for all aspects of this course, including, but not limited to: initiating emails relating to clarification of course content, responding to emails from the instructor and peers, participating in discussions, and submitting required work on time. ~For technical issues, please refer to the *technical problem resolution procedure (below)* and contact blackboard administration via a help ticket (https://helpdesk.fau.edu/ics/support/default.asp?deptID=8334) ~

ATTENDANCE:

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all learning units, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. As this is a fully-online class, attendance will be measured by timely responses to instructor probes, learning community commitments, and assignment submission.
Make up quizzes will be available in cases of illness or emergency. They should be arranged prior to the time of the exam.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD- http://osd.fau.edu/) -- in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

NETIQUETTE (adapted from http://www.brighthub.com/education/online-learning/articles/26946.aspx)

The Golden Rule of Netiquette: do not do or say online what you would not do or say offline. Five important netiquette rules in an online course or education environment:
1. Be Friendly, Positive and Self- Reflective.
2. Use Proper Language and Titles

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3. Use Effective Communication
4. Maintain Professionalism
5. Ask for Clarification

TECHNICAL PROBLEM RESOLUTION PROCEDURE:
In the online environment, there is always a possibility of technical issues (e.g., lost connection,
hardware or software failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructors can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:
1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, click the appropriate links below.
a. For PC users (video or script)- http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows
b. For MAC users- http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X
2. Complete a Help Desk ticket at http://www.fau.edu/helpdesk. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
a. Select "Blackboard (Faculty)" for the Ticket Type.
b. Input the Course ID.
c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
d. Attach the Print Screen file, if available.
3. Send a message within Blackboard to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
4. If you do not have access to Blackboard, send an email to your instructor with all pertinent information of the incident (2b-d above).
5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message on her office number (561.297.0807) at the time of the incident
6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

CODE OF ACADEMIC INTEGRITY
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student

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enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

ACADEMIC SUPPORT SERVICES:
Here are resources that are provided by the university to assist you in conducting research, writing papers, and utilizing the library's services remotely:
FAU Library home page: http://www.fau.edu/library/
EzProxy tutorial: http://www.library.fau.edu/podcasts/pods/ezproxy.swf (provides a description of how to use the library's resources remotely).
Purdue Owl Writing Lab: http://owl.english.purdue.edu/owl/resource/560/01/ (for guidance in APA and other formatting for research papers).

SUPPORT SERVICES:
FAU Writing Center: http://www.fau.edu/UCEW/ (for assistance with style and mechanics of writing course assignments as well as personal projects).

Center for Learning and Student Success (C.L.A.S.S): http://www.fau.edu/class/
        eSuccess (resources to facilitate a successful online learning experience):
         http://www.fau.edu/esuccess/

College of Education Advising Office: Advising Office:
http://coe.fau.edu/students/oass/default.aspx#top

Department of Exceptional Student Education Advising:
http://coe.fau.edu/academicdepartments/ese/forms.aspx

Appendix A
Selected Journals in Early Childhood/Early Childhood Special Education

Child Development
Child: Care, Health and Development
Dimensions of Early Childhood
Early Child Development and Care
Early Childhood Education
Early Childhood Research and Practice

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Early Human Development
Exceptional Children
Teaching Exceptional Children
Infant and Child Development
Infants and Young Children,
Journal of Early intervention
Topics in Early Childhood Special Education
Young Children
Young Exceptional Children

Appendix B
Competencies for ITDS

A2   Demonstrates knowledge of the Early Steps Program Plan and Operations Guide
        (PPOG), quality assurance standards and indicators, and local Community Plan.
A5   Demonstrates knowledge of "child find" legislation, procedures, and local practices.
A6   Demonstrates knowledge of the federal requirements and state regulations for service
        coordination.
A8   Demonstrates knowledge of federal and state procedural safeguards and due process
        requirements.
A9   Demonstrates knowledge of federal, state, and local requirements and procedures for
record keeping, reporting, and confidentiality.
A10   Demonstrates knowledge of primary funding streams for early intervention services
and the   system of payment for early intervention services.
A11   Demonstrates knowledge of state service guidelines and Medicaid requirements.
C1   Demonstrates the knowledge of the critical role the family plays in the screening,
        evaluation, and   assessment processes.
C2   Demonstrates knowledge of approaches/models for assessment including
        multidisciplinary, interdisciplinary, and transdisciplinary as well as the advantages of
each.
C3   Demonstrates knowledge of principles of effective assessment including, family driven,
strength   based, functional, and authentic.
C9   Demonstrates knowledge of assessment strategies to determine family concerns,
priorities and resources.
C10   Demonstrates knowledge of the role of the Service Coordinator including first
contacts, evaluation and assessment, planning, facilitating and implementing the IFSP.
D2   Demonstrates knowledge of the role of team members, including the family in each of
the models.
D3   Demonstrates knowledge of the benefits of service provision teams for children,
families, and providers.

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D4   Demonstrates knowledge of a wide variety of potential team members and their functions (i.e.   nurse, educator, parent, physical therapist, speech/language pathologist).

D5   Demonstrates awareness of attributes of successful teams (i.e. role release, openness, consensus building).

D6   Demonstrates knowledge of team development theory and stages of team development.

D1   Demonstrates knowledge of the differences among the following service provision models: multidisciplinary teams, interdisciplinary teams, and transdisciplinary teams.

D7   Demonstrates knowledge of the consultative model for providing early intervention   services and its benefits.

E2   Demonstrates ability to establish a collaborative partnership with the family and engage them in   the assessment process.

E3   Demonstrates ability to explain the components of the evaluation and assessment process to the   family including screening, pre-assessment planning, child assessment, and family assessment   of concerns, priorities, resources, and periodic review.

E4   Demonstrates ability to determine which team model should be employed, and who should be   part of the team for evaluation and assessment, as guided by referral information and the family's   needs, concerns and priorities for their child's development.

E6   Demonstrates ability to participate as a team member with families and other professionals in   planning and conducting evaluation and assessment activities.

E7   Demonstrates ability to conduct a home assessment to identify safety issues to be incorporated   into the IFSP

E9   Demonstrates ability to conduct a family assessment, using appropriate tools and   techniques to address family concerns, priorities, and resources. Considers available family supports, daily routines, and adaptations for developing goals for the IFSP

          Demonstrates ability to effectively interpret, summarize and communicate the findings of the   evaluation and assessment in verbal and written forms that may be easily understood by family   members and other team members to include common, understandable language: the family's   concerns, priorities and resources; logically organized pertinent information; recommendations.

F1   Demonstrates the ability to develop an IFSP, with the family and other team members, which is   family-driven, culturally sensitive, and based on consensus decision-making.

F2   Demonstrates the ability to develop an IFSP, with the family and other team members, which is   measurable (with regular documented evidence of progress toward achieving outcomes).

F3   Demonstrates the ability , with the family and other team members, to use evaluation and   assessment information to formulate outcomes and to identify effective strategies, activities and resources that address those outcomes.

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F5   Demonstrates ability to develop an IFSP, with the family and other team members, with   integrated interventions that focus on children's interests within the context of family preferences   and daily routines, including natural interactions with family members and other caregivers.

F6   Demonstrates ability, with the family and other team members, to develop a plan to deliver   services in the natural environment, when not immediately feasible to do so.

F7   Demonstrates ability to determine appropriate developmental interventions to be included in the   IFSP that will reduce stress, promote self-regulation and   interaction.

F8   Demonstrates the ability to suggest developmental activities to address immediate family/caregiver concerns.

F9   Demonstrates ability to facilitate the ongoing IFSP process that is adaptable to individual child   and family's changing needs

F10   Demonstrates ability to integrate transition planning into the IFSP process (i.e., writing child/family   transition outcomes, activities, etc.).

F11   Demonstrates ability to identify sources for payment of services including Medicaid, private   insurance, school-sponsored services, etc.

G2   Demonstrates ability to consult with others and collaborate as a team member to implement the   IFSP

G7   Demonstrates ability to assist family in accessing resources in the community outlined in the IFSP, while considering the unique needs of the family including: emotional, language cultural,   religious, and geographic.

G12   Demonstrates ability to provide periodic evaluations of the child's progress as indicated in the   IFSP.

G5   Demonstrates ability to assist the family in establishing relationships with well childcare providers   including primary health provider, vision/hearing screening, and immunizations.

G3   Demonstrates the ability, with the family and other team members, to implement and monitor the   IFSP that incorporates child and family outcomes within natural environments.

G8   Demonstrates ability to assist the family in integrating the child into the most natural learning   environments to the greatest degree possible.

G9   Demonstrates ability to assist the family in accessing services in the most natural service delivery   environments including: home, sitter's home, daycare home, family member's home,   neighborhood playgroup, childcare with appropriate ratios of typically/atypically developing   children, community setting, and other individualized options.

G13   Demonstrates ability to implement policies and procedures that support children and families as   they transition into, within, and from Early Steps.

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Appendix C
Course Bibliography

Gargiula, R. (2005). *Young children with special needs (2nd Ed.).* Clifton Park, NY: Thomson Delmar.

Losardo, A. & Notari, A. (2001). *Alternative Approaches to Assessing Young Children.* Baltimore, MD: Brookes Publishing.

Pawl, J., & Dombro, A. (2001). *Learning and growing together with families: Partnering with parents to support young children's development.* Washington, DC: ZERO TO THREE: National Center for Infants, Toddlers, and Families.

Wilson, R. (2003). *Special educational needs in the early years.* New York, NY: RoutledgeFalmer.

Winton, P., McCollum, J., Catlett, C. (Eds.) (1997). *Reforming personnel preparation in early intervention.* Baltimore, MD: Paul Brookes.

Appendix D
Professional Organizations

Association of Childhood Education International (ACEI)
Council for Exceptional Children (CEC)
National Association for the Education of Young Children (NAEYC)
Southern Early Childhood Association (SECA)
Early Childhood Association of Florida (ECA of Florida)
Association of Childhood International (ACEI)
Children and Family Services
Florida Children
Kids Campaign

Appendix E
Resources (Materials, Activities, Lesson Plans, etc.)
(Note: If the address is not given, search using the title or name of the site. Remember, URLs may change.)

The Center for Best Practices in Early Childhood Education
http://www.wiu.edu/users/mimacp/wiu/

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Culturally and Linguistically Appropriate Services - Early Childhood Research Institute
http://www.clas.uiuc.edu/

Division for Early Childhood
http://www.dec-sped.org/

Early Intervention Research Institute (EIRI)
http://eiri.usu.edu/

Effective Practices for Preparing Young Children with Disabilities for School
http://www.ericdigests. 9iuoyrg/1993/practices.htm

Florida's Early Steps
http://www.cms-kids.com/Earlystepshome.htm

Florida's Interagency Coordinating Council for Infants and Toddlers
http://www.floridaicc.com/index.htm

I Am Your Child
http://www.iamyourchild.org/

International Society on Early Intervention
http://depts.washington.edu/isei/

National Association for the Education of Young Children
http://www.naeyc.org/

National Center for Early Development & Learning (NCEDL)
http://www.ncedl.org

National Early Childhood Technical Assistance Center (NEC*TAC)
http://www.nectac.org/

The National Head Start Disabilities Services Training Center
http://www.edc.org/CCF/ntc/

ZERO TO THREE: National Center For Infants, Toddlers and Families
http://www.zerotothree.org/