

SAMPLE COURSE CALENDAR Supporting Young Learners of Diverse Abilities

Developed by Camille Catlett

Wk	Topic	Reading and Print Materials	Learning Experiences	Assignments	Instructional Resources
1	<p>Introduction to the course</p> <p>Review of expectations and responsibilities</p> <p>Foundations for the course</p> <p>What is early intervention? And why is it important?</p> <p>Terminology (e.g., special needs)</p> <p>Person-first language</p> <p>Importance of intervening early for infants, toddlers, and young children (and especially children with or at risk for delays or disabilities)</p>	<p>How Much Could We Improve Children's Life Chances by Intervening Early and Often? http://www.brookings.edu/~media/research/files/papers/2014/07/improve_child_life_chances_interventions_sawhill/improve_child_life_chances_interventions_sawhill.pdf</p> <p>It's the 'Person First' Then the Disability http://www.pacer.org/parent/php/PHP-c31.pdf</p> <p>The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf</p> <p>6 Criteria for Websites http://libraries.dal.ca/using_the_library/evaluating_web_sources/6_criteria_for_websites.html</p>	<p>Share that several course assignments will require finding online resources, which makes it important to understand how to evaluate the quality of websites.</p> <p>Discuss the importance of person first language and the expectations for it to be used in all course interactions.</p> <p>Building from the readings, summarize the evidence base for the importance and efficacy of early intervention.</p> <p>Show <i>Early Childhood Intervention: The Power of Family</i> http://www.opensocietyfoundations.org/multimedia/early-childhood-intervention-power-family</p> <p>Complete Give it a Go 1.1 self-reflection (Pletcher & Youngren, p. 12)</p> <p><u>Discussion Forum</u>: What evidence do we have for the importance and effectiveness of early intervention?</p>	<ul style="list-style-type: none"> • Verify Email • Complete & Submit Student Information Form • Submit Course Expectations 	<p>Individuals with Disabilities Education Act (IDEA) http://ectacenter.org/idea/idea.asp</p> <p>Pletcher, L. C., & Youngren, N. O. (2013). <i>The early intervention workbook: Essential practices for quality services</i>. Baltimore: Paul Brookes.</p> <p>DEC Recommended Practices online at http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf</p> <p>The Outcomes of Early Intervention for Infants and Toddlers with Disabilities and their Families http://www.nectac.org/~pdfs/pubs/outcomesofearlyintervention.pdf</p>

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2	<p>Learning About Different Abilities</p> <ul style="list-style-type: none"> ● Viewing each young learner as exceptional ● What causes children to have or be at risk for disabilities ● Differing cultural views of disability ● How children develop an awareness of similarities and differences ● Multiple intelligences 	<p>In Brief: The Impact of Early Adversity on Children’s Development http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_impact_of_adversity/</p> <p>Developing multiple intelligences in young learners http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=251</p>	<p>Present major causes of exceptionality and common types of disability</p> <p>Build from the <i>In Brief</i> reading to explain the multiple factors that can impact the development of children with diverse abilities</p> <p>Present how children develop an awareness of differences and similarities</p> <p>Present perspective of multiple intelligences and the view that we each have areas of strength and areas in which we benefit from supports. Show video So Many Ways to Learn (http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/SoManyWaysToLearn_SA.asp)</p> <p><u>Discussion Forum:</u> Explain what the following quote from Albert Einstein means in the context of work with young children.</p> <div data-bbox="688 1044 1010 1141" style="background-color: #cccccc; padding: 5px;"> <p>“Everybody is a genius. But if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid” <i>Albert Einstein</i></p> </div>	<p><u>Jigsaw Activity</u> – Divide students up and assign each pair or trio one of the following categories:</p> <ul style="list-style-type: none"> ● Attention-Deficit/Hyperactivity Disorder (AD/HD) ● Autism Spectrum Disorders ● Blind or Visually Impaired ● Deaf and Hard of Hearing ● Developmental Delay ● Down Syndrome ● Fragile X ● Learning Disabilities ● Mental Health and Challenging Behaviors <p>For each category, students will need to find 1) websites that identify evidence-based practices for supporting young children with that type of disability and 2) organizations that support families of children with that type of disability.</p> <p>When all of the assignments are completed, assemble the pieces of the puzzle to provide a set of resources.</p>	<p>Pletcher, L. C., & Younggren, N. O. (2013). <i>The early intervention workbook: Essential practices for quality services</i>. Baltimore: Paul Brookes.</p> <p>Learning about Different Abilities and Fairness. In L. Derman-Sparks & J. Olsen Edwards. (2010). <i>Anti-bias education for young children and ourselves</i>. Washington, DC: NAEYC.</p> <p>Become Friendly with Special Education http://www.sau41.org/student_services/Become%20Friendly%20with%20Special%20Education.pdf</p>

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3	<p>Underpinnings of Early Intervention in the US (Part 1)</p> <ul style="list-style-type: none"> -history -federal legislation -definitions -demographics (national, state, local) 	<p>The Basics of Early Intervention http://www.parentcenterhub.org/repository/partc-module1/</p> <p>Early Intervention: Then and Now http://www.parentcenterhub.org/repository/ei-history/</p> <p>7 Key Principles: Looks Like/Doesn't Look Like http://ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf</p>	<p>Overview of the history of services and supports for infants, toddlers, and young children (Resource 2)</p> <p>Overview of the federal legislation (Resource 1)</p> <p>Definitions of key terms (Resource 1)</p> <p>Match Em Up Activity (Resource 1)</p> <p>Overview of demographics (Resource 6)</p> <p><u>Discussion Forum</u>: Reflect what you know about yourself as a learner – how you like to learn (e.g., orally, verbally, in quiet, with music). How can insights about how you like to learn help you to each child's learning?</p>	<p><u>State Scavenger Hunt</u> Find your state's definition/explanation for each of the following words/phrases that are defined in IDEA:</p> <ul style="list-style-type: none"> • consent • developmental delay • early intervention services • infant or toddler with a disability • multidisciplinary • native language • natural environments • prior written notice • service coordination services <p><u>Where are the children in our state?</u> Using online resources, find 1) the number of children under age five with disabilities in your state, 2) the percentage of preschool age children who receive services in inclusive settings.</p>	<ol style="list-style-type: none"> 1. Module 1: The Basics of Early Intervention http://www.parentcenterhub.org/repository/partc-module1/ 2. Twenty-Five Years of Progress in Educating Children With Disabilities Through IDEA http://www2.ed.gov/policy/speced/leg/idea/history.pdf 3. The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf 4. Parallels in Time (history of developmental disabilities) http://www.mnddc.org/parallels/index.html 5. 36th Annual Report to Congress http://www2.ed.gov/about/reports/annual/osep/2014/parts-b-c/index.html 6. Foundations of Early Intervention http://www.nectac.org/wamodules/foundations.asp 7. The IFSP Process: Referral Through Program Evaluation http://www2.ku.edu/~ksk/its/ta/Packets/WritingFamily_GuidedPDF/IFSPPr

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4	<p>Underpinnings of Early Intervention in the US (Part 2) -Section 619/ preschool</p>	<p>Key Principles Underlying the IEP Process: Supporting Family Participation, Inclusive Practices and Positive Outcomes for Preschool Children with Disabilities http://nectac.org/~pdfs/knowledgpath/ifspoutcomes-ieppgoals/Key_Principles_IEP_Process.pdf</p> <p>Friendship, Inclusion and Learning http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FriendshipInclusionAndLearning.asp</p>	<p>Provide a brief history of ways in which preschool age children with disabilities have been supported (Resource 1)</p> <p>Discuss the federally-mandated components of preschool special education, highlighting differences from infant-toddler services (Resource 3)</p> <p>Share content in Preschool Inclusion: Together from the Start http://www.spannj.org/resources/SPAN_Inclusion_Mini-conference.pdf</p> <p>Show videos from SpecialQuest to illustrate the points above.</p> <p>Discussion Forum: Think about the <i>Friendship, Inclusion, and Learning</i> video. Discuss the benefits of inclusion for the self-esteem, the learning, and the sense of belonging for Evelyn AND for Jady.</p>	<p><u>State Scavenger Hunt Part 2</u> Find the answers to the following questions in your state.</p> <ul style="list-style-type: none"> • What is 619? • Does your state have a state IEP form? • How does your state define inclusion? • How does your state define eligibility for 619 services? • Where is your state's 619 agency located? • Who is your state's 619 Coordinator? 	<ol style="list-style-type: none"> 1. Twenty-Five Years of Progress in Educating Children With Disabilities Through IDEA http://www2.ed.gov/policy/speced/leg/idea/history.pdf 2. Special Quest Modules: Preschool Inclusion http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/training-library.html Session 1 : Preschool Inclusion: Laying the Groundwork for Success Session 2 : Samantha's Story: Preschool Inclusion Success (Option 1) Session 3 : Samantha's Story: Preschool Inclusion Success (Option 2) Session 4 : Drew's Family Story of Inclusion 3. What is the difference between and IFSP and an IEP? http://www.pacer.org/parent/php/PHP-c59.pdf 4. Special Education Guide http://www.specialeducationguide.com/pre-k-12/what-is-special-education/the-special-education-process-explained/

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5	<p>Four Key Values for Supporting Young Children of Diverse Abilities and Their Families: 1) Family-centered services and supports; 2) Inclusion; 3) Natural Environments; and 4) Teamwork</p> <p>1) Family-Centered Services</p> <ul style="list-style-type: none"> ● Definitions of family-centered (federal, state) ● Principles of family-centered practice ● Family-centered communication 	<p>Family-Centered Services: Guiding Principles and Practices for the Delivery of Family-Centered Services https://www.educateiowa.gov/sites/files/ed/documents/Family%20Centered%20Services.pdf</p>	<p>Review definition of family-centered and the guiding principles</p> <p>Watch video of interaction that is not family-centered (e.g., The IFSP Meeting from <i>Delivering Family-Centered Home Based Services</i>) with checklist of family-centered practices. Discuss what was not family-centered.</p> <p>Watch video of interaction that is family-centered (e.g., Jacob’s Story from <i>Just Being Kids</i>) with checklist of family-centered practices. Discuss the family-centered practices.</p> <p>Provide an overview of family-centered communication. Use Communication Strategies Observation Checklist while watching videos 3.3 – 3.5 from CONNECT Module 3</p> <p>Complete <i>Benefits and Drawbacks of Early Childhood Inclusion</i> (pre-).</p> <p>Discussion Forum Watch Video 4.4 from CONNECT Module 4. Comment on the family-centered communication strategies you observed in the video.</p>	<p>What Do You See? Watch three videos from CONNECT Module 4 (4.8, 4.9, 4.10). Complete a Communication Strategies Observation Checklist for each video. Summarize what you noticed and comment on what would have made each interaction a more effective and reciprocal interaction.</p>	<p>Pletcher, L. C., & Younggren, N. O. (2013). <i>The early intervention workbook: Essential practices for quality services</i>. Baltimore: Paul Brookes. (chapter 3)</p> <p>Family-Centered Services: Guiding Principles and Practices for the Delivery of Family-Centered Services https://www.educateiowa.gov/sites/files/ed/documents/Family%20Centered%20Services.pdf</p> <p>CONNECT Module 4: Family-Professional Partnerships http://community.fpg.unc.edu/connect-modules/learners/module-4</p> <p>Communication Strategies Observation Checklist http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-3-2.pdf</p> <p>Foundations for Infant/Toddler Services in Early Intervention (PA): Module 1 – Family-Centered Interventions http://www.eita-pa.org/course/foundations-for-infanttoddler-services-in-early-intervention/</p> <p>Checklist of family centered practices created from the required reading</p> <p>Jacob’s Story from <i>Just Being Kids</i> http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/JacobsStory.asp</p>

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6	<p>Four Key Values for Supporting Young Children of Diverse Abilities and Their Families: 2) Inclusion</p> <ul style="list-style-type: none"> • What research says about inclusion • Definition and defining features of inclusion • Legal and policy basis of inclusion • What inclusion is; what inclusion isn't (e.g., a location) • Applying what you know to create high quality inclusive learning for each child 	<p><i>Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i> http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion</p> <p>Kaczmarek, L. (2006). Supporting families of children with disabilities in inclusive programs. http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf</p>	<p>Use materials from the CONNECT Foundations of Inclusion Training Curriculum to provide an overview of the definition and applications of inclusion</p> <p>Ask participants to complete a True/False quiz based on research facts from <i>Research Synthesis Points</i>. Debrief the quiz by reviewing the synthesis points one by one.</p> <p>Discuss the many components of inclusion that go beyond location. Show <i>Shane's Inspiration</i> (http://www.shanesinspiration.org/) to underscore that inclusion needs to be considered in home, program, and community contexts.</p> <p>Discussion Forum Read and discuss your reactions to How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story http://ici.umn.edu/products/impact/221/9.html</p>	<p>Family Field Experience Locate a family who have a child with a diagnosed disability and is between the ages of six months and 4-1/2 years. Share with the family that you will be interacting with them on several occasions to discuss their experiences in early intervention. The assignment has two parts: 1) the interview component and 2) the request component.</p> <p>For the interview component, students will use a set of thoughtfully worded questions to guide their conversation with the family. Questions should address positive and negative family experiences with</p> <ul style="list-style-type: none"> • the evaluation/diagnosis process • early intervention providers and professionals • inclusion • family routines and how they are/aren't being used to support early intervention goals • finding services and supports for their child and family <p>For the request component, students will ask their family to identify something they want more information about. It may be a type of therapy or it may be information about inclusive child care programs in the area. Students will be expected to find resources or details that will respond to the area that the family is interested in.</p>	<p>Roffman, L, & Wanerman, T. (2011). <i>Including one, including all</i>. St. Paul, MN: Redleaf Press. (chapters 1-2)</p> <p>Richardson-Gibbs, A.M., & Klein, M. D. (2014). <i>Making preschool inclusion work: Strategies for supporting children, teachers, & programs</i>. Baltimore: Brookes.</p> <p>CONNECT Foundations of Inclusion Training Curriculum http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-inclusion</p> <p>Research Synthesis Points on Early Childhood Inclusion http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007</p>

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7	<p>Four Key Values for Supporting Young Children of Diverse Abilities and Their Families: 3) Routines/Natural Environments</p> <ul style="list-style-type: none"> ● Benefits of aligning using routines and natural environments to support development ● Integration of goals from IEPs and IFSPs into daily activities and routines 	<p>Natural Environments: A Letter From a Mother to Friends, Families, and Professionals http://yec.sagepub.com/content/5/3/21.full.pdf+html</p> <p>Selected materials from TaCTICS Module 3 and CONNECT Module 1</p>	<p>Use resources from Project TaCTICS Module 3 to support content related to identifying routines, using routines to support children of diverse abilities</p> <p>Watch Nolan’s Story from <i>Just Being Kids</i>) and discuss the family routines that were built upon to support Nolan’s IFSP goals and his family.</p> <p>Use resources from CONNECT Module 1 to discuss the importance of integrating IEP goals into daily activities and routines.</p> <p>Watch Video 1.16: Routine in a program – reading at circle time and discuss how a routine (book reading) became a vehicle for supporting one child’s IEP goal.</p> <p>Discussion Forum: What do you remember about children with disabilities in your elementary and high school classes? Were there any? Were they in the same classes? Different classes? What do you remember about how were they treated?</p>	<p>Natural Routines</p> <p>Part 1. Make a list of the routines in your life. Be sure to think about both personal and professional contexts. Also think about the frequency of those routines (e.g., daily, weekly)</p> <p>Part 2. Identify a classroom in your community that provides services to preschoolers. If possible, find a classroom that is inclusive. Talk with the teacher (by phone or email) to identify the routines that occur and the frequency of those routines. Arrange a time to visit at which you will be able to view several routines. Plan on staying at least an hour.</p> <p>Part 3. Using the chart provided, identify the knowledge and skills that are being developed through each routine.</p> <p>Part 4. Imagine that two children in the classroom have different abilities: one has difficulty producing sounds correctly and is receiving speech therapy services and one has a learning disability that makes it challenging to pay attention for an extended period of time. Use the chart provided to identify ways you might use the routines of this classroom to support each child.</p>	<p>Foundations for Infant/Toddler Services in Early Intervention (PA): Module 3 – Routines-based interventions http://www.eita-pa.org/course/foundations-for-infanttoddler-services-in-early-intervention/</p> <p>Project TaCTICS Module 3: Using Daily Routines as the Context for Intervention http://tactics.fsu.edu/modules/modThree.html</p> <p>Nolan’s Story from <i>Just Being Kids</i> http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/NolansStory.asp</p> <p>Raver, S. A., & Childress, D. C. (2015). <i>Family-centered early intervention: Supporting infants and toddlers in natural environments</i>. Baltimore: Brookes. – Chapter 4</p> <p>Video 1.16: Routine in a program – reading at circle time http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16</p> <p>CONNECT Module 1: Embedded Interventions http://community.fpg.unc.edu/connect-modules/learners/module-1</p> <p>A Home Visit with Kris and Kiyah A Home Visit with Brandon's Family Parents Talk About the Toy Bag</p>

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8	<p>Four Key Values for Supporting Young Children of Diverse Abilities and Their Families: 4) Collaborating with Diverse Families and Partners</p> <ul style="list-style-type: none"> ● Cultural views of diversity ● Supporting families with different values and priorities ● Supporting families with different home languages ● Partners in early intervention: SLPs, OTs, PTs, etc. ● What does effective teamwork look like? ● Finding resources in each community 	<p>Developmental Disabilities Across Cultures http://www.kidsnewtoCanada.ca/mental-health/developmental-disability</p> <p>Barriers and Solutions in Involving Culturally and Linguistically Diverse Families in the IFSP/IEP Process http://organizations.bloomu.edu/connect/Spring%202011/Barriers%20Solutions.pdf</p>	<p>Draw handouts, discussion guides and video clips from CONNECT Module 4 and the Special Quest Building Relationships with Families module to address effective practices for supporting families with diverse cultures, languages, experiences and priorities. Share the Checklist of Effective Partnership with Families (Catlett, 2014) and discuss the four areas that are essential to collaboration.</p> <p>Watch the IFSP Meeting from <i>Delivering Family-Centered Home-Based Services</i>. Use the Checklist to identify ways in which this video does not reflect effective partnership. Then watch CONNECT Video 4.4 and use the Checklist to identify ways in which this video reflects effective partnership.</p> <p>Use handouts, discussion guides and video clips from the Special Quest Collaboration and Teaming Module to address early intervention partners, building collaborative relationships, and models of effective teamwork.</p> <p>Discussion Forum: Discuss important considerations for building effective collaboration with families who are culturally and linguistically diverse</p>	<p>Backwards Brainstorming Read the attached vignette and respond to the requests at the bottom of the page under Backwards Brainstorming.</p> <p>Learn Your Community Identify resources in your community to support children of diverse abilities and their families including:</p> <ul style="list-style-type: none"> ● accessible playground(s) ● low cost or no cost interpretation and translation services ● pediatricians or pediatric dentists that work with children with significant disabilities ● respite care for families who have a child with a disability 	<p>CONNECT Module 3: Communication for Collaboration http://community.fpg.unc.edu/connect-modules/learners/module-3/</p> <p>CONNECT Module 4: Family-Professional Partnerships http://community.fpg.unc.edu/connect-modules/learners/module-4</p> <p>Family-Professional Collaboration Landing Pad http://npdci.fpg.unc.edu/family-professional-collaboration</p> <p>Special Quest Modules: Building Relationships with Families; Collaboration and Teaming http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/training-library.html</p> <p>CONNECT Video 4.4 Starting a Relationship http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-4</p>

Checklist of Effective Partnerships with Families

What Should You See?	Did You See It?	
	YES	NO
Enhanced Communication <ul style="list-style-type: none"> • Asking families open-ended questions about the people, places, and activities that are important to them • Listening to families' perspectives without sharing your own opinions first • Learning about how families prefer to communicate (e.g., phone, email, in person) • Using an interpreter to support interactions with family members who speak another language • Learning and using key words and phrases in the languages of the children • Seeking families' input on topics when there are differences that need to be openly addressed • Being persistent about communicating with each family, even when they have not been responsive thus far • Demonstrating how disagreements or differences of opinion do not interfere with your commitment to the family and child 		
High Expectations <ul style="list-style-type: none"> • Asking families what they see as their child's strengths • Focusing on the child's strengths and not just the child's needs • Asking families about goals for their child • Involving families in all decisions about their child • Celebrating with families as children meet new milestones 		
Respect <ul style="list-style-type: none"> • Asking families what is important to know about their culture, language(s), celebrations, and customs and showing genuine interest • Listening to families with particular attention to insights and information about cultural and linguistic preferences and priorities • Asking how you should address members of the family • Asking families how they have been involved in their child's program in the past and how they would like to be involved in the future • Reflecting the cultures and languages of families in each classroom or program 		
Commitment <ul style="list-style-type: none"> • Holding meetings at times and places suited to the families' needs and availability whenever possible • Reflecting the cultures, language(s), celebrations, customs and values of the families in environments, interactions, and curriculum • Discussing ways to find options that are responsive to families' cultural values • Developing and using a process for regularly soliciting and implementing input from families to inform program decisions 		

Catlett, 2014. Adapted from: CONNECT Module 4; Teaching at the Beginning: Partnering with Parents

<http://teachatb.org/partneringwithparents/>; Language Castle <http://www.languagecastle.com/2014/09/fast-5-gamechangers-really-get-parents-dlls-engage/>; NCLR Core Qualities for Successful Early Childhood Education

Programs

Vignette

A family sought political asylum and arrived, with official immigration documents, from a Central American country with their 18 month old son with Down syndrome. The family lived in a one room, dirt-floored garage in Los Angeles. The garage had one overhead light bulb, but no running water or cooking facilities. They had very little furniture, bedding, or clothing. They arrived from El Salvador with only what they could physically carry.

The family learned about a local early intervention program through the church they joined. The family was monolingual (Spanish). With the help of a translator from the church, they completed the necessary steps and paperwork to enroll their son in the early intervention program. They had never seen a program like this before. In their country, they had received no special services for their son. They were especially pleased to meet other parents of children with Down syndrome and to learn what their new country had to offer their son.

The child was enrolled in a daily program; the family received monthly home visits. Initially the mother, father, and child participated in each home visit. As a result of the sessions, the staff of the early intervention program became concerned about the family's living conditions. They began bringing the family furniture, clothes, bedding, extra food, etc. They also place the family on a priority list for publicly funded housing. They were committed to helping this family have a better physical existence.

Gradually, the father began to come less frequently to the home visit sessions. Within three months, the child was not on the bus when it arrived at the program. At about four months, the child's teacher went out to make a home visit at the regularly scheduled time and no one was home. She continued to stop by the house for the next two weeks when she was visiting other families in the area. She persisted because she had a sense that the family's decision to discontinue the program was not related to the quality of services they had been receiving for their son.

Backwards Brainstorming

1. List the reasons for the family's decision to discontinue services.
2. Identify all the things you would have done differently to support the full participation of this child and the engagement of this family. For each example, identify an evidence source, drawing from readings, handouts, and other materials in this course.

Adapted from Vincent, L.J. (1992). Families and early intervention: Diversity and competence. *Journal of Early Intervention*, 16(5), 166-172.

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9	<p>How Does Early Intervention Work? Part 1</p> <ul style="list-style-type: none"> ● Typical/atypical ● Acting on concerns ● Child Find/referral 	<p>Early Identification: How the Child Find Process Works http://www.specialeducationguide.com/early-intervention/early-identification-how-the-child-find-program-works/</p> <p>Become Friendly with Special Education http://www.sau41.org/student_services/Become%20Friendly%20with%20Special%20Education.pdf</p>	<p>Discuss frameworks for developmentally appropriate development, including considerations for cultural, linguistic, and individual differences</p> <p>Discuss pre-referral and referral activities using Building the Legacy for Our Youngest Children with Disabilities Module 3</p> <p>Discuss the key components of a state child find process</p> <p>Discussion Forum: How would you see using the information from this week's readings and content in your ongoing work with young children?</p>	<p>Getting to Know Your State Each state has early learning guidelines for what is developmentally appropriate (sometimes called foundations or standards). Find a source for your state's guidance.</p> <p>Each state has procedures for how to refer a child about whom there are concerns for evaluation and assessment. Research and describe the process for referring a child in your state.</p>	<p>Pletcher, L. C., & Younggren, N. O. (2013). <i>The early intervention workbook: Essential practices for quality services</i>. Baltimore: Paul Brookes. (chapter 4)</p> <p>Raver, S. A., & Childress, D. C. (2015). <i>Family-centered early intervention: Supporting infants and toddlers in natural environments</i>. Baltimore: Brookes. – Chapter 3</p> <p>Building the Legacy for Our Youngest Children with Disabilities modules 3. Pre-Referral and Referral Activities http://www.parentcenterhub.org/repository/partc-module3/ 4. Screening, Evaluation, and Assessment Procedures http://www.parentcenterhub.org/repository/partc-module4/ 5. Content of the IFSP http://www.parentcenterhub.org/repository/partc-module6/</p> <p>Become Friendly with Special Education http://www.sau41.org/student_services/Become%20Friendly%20with%20Special%20Education.pdf</p> <p>The IFSP Process: Referral Through Program Evaluation http://www2.ku.edu/~ksk/its/ta/Packets/WritingFamily_GuidedPDF/IFSPPr</p>

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10	<p>How Does Early Intervention Work? Part 2</p> <ul style="list-style-type: none"> ● Gathering information ● Sharing findings with families 	<p>What is the difference between an IFSP and an IEP? http://www.pacer.org/parent/php/PHP-c59.pdf</p> <p>Asking the right questions in the right ways: Strategies for ethnographic interviewing http://www.asha.org/Publications/leader/2003/030429/f030429b.htm</p> <p>Gathering and Using Information That Families Share http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf</p>	<p>Discuss the importance of using authentic assessment practices that include collaboration with family members. Discuss ways to use formative assessment that is informed by observation, conversation, as well as the use of formal assessment tools, as appropriate. Watch Authentic Assessment in Early Intervention to underscore these ideas (http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessinEI_SA.asp)</p> <p>Discuss screening, evaluation, and assessment procedures, using Building the Legacy for Our Youngest Children with Disabilities Module 4</p> <p>Discuss the importance of engaging, supporting and communicating with families in all aspects of the process, including how that communication may vary with the cultures, languages, and preferences of the family</p> <p>Discussion Forum: Based on the information in the article Asking the Right Questions in the Right Ways, list five essential thoughtful questions every teacher should ask a family to learn key facts about how to support their child.</p>	<p>Backwards Brainstorming: Watch The Assessment That Never Happened (video) from <i>Delivering Family-Centered Home-Based Early Intervention Services</i>. Based on what you have learned about effective approaches to collaboration, communication, and gathering information, list all the things you would have done differently to make this assessment effective and productive for the family.</p>	<p>Pletcher, L. C., & Younggren, N. O. (2013). <i>The early intervention workbook: Essential practices for quality services</i>. Baltimore: Paul Brookes. (chapters 5-7)</p> <p>Module 3: Developing Initial and Continuing Individualized Family Service Plans http://www.nectac.org/wamodules/moduleifsp.asp</p> <p>The IFSP Process: Referral Through Program Evaluation http://www2.ku.edu/~kskits/ta/Packets/WritingFamily_GuidedPDF/IFSPProcess.pdf</p> <p>Building the Legacy for Our Youngest Children with Disabilities modules</p> <p>4. Screening, Evaluation, and Assessment Procedures http://www.parentcenterhub.org/repository/partc-module4/</p> <p>5. Content of the IFSP http://www.parentcenterhub.org/repository/partc-module6/</p> <p>Initial and ongoing formative assessment http://ectacenter.org/wamodules/functionall.asp</p> <p>Finley's Parent-Teacher Conference http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp</p>

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11	<p>How Does Early Intervention Work? Part 3</p> <ul style="list-style-type: none"> Developing and implementing plans in inclusive settings -IFSPs -IEPs 	My Other Brother Darryl	<p>Share sequence of PowerPoints, handouts, and videos from the Head Start Center for Inclusion's IEP Module to address content on 1) what an IEP is and who is involved in creating it, 2) the link between the IEP and a child's participation in an preschool setting, and how to use an IEP in the classroom with regard to planning activities for the child with diverse abilities.</p> <p>Discuss the importance of focusing on goals that are relevant to the child and family, as well as measurable. Connect the conversation to My Other Brother Darryl.</p> <p><u>Discussion Forum:</u> Watch Video 1.12: Routine in a program – rolling with friends. Some programs pull children with disabilities out of the classroom for their therapy services. Discuss the benefits for Jake of receiving integrated services? What are the benefits for Jake's classmates of him staying with them?</p>	<p><u>Integrating IFSP Goals</u> Use Classroom Matrix with a vignette to demonstrate ways to integrate IFSP goals into daily family routines</p> <p><u>Integrating IEP Goals</u> Use Classroom Matrix with a vignette to demonstrate ways to integrate IEP goals with classroom practices/curriculum</p>	<p>Pletcher, L. C., & Younggren, N. O. (2013). <i>The early intervention workbook: Essential practices for quality services</i>. Baltimore: Paul Brookes. (chapters 5-7)</p> <p>Project TaCTICS Module 2: Linking Assessment to Intervention Through Team Planning http://tactics.fsu.edu/modules/modTwo.html</p> <p>Head Start Center for Inclusion IEP module http://depts.washington.edu/hscenter/iep-training-modules</p> <p>Classroom Matrix http://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/02_iep_basics/documents/training_module/handouts/Handout%20%2311%20Classroom%20Activity%20Matrix.pdf</p> <p>Aidan's Parent Teacher Conference http://www2.cde.state.co.us/media/resultsmatter/RMSeries/AidensParent-TeacherConference.asp</p> <p>Video 1.12: Routine in a program – rolling with friends http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-12</p>

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12	<p>How Does Early Intervention Work? Part 4</p> <ul style="list-style-type: none"> ● Transitions <ul style="list-style-type: none"> -- from NICU --from early intervention -- to kindergarten ● Role of advocacy in supporting young children of diverse abilities and their families 	<p>Selected handouts, readings, and videos from CONNECT Module 5</p>	<p>Discuss considerations for families of the transition for babies who are premature or have other developmental/medical challenges from the hospital to home. Show the video <i>An Unexpected Journey</i> to share family perspectives on this topic, then discuss ways in which to support families in these transitions.</p> <p>Use the materials from CONNECT Module 5 to highlight evidence-based transition practices. Trace the dilemma faced by Tamiya’s family with regard to her upcoming transition, and use module materials to illustrate effective practices.</p> <p><u>Discussion Forum:</u> Transitions are part of the educational process for all children (e.g., the transition from home or preschool or childcare to kindergarten). What are additional considerations to keep in mind when children with disabilities are transitioning?</p>	<p>Supporting Tamiya’s Adjustment. Think about what you know about Tamiya. Now envision the setting to which she is transitioning. Think about the activities she will participate in each day – play, movement from area to area, snack, etc. Describe ways in which you would support Tamiya’s transition to the new classroom. Include materials you would use, adjustments to the environment, ways to collaborate with her family, etc. NOTE: Handout 2.13: Examples of Classroom Arrangements to Support Tamiya’s Adjustment (http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-2-13.pdf) has examples that can be used to structure this assignment.</p>	<p>Pletcher, L. C., & Younggren, N. O. (2013). <i>The early intervention workbook: Essential practices for quality services</i>. Baltimore: Paul Brookes. (chapter 8)</p> <p>CONNECT Module 2: Transition http://community.fpg.unc.edu/connect-modules/learners/module-2</p> <p>Center for Parent Information and Resources Module 8: The Transition Process and Lead Agency Notification to the LEA and SEA http://www.parentcenterhub.org/repository/partc-module8/</p> <p>Module 9: Development of the Transition Plan http://www.parentcenterhub.org/repository/partc-module9/</p>

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13	<p>Supporting Each Child's Abilities Part 1:</p> <ul style="list-style-type: none"> ● Evidence-based practices that support access ● Resource for supporting children who are talented and gifted and their families 	<p>Research Synthesis Points on Quality Inclusive Practices http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf</p> <p>Selected materials from CONNECT Module 5</p> <p>Dinnebeil, L. A., Boat, M. B., & Bae, Y. (2013). Integrating principles of universal design into the early childhood curriculum. <i>Dimensions of Early Childhood</i>, 41(1), 3-13 http://www.southernlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf</p>	<p>Review the content of Research Synthesis Points on Quality Inclusive Practices, highlighting the connections to the definition of inclusion, practices that support access, and practices that support full participation.</p> <p>Remind participants of the three components of Developmentally Appropriate Practices – Developmentally, Culturally/Linguistically, and Individually Appropriate.</p> <p>Show the dilemma videos from CONNECT Module 5 to set the stage for discussing Assistive Technology. Use CONNECT Module 5 materials to highlight evidence-based practices, tools to support teachers and families, and the ways in which assistive technology can support children of diverse abilities.</p> <p>Use key points from the Dinnebeil, Boat, and Bae article to provide an overview of key UDL concepts. Show Building Inclusive Childcare Universal Design for Learning to underscore these points. http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm</p>	<p>Complete Activity 5.6a: Describe strategies to help children use assistive technology http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-5-6a.pdf</p> <p>Resources to Support Children who are Gifted Identify websites and programs in your area that would be helpful to a family that has a preschool age child who is gifted.</p>	<p>Foundations of an Inclusive Classroom (video) http://depts.washington.edu/hscenter/disabilities-coordinator-01a-strengthening-foundation</p> <ul style="list-style-type: none"> ● How do you set up an inclusive classroom?; how are visual cues used?; how do you engage children in play?; etc. <p>CONNECT Module 5: Assistive Technology http://community.fpg.unc.edu/connect-modules/learners/module-5</p> <p>Assistive Technology Landing Pad http://npdci.fpg.unc.edu/assistive-technology</p> <p>Universal Design for Learning Landing Pad http://npdci.fpg.unc.edu/universal-design-ud-universal-design-learning-udl</p> <p>About Specific Disabilities http://www.parentcenterhub.org/repository/specific-disabilities/</p> <p>Conn-Powers, M., Cross, A.F., Traub, E.K., & Hutter-Pishgahi, L. (2006, September). The universal design of early education: Moving forward for all children. <i>Beyond the Journal: Young Children on the Web</i>. http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf</p> <p>Supporting Early Literacy Through Universal Design & Assistive Technology http://depts.washington.edu/hscenter/family-literacy-2</p>

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14	<p>Supporting Each Child's Abilities Part 2:</p> <ul style="list-style-type: none"> ● Evidence-based practices that support participation ● Embedded instruction 	<p>Research Synthesis Points on Quality Inclusive Practices http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf Selected materials from CONNECT Module 1</p>	<p>Use the video dilemma from CONNECT Module 1 to illustrate the dilemma of integrating the goals/needs of a child with disabilities in an inclusive classroom.</p> <p>Use CONNECT Module 1 materials to highlight evidence-based practices, tools to support teachers and families, and the ways in which embedding instruction can support children of diverse abilities and their peers as well. Emphasize how environmental modifications and peer supports are important components of supporting the full participation of a child with different abilities.</p> <p>Complete Give it a go 1.1 self-reflection (Pletcher & Youngren, p. 12)</p> <p>Discussion Forum: As you think about using embedded learning with a young child who has a different home language, what additional supports might you want to put in place to ensure that child's full participation?</p>	<p>Using Adaptations Develop a scenario in which young children in a PreK classroom, which includes several children with learning disabilities and challenging behaviors, are pushing and shoving each other as they all move from one activity (e.g., circle) to another, such as outdoor play. Using the Adaptation Notes form from CARA's Kit, complete all the boxes, providing strategies for adapting the environment, the instructions, etc. to yield peaceful transitions.</p>	<p>CONNECT Module 1: Embedded Interventions http://community.fpg.unc.edu/connect-modules/learners/module-1</p> <p>Project TaCTICS Module 4: Involving Care Providers in Teaching and Learning http://tactics.fsu.edu/modules/modFour.html</p> <p>Embedded Instruction: Doing What Comes Naturally http://dec.membershipsoftware.org/files/REVISD%20EI%20Handout%20Packet.pdf</p> <p>Embedded Instruction for Early Learning http://www.embeddedinstruction.net/</p> <p>Embedded Learning Opportunities (videos, PowerPoints) http://depts.washington.edu/hscenter/elo</p> <p>Campbell, P. H., Milbourne, S. A., & Kennedy, A. A. (2012). <i>CARA's kit for toddlers: Creating adaptations for routines and activities</i>. Baltimore: Brookes.</p> <p>Center for Early Literacy Practice Guides with Adaptations http://www.earlyliteracylearning.org/pg_tier2.php</p>

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15	Putting It All Together		<p>Review key points from each of the previous segments of this course, including family-centered practices, incorporating IEP goals within early childhood settings, and evidence-based practices for supporting access to and participation in learning.</p> <p>Watch the IFSP Meeting (video) from <i>Delivering Family-Centered Home-Based Early Intervention Services</i>. Based on what you have learned about family-centered services and supports, effective communication, and productive IFSP meetings, list all the things you would have done differently to make this meeting effective and productive.</p> <p>Complete <i>Benefits and Drawbacks of Early Childhood Inclusion</i> (post-). Compare results with pre- scores.</p> <p><u>Discussion Forum</u>: Think about the different evidence based practices you've learned about in this course related to supporting children and families. Discuss which of them you see as useful or effective for any family, including those who do not have a child with a disability.</p>	<p><u>Supporting Rose</u> Identify ways in which you will support Rose to be successfully included in her preschool classroom. Include strategies for supporting her access to and full participation in all the routines of a PreK classroom and strategies for how you will both communicate and collaborate with Rose's family. For each strategy you propose, identify evidence sources from the materials in this course to support why that would be an effective practice to use.</p>	<p>Milbourne, S. A., & Campbell, P.H. (2007). <i>CARA's kit: Creating adaptations for routines and activities</i>. Los Angeles, CA: Division for Early Childhood.</p> <p>Scaffolding Strategies Landing Pad http://npdci.fpg.unc.edu/scaffolding-strategies</p> <p>Rose's IEP video http://studio.stup-eflix.com/v/M8FHT7JW6u/?autoplay=1</p>

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16	Wrap-Up		<p>Reflect on differences in scores on Give it a go1.1 self-reflection. Discuss what might have contributed to changes in the answers. (Pletcher & Younggren, p. 12)</p> <p>Watch <i>To Have a Friend</i>. Discuss any connections you see between this film and the content of this course.</p>		