

10-15g.
App - 8/31/10

Senate Info. - 9/14/10

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: CDFR 315: Introduction to Early Intervention

Instructor(s) of Record: Kris Ramassini

Phone: 357-4422 Email: k.ramassini@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
2. How will each objective in the course be met using distance education technologies?
3. How will instructor-student and student-student, if applicable, interaction take place?
4. How will student achievement be evaluated?
5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

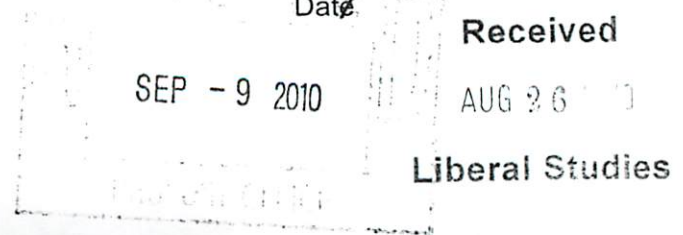
Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Fredalene B. Bowen 8/23/10
Signature of Department Designee Date

Mary E. Senter 8/23/10
Signature of College Dean Date



Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail Schriest 9/7/10
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Mark Stroman 9/13/10
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

A. 1. How is the instructor qualified in the distance education delivery method as well as the discipline?

With regards to online teaching, Dr. Ramassini has completed workshops in Moodle training provided by the IT department. These include: Moodle Basics (10-20-09), Quizzes (11/12/09), and Gradebook (11/18/09). She also attended two other online teaching training opportunities: the Clinic to Assist in Online Course Development on Thursday, December 17, 2010 and the weeklong IUP's Creating Effective Online Instruction Seminar offered May 10-14, 2010. Finally, Dr. Ramassini taught CDFR 224 801 online during Summer Session II 2010.

With regards to the course content, Dr. Ramassini created this class and taught it in the classroom Spring 2009 and Spring 2010. The course is currently in the approval process of the UWUCC as CDFR 315: Introduction to Early Intervention. Revisions were suggested and Dr. Ramassini has made the revisions and sent them back to Dr. Gail Sechrist for the UWUCC to review the course again at the beginning of the Fall 2010 semester.

A. 2. How will each objective in the course be met using distance education technologies?

Current Course Objectives:

1. Summarize the history of early intervention and the current early intervention policies and laws that relate to services for children birth to school age.

Students will read texts, articles, and online materials discussing the history of early intervention and current policies and laws. This information will be reinforced through online discussions, study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes, assignments, and discussion postings.

In the Introduction to the Course Module, the students will complete an online activity as follows:

- Students will be asked to write a personal definition of early intervention (personal definition).
- Students will be asked to research the definition of early intervention.
- Students will be asked to reevaluate their personal definitions based on their research (modified definition).
- Students will be asked to post their initial definitions and their modified definitions on a Defining Early Intervention class forum.
- Students will be encouraged to comment on each other's definitions of early intervention.
- At the end of the discussion, I will offer a comprehensive definition of early intervention.

Objective 1 corresponds with Module 2: Early Intervention Policies and Laws. In this Module, students will read various documents on the most recent laws and regulations regarding early intervention in the state of Pennsylvania. I chose documents from the Education Law Center –PA and documents from the Office of Child Development and Early Learning, Pennsylvania Department of Education. I've included 2 references below, 1 from each organization; the entire list is included in the sample lesson plan and in the syllabus.

Each student will be assigned one of the documents on early intervention in Pennsylvania to summarize. They will be responsible for creating a pamphlet of

the information contained in the document. The proposed audience for the pamphlet they create is families of children eligible for early intervention services in the state of PA. In addition, in a separate document, they will write a 1-2 page justification of why they selected what they did from the document, including the page number(s) from the original document for each topic/text they choose. The students will complete this assignment via Microsoft Word and will upload it using the Assignments feature on Moodle for grading. This assignment is included in my sample lesson plan.

Education Law Center-PA. (2009). *The right to special education in Pennsylvania: A guide for parents and advocates*. Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads%202009/RighttoSpecialEducationinPAGuide2009.pdf>

Office of Child Development and Early Learning Pennsylvania Department of Education (2008, October). *Guidelines to support the early intervention process: Inclusion*. Retrieved January 14, 2010, from PaTTAN via <http://www.pattan.net/files/EI/EarlyIntBooklet-OUT.pdf>

The students will also complete a quiz from the following assigned readings/chapters. The quiz can be found in the sample lesson plan.

Harbison, E., Parnes, J., & Macomber, J. (2007, September). *Vulnerable infants and toddlers in four service systems*. Retrieved via The Urban Institute via http://www.urban.org/UploadedPDF/411554_four_service_system.pdf or <http://www.urban.org/publications/411554.html>

Landy, S. & Menna, R. (2006). Evaluations of the effectiveness of various early intervention approaches: Implications for practice. In *Early intervention with multi-risk families: An integrative approach* (pp. 57-122). Baltimore, MD: Paul H. Brookes Publishing.

Pretti-Frontczak, K. & Bricker, D. (2004). Evolution of activity-based intervention. In *An activity-based approach to early intervention* (3rd ed., pp. 1-20). Baltimore, MD: Paul H. Brookes Publishing.

Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *American Psychologist*, 53(2), 109-120.

2. Demonstrate knowledge of the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP) process.
Students will read articles and online materials discussing the IFSP and IEP process. This information will be reinforced through assignments. Student attainment of this objective will be assessed through performance on quizzes.

This objective corresponds with Module 2: Early Intervention Policies and Laws. Students will read the three documents detailed below and take a quiz on the

information.

Document explaining for the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP):

Office of Child Development and Early Learning, Pennsylvania Department of Education. (2008). *A family's introduction to early intervention in Pennsylvania*. Retrieved January 16, 2010, from PaTTAN via <http://www.pattan.net/files/EI/EarlyInt-Guide08.pdf>

Document explaining the Individualized Family Service Plan (IFSP):

Education Law Center-PA. (2008, August). *Individualized family service plan for children with disabilities under the age three*. Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads/english/dis-EI%20under%203%20IFSP%208-08%20.pdf>

Document explaining the Individualized Education Plan (IEP):

Education Law Center-PA. (2009). Developing the special education program. In *The right to special education in Pennsylvania: A guide for parents and advocates* (pp. 31-48). Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads%202009/RighttoSpecialEducationinPAGuide2009.pdf>

3. Identify how the early intervention process is affected by social, linguistic, economic, and cultural diversity.

Students will read texts, articles, and online materials discussing social, linguistic, economic, and cultural diversity. This information will be reinforced through study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes and assignments.

Objective 3 corresponds to Module 3: Effects of Social, Linguistic, Economic, and Cultural Diversity. Students will read the following chapters and will be given a study guide for each chapter. Students will take a quiz on the chapters.

Landy, S. & Menna, R. (2006). Characteristics of multi-risk families. In *Early intervention with multi-risk families: An integrative approach* (pp. 3-56). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Evaluation of the effectiveness of various early intervention approaches: Implications for practice. In *Early intervention with multi-risk families: An integrative approach* (pp. 57-122). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). An integrative theoretical framework for early intervention with multi-risk families. In *Early intervention with multi-risk families: An integrative approach* (pp. 123-146). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Illustrative case studies. In *Early intervention with multi-risk families: An integrative approach* (pp. 149-178). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Reaching and engaging hard-to-reach families. In *Early intervention with multi-risk families: An integrative approach* (pp. 179-198). Baltimore, MD: Paul H. Brookes Publishing.

The following article focuses specifically on culturally diverse families. Students will read the article and will be asked to complete an assignment asking them to react to what the author said, keeping in mind this course objective.

Xu, Y. (2007). Empowering culturally diverse families of young children with disabilities: The Double ABCX Model. *Early Childhood Education Journal*, 34(6), 431-437.

4. Recognize the numerous ways parents and families affect a child, and vice versa, in and through the early intervention process, including looking at stress and coping models. Students will read texts, articles, and online materials discussing child and family environment interactions, with an emphasis on stress and coping. This information will be reinforced through study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes and assignments.

Objective 4 corresponds to Module 4: Family Stress and Coping. Students will read the article below focusing on the Double ABC-X Model of stress and coping. They will complete an assignment designed to assess their knowledge of the Double ABC-X Model of stress and coping.

Xu, Y. (2007). Empowering culturally diverse families of young children with disabilities: The Double ABCX Model. *Early Childhood Education Journal*, 34(6), 431-437.

Students will read the following articles and apply information from the article above (Xu, 2007) to the articles.

Brotherson, M. J., Cook, C. C., Erwin, E. J., & Weigel, C. J. (2008). Understanding self-determination and families of young children with disabilities in home environments. *Journal of Early Intervention*, 31(1), 22-43.

Carter, S. L., Osofsky, T. D., & Hann, D. M. (1991). Speaking for the baby: A therapeutic intervention with adolescent mothers and their infants. *Infant Mental Health Journal*, 12(4), 291-301.

Students will read the following chapters and will be given a study guide for each chapter. Students will take a quiz on the chapters. In addition, students will be asked to choose one chapter and apply information from the Xu (2007) article to the chapter.

Landy, S. & Menna, R. (2006). Improving parents' defensive functioning. In *Early intervention with multi-risk families: An integrative approach* (pp. 199-222). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Enhancing parents' self-reflectivity and empathy for the child. In *Early intervention with multi-risk families: An integrative approach* (pp. 223-240). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Enhancing parents' sense of competence and social support. In *Early intervention with multi-risk families: An integrative approach* (pp. 241-258). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Helping parents who have unresolved loss and trauma. In *Early intervention with multi-risk families: An integrative approach* (pp. 261-294). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Enhancing parents' interactions with infants and young children. In *Early intervention with multi-risk families: An integrative approach* (pp. 295-320). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Encouraging emotion regulation in parents. In *Early intervention with multi-risk families: An integrative approach* (pp. 321-344). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Enhancing parenting knowledge and encouraging positive attributions of the child. In *Early intervention with multi-risk families: An integrative approach* (pp. 345-370). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Enhancing parents' problem-solving and planning. In *Early intervention with multi-risk families: An integrative approach* (pp. 371-386). Baltimore, MD: Paul H. Brookes Publishing.

5. Examine how to assist families with their various roles in the early intervention process. Students will read texts, articles, and online materials discussing how to support families in the early intervention process. This information will be reinforced through online discussions, study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes, assignments, and discussion postings.

Objective 5 corresponds to Module 3: Effects of Social, Linguistic, Economic, and Cultural Diversity. For Objective 1 students read various documents on the most recent laws and regulations regarding early intervention in the state of Pennsylvania (documents from the Education Law Center –PA and the Office of Child Development and Early Learning, Pennsylvania Department of Education).

Within this objective, students will be asked to participate in an “Each Person Posts One Discussion” Forum (using the Forum tool within Moodle) based on the document they used for the Pamphlet assignment for Objective 1. With this type of forum, each student is required to post a response. They can respond to other students’ posts as well. They will be asked to share information they learned that would assist families with their various roles in the early intervention process.

Students will read 3 chapters from Landy & Menna (2006) and will be given a study guide for each chapter. Students will take a quiz on the chapters.

Landy, S. & Menna, R. (2006). Putting the pieces together and facilitating the process of change. In *Early intervention with multi-risk families: An integrative approach* (pp. 389-398). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Supporting work with multi-risk families within programs, organizations, and service systems. In *Early intervention with multi-risk families: An integrative approach* (pp. 399-416). Baltimore, MD: Paul H. Brookes Publishing.

Landy, S. & Menna, R. (2006). Putting intervention with multi-risk families into perspective. In *Early intervention with multi-risk families: An integrative approach* (pp. 417-426). Baltimore, MD: Paul H. Brookes Publishing.

The following article offers specific suggestions for supporting families of children with disabilities in a preschool setting. Students will complete an assignment on this article.

Kaczmarek, L. (2006). Supporting families of children with disabilities in inclusive programs: A team approach. *Beyond the Journal: Young Children on the Web*, 1-10. Retrieved on January 5, 2009, from <http://www.journal.naeyc.org/btj/200601/>

6. Demonstrate an understanding of ways to work hands-on with children in early intervention settings.

Students will read texts, articles, and online materials discussing the Activity-Based Approach to Early Intervention. This information will be reinforced through online discussions, study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes and discussion postings.

Objective 6 corresponds with Module E: Working with Children in Early Intervention Settings. Students will read the 9 chapters in the Pretti-Frontczak & Bricker (2004) book and complete a study guide per chapter. Students will be quizzed on each chapter.

Pretti-Frontczak, K. & Bricker, D. (2004). *An activity-based approach to early intervention* (3rd ed.). Baltimore, MD: Paul H. Brookes Publishing.

Students will be asked to participate in a Q&A forum on the Activity-Based Approach. Each student will have to make an initial posting answering a question posed by the instructor. After they make their initial posting, they will be able to read and respond to other students' postings. This process should generate original thought on the part of the students.

7. Apply current theoretical frameworks of child development and family studies to families and their experiences of the early intervention process.

Students will read text and online materials discussing the major points in several developmental theories. This information will be reinforced through online discussions, study guides, review activities, and assignments. Student attainment of this objective will be assessed through performance on quizzes, assignments, and a project.

Objective 7 corresponds with Module 1: Theoretical Frameworks of Child Development and Family Studies (CDFS). This course has 3 prerequisites: CDFR 218: Child Development, CDFR 224: Marriage and Family Relations, and CDFR 310: Advanced Child Development. The theoretical frameworks are introduced in these 3 classes with each class offering a textbook including the theoretical frameworks. A review of each theory will be conducted via lecture notes; a quiz will be given on these notes. Students will be asked to apply the theoretical frameworks in assignments throughout the course as well as in quizzes. In various assignments, students will be asked to identify and discuss a theoretical framework(s) in each of the articles below.

Carter, S. L., Osofky, T. D., & Hann, D. M. (1991). Speaking for the baby: A therapeutic intervention with adolescent mothers and their infants. *Infant Mental Health Journal*, 12(4), 291-301.

Christian, L. G. (2006). Understanding families: Applying family systems theory to early childhood practice. *Beyond the Journal: Young Children on the Web*, 1-8. Retrieved on January 5, 2009, from <http://www.journal.naeyc.org/btj/200601/>

Corcoran, J., Franklin, C., & Bennett, P. (2000). Ecological factors associated with adolescent pregnancy and parenting. *Social Work Research*, 24(1), 29-39.

Odom, S. L., Vitztum, J., Wolery, R., Lieber, J., Sandell, S., Hanson, M., Beckman, P., Schwartz, I., & Horn, E. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. *Journal of Research in Special Education Needs*, 4(1), 17-49.

Sontag, J. C. (1996). Toward a comprehensive theoretical framework for disability research: Bronfenbrenner revisited. *The Journal of Special Education*, 20(3), 319-244.

Students will design and complete an End-of-Class Project on the early intervention topic of their choice. Forty percent of the grade on this project will be from their ability to apply three theoretical frameworks of CDFS to the topic of their choice

A. 3. How will instructor-student and student-student, if applicable, interaction take place? Students will be expected to participate in several discussion postings throughout the course. Different discussion formats will be utilized. The instructor's role in these discussions will be to correct/clarify information and to provide guidance in thinking. The instructor will also provide feedback on quizzes, assignments, and the project to assist students in understanding and applying course objectives. Additional instructor-student interaction will take place through email, telephone, and office hours as needed.

Students will interact with one another through discussion, course email, and two monitored forums for informal discussions. One informal discussion board will be for questions pertaining to the course. The second informal discussion board will be for any topic students would like to discuss.

A. 4. How will student achievement be evaluated?

Student evaluation will occur through:

Quizzes –students will complete a quiz on each chapter in the two textbooks. They will be quizzed on some of the readings.

Writing assignments – students will be asked to reflect and write about course content, applying information they have learned from the assigned readings.

Discussion board postings – students will participate in course discussions on topics provided.

Project – Students will complete an End-of-Class project on a topic of their choosing. They are required to apply three theoretical perspectives for 40% of the grade.

A. 5. How will academic honesty for tests and assignments be addressed?

Quizzes will be timed giving enough time for completion, but not enough for dishonesty. The assignments and class project require the students to think independently and creatively about the material they have learned; there won't be one right answer. They will be graded on their ability to apply what they have learned; different students can give different answers and still be correct. This will reduce incidences of academic dishonesty.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

This course is currently in the approval process. Please find the proposed online syllabus and the sample lesson attached. The sample lesson consists of an assignment, 2 chapter study guides, and a quiz from Module 2 corresponding to Course Objective 2.

Online Syllabus for CDFR 315 Introduction to Early Intervention

Professor: Kris Ramassini, PhD, CLFE

Office: Ackerman 108, Indiana, PA 15701

Phone: 724-357-4422

Email: k.ramassini@iup.edu

Campus Office Hours: Tuesday & Thursday 9:30-11:00, 1:45-2:30

Online Office Hours: by appointment

Email is the best way to contact me; I check email very frequently. Be sure to include a subject in the email (i.e. Intro to Early Intervention).

CDFR 315 Introduction to Early Intervention

Credits: 3

Prerequisites: Grade of C or better in CDFR 218, 224, and 310.

Focuses on early intervention policies and laws that relate to services for children who are birth to school-age, including the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP) process. Special emphasis will be placed on ways to assist families in their roles as team members in the early intervention process taking social, linguistic, economic, and cultural diversity into consideration. Provides practical information needed when working in early intervention settings.

Course Outcomes

Students will be able to

1. Summarize the history of early intervention and the current early intervention policies and laws that relate to services for children who are birth to school-age.
2. Demonstrate knowledge of the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP) process.
3. Identify how the early intervention process is affected by social, linguistic, economic, and cultural diversity.
4. Recognize the numerous ways parents and families affect a child, and vice versa, in and through the early intervention process, including looking at stress and coping models.
5. Examine how to assist families with their various roles in the early intervention process.
6. Demonstrate an understanding of ways to work hands-on with children in early intervention settings.
7. Apply current theoretical frameworks of child development and family studies to families and their experiences of the early intervention process.

Required Texts:

Landy, S. & Menna, R. (2006). *Early intervention with multi-risk families: An integrative approach*. Baltimore, MD: Paul H. Brookes Publishing.

Pretti-Frontczak, K. & Bricker, D. (2004). *An activity-based approach to early intervention* (3rd ed.). Baltimore, MD: Paul H. Brookes Publishing.

Required Readings:

Brotherson, M. J., Cook, C. C., Erwin, E. J., & Weigel, C. J. (2008). Understanding self-determination and families of young children with disabilities in home environments. *Journal of Early Intervention*, 31(1), 22-43.

Carter, S. L., Osofky, T. D., & Hann, D. M. (1991). Speaking for the baby: A therapeutic intervention with adolescent mothers and their infants. *Infant Mental Health Journal*, 12(4), 291-301.

Christian, L. G. (2006). Understanding families: Applying family systems theory to early childhood practice. *Beyond the Journal: Young Children on the Web*, 1-8. Retrieved on January 5, 2009, from <http://www.journal.naeyc.org/btj/200601/>

Corcoran, J., Franklin, C., & Bennett, P. (2000). Ecological factors associated with adolescent pregnancy and parenting. *Social Work Research*, 24(1), 29-39.

Education Law Center-PA. (2008, August). *Early intervention: Questions and answers (Birth-5)*. Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads/english/ei-EI%20questions%20&%20answers%208-08.pdf>

Education Law Center-PA. (2008, August). *Early intervention services for children with disabilities under age three*. Retrieved January 2, 2010, from <http://www.elc-pa.org/pubs/downloads/english/dis-ei%20under%20three%208-08.pdf>

Education Law Center-PA. (2008, August). *Individualized family service plan for children with disabilities under the age three*. Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads/english/dis-EI%20under%203%20IFSP%208-08%20.pdf>

Education Law Center-PA. (2008). *The right to early intervention for infants and toddlers and their families in Pennsylvania: A handbook for parents*. Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads/english/dis-Early%20Intervention%20Handbook%202008.pdf>

Education Law Center-PA. (2009). *The right to special education in Pennsylvania: A guide for parents and advocates*. Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads%202009/RighttoSpecialEducationinPAGuide2009.pdf>

- Harbison, E., Parnes, J., & Macomber, J. (2007, September). *Vulnerable infants and toddlers in four service systems*. Retrieved via The Urban Institute via http://www.urban.org/UploadedPDF/411554_four_service_system.pdf or <http://www.urban.org/publications/411554.html>
- Kaczmarek, L. (2006). Supporting families of children with disabilities in inclusive programs: A team approach. *Beyond the Journal: Young Children on the Web*, 1-10. Retrieved on January 5, 2009, from <http://www.journal.naeyc.org/btj/200601/>
- Odom, S. L., Vitztum, J., Wolery, R., Lieber, J., Sandell, S., Hanson, M., Beckman, P., Schwartz, I., & Horn, E. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. *Journal of Research in Special Education Needs*, 4(1), 17-49.
- Office of Child Development and Early Learning, Pennsylvania Department of Education. (2008). *A family's introduction to early intervention in Pennsylvania*. Retrieved January 16, 2010, from PaTTAN via <http://www.pattan.net/files/EI/EarlyInt-Guide08.pdf>
- Office of Child Development and Early Learning, Pennsylvania Department of Education. *An early education provider's guide to early intervention services in Pennsylvania*. Retrieved January 14, 2010, from PaTTAN via <http://www.pattan.net/files/EI/EI-ProviderGuide.pdf>
- Office of Child Development and Early Learning, Pennsylvania Department of Education. (2008, October). *Early intervention infant/toddler, preschool and family guidelines: Speech language services*. Retrieved January 5, 2009, from PaTTAN via <http://www.pattan.net/files/EI/SpeechGuide.pdf>
- Office of Child Development and Early Learning, Pennsylvania Department of Education. (2009, October). *Early learning network: A guide for parents*. Retrieved January 14, 2010 from PaTTAN via <http://www.pattan.net/files/ELN/ELN-Parent-Flyer.pdf>
- Office of Child Development and Early Learning Pennsylvania Department of Education (2008, October). *Guidelines to support the early intervention process: Inclusion*. Retrieved January 14, 2010, from PaTTAN via <http://www.pattan.net/files/EI/EarlyIntBooklet-OUT.pdf>
- Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *American Psychologist*, 53(2), 109-120.
- Sontag, J. C. (1996). Toward a comprehensive theoretical framework for disability research: Bronfenbrenner revisited. *The Journal of Special Education*, 20(3), 319-244.
- Xu, Y. (2007). Empowering culturally diverse families of young children with disabilities: The Double ABCX Model. *Early Childhood Education Journal*, 34(6), 431-437.

Required Technology Skills

Students enrolled in the course should possess the following skills:

- The ability to access information via the Web.
- The ability to use Moodle and the tools associated with it.
- The ability to use word processing software (such as Microsoft Word).
- The ability to use Internet communication tools, specifically email.
- The ability to demonstrate appropriate online conduct (netiquette).

Required Software

This is a listing of all the software that is required for students to participate in all course activities. If you do not have this software currently loaded on your computer, you can download some of the software for free:

Adobe Reader or <http://get.adobe.com/reader/>

Flash Player or <http://www.adobe.com/support/flashplayer/downloads.html>

QuickTime video Player or <http://www.apple.com/quicktime/download/>

Microsoft Word

Technical Support

To obtain technical support for computer issues, please contact IUP's student helpdesk at 724-357-4000 between 7 am and 6 pm Eastern Standard Time. You should be prepared to give specifics regarding your technical issues and any error message that was received. If you experience difficulties outside of the normal helpdesk hours, you may submit your error via email at it-support-center@iup.edu.

Participation Requirement

Course modules will be assigned on a weekly basis according to the Course Schedule (see below) and will include objectives, lesson plans, and expectations for completing assignments. You are expected to actively participate in all aspects of the course. This includes completion of reading assignments, videos, lectures, assignments, quizzes, and discussion postings. Course weeks run Sunday through Friday with **Friday at 11:59 pm Eastern Time** as the deadline for submitting the week's assignments. All work for the week must be submitted by this deadline; late work will NOT BE ACCEPTED.

Online Etiquette

This section includes my expectation of how students will conduct themselves during this course.

- Discussion, chat, and email is for class use only, unless otherwise stated. Please remember to conduct yourselves professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten.
- Avoid using ALL CAPS, sarcasm, and language that could be offensive.
- Read all postings before posting your responses so as to not repeat information.
- Keep posting brief and to the point.
- Focus on one topic at a time when posting or replying to posts.

Students with Disabilities

Students with documented disabilities are encouraged to contact the instructor in the first week so that reasonable accommodations may be provided. More information for students with disabilities is available from IUP's Advising and Testing Center at 724-357-4067.

Academic Integrity Policy

IUP expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor that you agree to follow the rules and expectations.

Academic integrity means:

- Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and exam.
- Using unauthorized materials during quizzes and exams.
- Possessing course materials without the prior knowledge of the instructor.
- Plagiarizing, using papers, dissertations, essays, reports, speeches, presentations, projects, and other academic information or passing off ideas or facts without attribution to the originators.
- Engaging in threatening or disruptive behaviors.
- Using computer technology in any way other than for the purposes intended in this course.

Please note that IUP faculty uses a variety of techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures (see the full Academic Integrity Policy in the Undergraduate Catalog or <http://www.iup.edu/registrar/catalog/default.aspx>.)

Evaluation Methods

Chapter quizzes

Discussion postings

Writing assignments

50% - Exams/quizzes. The examinations/quizzes could include multiple choice, true/false, matching, short answer/essay with materials coming from instructor-provided notes, the text(s), videos, and class handouts. These will be offered online, sometimes in a timed format.

50% - Graded assignments may include an annotated bibliography, interview, individual or small group project, or a reaction paper. Also, online, assignments based on readings, online resources, class discussions (online or in the classroom), and/or videos may be used.

Grading Scale

90-100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

Below 60 = F

Course Schedule

Introduction to the Course Module

Module 1: Theoretical frameworks of child development and family studies

1. Bronfenbrenner's Ecological Model
2. Maslow's Hierarchy of Needs
3. Erikson
4. Vygotsky
5. Family Systems
6. Exchange
7. Symbolic Interaction
8. Family Development

Module 2: Early Intervention Policies & Laws

1. History of Early Intervention laws and policies
 - a. PL 94-142 Education for All Handicapped Children Act (1975)
 - b. PL 99-457 Education of the Handicapped Act Amendment (1986)
 - c. PL 101-576 Americans with Disabilities Act (ADA) (1990)
 - d. PL 105-17 Individuals with Disabilities Education Improvement Act (IDEA) reauthorized PL 94-142 (1997)
 - e. PL 108-446 Individuals with Disabilities Education Improvement Act (2004)
2. Individualized Family Service Plan (IFSP)
3. Individualized Education Plan (IEP)
4. Community resources

Module 3: Effects of social, linguistic, economic, & cultural diversity

1. Parents
2. Multi-disciplinary team
3. Avoiding bias in the assessment and delivery process
4. Assisting families with their various roles in the early intervention process

Module 4: Family Stress & Coping

1. How family members affect each other in and through the early intervention process
 - a. Impact of children with disabilities on family systems
2. Assisting families with their various roles in the early intervention process
 - a. Concerns
 - b. Strategies
3. Engaging and supporting multi-risk families

Module 5: Working with children in early intervention settings

1. An activity-based approach
 - a. Linked system of assessment
 - i. Assessment
 - ii. Goal development
 - iii. Intervention
 - iv. Evaluation
2. Authentic assessment
3. Accommodations and modifications

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Ramey, C. T., Campbell, F. A., Burchmal, M., Skinner, M. L, Gardner, D. M., & Ramey, S. L. (2000). Persistent effects of early childhood education on high-risk children and their mothers. *Applied Developmental Science, 4*(1), 2-14.

Sample Lesson Plan: Module 2 – Early Intervention Policies and Laws

This lesson meets the following Course Objectives:

1. *Summarize the history of early intervention and the current early intervention policies and laws that relate to services for children birth to school age.*

Module 2 begins on Sunday (*insert date*) and must be completed by Friday (*insert date*) at 11:59pm.

Module 2 consists of two parts. In the first part you will need to:

1. Read and follow the directions for the Pamphlet of “Early Intervention in PA” Assignment.

Here are some general guidelines before you get started:

- This assignment requires you to read a document focused on a specific aspect of Early Intervention services in Pennsylvania. I will assign you a document; the documents are numbered. I will email you the number of the document to which you are assigned.
- You will access your document by clicking on the Internet link provided.
- You will read the document and take notes on the information you think would be most helpful to a family.
- You will create a pamphlet using Microsoft Word. Your pamphlet will be graded on it’s formatting. Because this is an online class, you don’t have to print what you create. Given this, I expect you to use color and graphics in a way that highlights the information you selected.

2. Complete the Pamphlet of "Early Intervention in PA" Assignment 50 pts

You will be assigned a document(s) on early intervention in Pennsylvania to summarize (see below – you will be assigned your document by number). You are responsible for creating a pamphlet of the information contained in the document. The proposed audience for the pamphlet you create is families of children eligible for early intervention services in the state of PA.

You will create a pamphlet of the document(s) and turn it into to me using the Assignment feature on Moodle.

- ◆ The assignment is due on _____. I will not accept late papers.

Pamphlet Format: 35 pts

- ◆ Be creative and keep the audience of your pamphlet in mind during the design process – families of children eligible for early intervention services in the state of PA.
- ◆ Keep the language simple and easy to understand (*it must be in your OWN words or it will be considered plagiarism and you will earn a zero for the assignment*).
- ◆ Graphics, pictures and/or color are expected.

Grading Procedure:

1. Content of summary sheet/handout 25 points
 - ◆ Is the information summarized well? 15 points
 - ◆ Is it easy to understand? 5 pts
 - ◆ Is the language simple? 5 pts
2. Presentation of information 10 points
 - ◆ Is it eye-catching?
 - Are there graphics? Pictures? Color?
3. Proofread!!! I will deduct 1-point for each spelling/grammar/formatting errors up to 10 points.

Justification of Pamphlet: 15 pts

- ◆ In a separate document, write a 1-2 page justification of why you selected what you did out of your assigned Early Intervention document, including the page number(s) from the original document for each topic/text you selected.
- ◆ This must be double-spaced, typed in 12-point Times New Roman font. If you do not do so, five points will be deducted from your total 50 points for each of these criteria.

Here are the documents by number:

1. Education Law Center-PA. (2008, August). *Early intervention: Questions and answers (Birth-5)*. Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads/english/ei-EI%20questions%20&%20answers%208-08.pdf>
2. Office of Child Development and Early Learning Pennsylvania Department of Education (2008, October). *Guidelines to support the early intervention process: Inclusion*. Retrieved January 14, 2010, from PaTTAN via <http://www.pattan.net/files/EI/EarlyIntBooklet-OUT.pdf>

3-6 are from the document below:

Education Law Center-PA. (2009). *The right to special education in Pennsylvania: A guide for parents and advocates*. Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads%202009/RighttoSpecialEducationinPAGuide2009.pdf>

3. Chapter 3, p. 12-25
4. Chapter 7, p. 53-60
5. Chapter 6 & 8, p. 48-52 & p. 61-69

6. Chapter 12, p. 78-93

7-10 are from the document below:

Education Law Center-PA. (2008). *The right to early intervention for infants and toddlers and their families in Pennsylvania: A handbook for parents*. Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads/english/dis-Early%20Intervention%20Handbook%202008.pdf>

7. p. 1-15

8. p. 16-38

9. p. 39-48

10. p. 49-58

11. Education Law Center-PA. (2008, August). *Early intervention services for children with disabilities under age three*. Retrieved January 2, 2010, from <http://www.elc-pa.org/pubs/downloads/english/dis-ei%20under%20three%208-08.pdf>

12. Education Law Center-PA. (2008, August). *Individualized family service plan for children with disabilities under the age three*. Retrieved January 12, 2010, from <http://www.elc-pa.org/pubs/downloads/english/dis-EI%20under%203%20IFSP%208-08%20.pdf>

13. Office of Child Development and Early Learning, Pennsylvania Department of Education. (2008, October). *Early intervention infant/toddler, preschool and family guidelines: Speech language services*. Retrieved January 5, 2009, from PaTTAN via <http://www.pattan.net/files/EI/SpeechGuide.pdf>

14. Office of Child Development and Early Learning, Pennsylvania Department of Education. (2009, October). *Early learning network: A guide for parents*. Retrieved January 14, 2010 from PaTTAN via <http://www.pattan.net/files/ELN/ELN-Parent-Flyer.pdf>

15. Office of Child Development and Early Learning, Pennsylvania Department of Education. *An early education provider's guide to early intervention services in Pennsylvania*. Retrieved January 14, 2010, from PaTTAN via <http://www.pattan.net/files/EI/EI-ProviderGuide.pdf>

In the second part of Module 2, you will need to:

1. Read the following chapters and take notes using the provided study guides:

Landy, S. & Menna, R. (2006). Evaluations of the effectiveness of various early intervention approaches: Implications for practice. In *Early intervention with multi-risk families: An integrative approach* (pp. 57-122). Baltimore, MD: Paul H. Brookes Publishing.

Pretti-Frontczak, K. & Bricker, D. (2004). Evolution of activity-based intervention. In *An activity-based approach to early intervention* (3rd ed., pp. 1-20). Baltimore, MD: Paul H. Brookes Publishing.

2. Read and take notes from the following articles

Harbison, E., Parnes, J., & Macomber, J. (2007, September). *Vulnerable infants and toddlers in four service systems*. Retrieved via The Urban Institute via http://www.urban.org/UploadedPDF/411554_four_service_system.pdf or <http://www.urban.org/publications/411554.html>

Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *American Psychologist*, 53(2), 109-120.

3. After reading and taking notes on the 4 chapters/articles, take the Module 2 Quiz. It is an open-note quiz; you will be allotted 30 minutes to take the quiz. This is enough time to take the quiz if you are familiar with the material. The quiz is organized so all of the questions from one source are together.

Landy & Menna (2006) Chapter 2 Study Guide
Evaluation of the Effectiveness of Various Early Intervention Approaches:
Implications for Practice

1. What is the difference between prevention programs and early intervention programs? *Pg. 57*
2. Prevention and Early Intervention programs typically focus on enhancing 1 to 4 aspects of the parent-child system. What are they? (See Table 2.2, p. 76-77) *Middle of Pg. 58*
3. What are the possible features/program components of early intervention programs? (Make sure you understand what each one is) *Pg. 58-9*
4. See Table 2.1: Challenges of evaluating early intervention programs (p. 60). Eleven challenges and the challenges' effects on research findings are outlined. Each of these is further explained on pages 59-62.
5. In a review of 27 intervention programs, what was found regarding improvements in children's cognitive development?
Middle of pg. 63
6. In what other domains have long-term effects been found for center-based care interventions?
Pg. 63
7. Who are most likely to benefit from interventions that include center-based care? *Pg. 63*
8. How do the authors explain home visiting? *Pg. 64*
9. The authors state, "In general, an inverted U-shaped association has been found between the level of risk and effectiveness of (home visiting program) intervention" (p. 65). What do they mean by this? *HINT: The answer is in the next sentence!*
10. When is home visiting most effective? *Pg. 65*
11. What do the authors say about the role of paraprofessionals within home visiting programs?
pg. 65
12. The authors note that families at multiple risk tend to drop out of intervention in general, and the same holds true for home visitation. What percentage of parents who are high-risk drop out in the first year of intervention when only about half of the proposed visits have been completed?
Middle of pg. 65
13. What do the authors suggest needs to be done to address the issue raised in # 12? *Pg. 65*
14. The length, intensity, type of intervention components, and types of intervention need to be matched to what?
Middle of pg. 74

15. What are the 9 general principles of early intervention that can inform practitioners about what is needed in order to provide quality services to the most at-risk families?
Pgs. 75-78

**Pretti-Frontczak & Bricker (2004) Chapter 1 Study Guide
Evolution of Activity-Based Intervention**

1. What made early intervention a legitimate enterprise that provides services to thousands of families and their infants and young children who have or are at risk for disabilities? *Top of pg. 2*
2. What do early intervention programs assist in offsetting? *Top of pg. 2*
3. What are the two changes fundamental to the improvement of services offered in early intervention programs? (The answer is in 2 paragraphs) *Middle of pg. 2*
4. What 4 essential outcomes are personnel able to accomplish using a linked systems approach? *Bottom of pg. 2 (in the middle of the answer for # 3)*
5. What two fundamental changes to providing quality intervention services for young children does an activity-based intervention directly address? *Top middle of pg. 3*
6. When did the activity-based intervention evolve and when was it published? *Middle of pg. 3*
7. Since their inception, how have intervention approaches focused on young children at risk and young children with disabilities evolved? *Bottom of pg. 3*
8. Why were institutions developed for people with intellectual disabilities, motor impairments, sensory impairments, and mental illnesses in the mid-1800's? Who was sent to them? *Top of pg. 4*
9. How did the purpose of the institution shift in the late 1800s? *Middle of pg. 4*
 - How did that affect what was offered?
 - How did their names change?
 - Why weren't community-based programs offered for people with moderate to severe disabilities?
10. When did institutions begin to change? Why did they change? *Bottom middle of pg. 4*
11. What happened between the late 1950s and early 1960s? *Bottom of pg. 4*
12. What was the result of applying Skinner's behavior analytic principles to people with severe disabilities? *Top of pg. 5*
13. What did Bijou, Baer, and their colleagues do with behavior analytic principles? *Top of pg. 5*

14. How are the early teaching regimes in #13 described by the authors? *Middle of pg. 5*
15. What do the authors think is important to note about the atypical surroundings and activities of the residential settings of these institutions? *Middle of pg. 5*
16. What began in the early 1970's? What was the later name of the program located at Peabody College? *Bottom of pg. 5*
17. During the 1970s, what 3 sets of powerful influences changed the Infant, Toddler, and Preschool Research Intervention Project's intervention philosophy and efforts? *Middle of pg. 6*
18. Whose work, perhaps more than any other, led to a serious rethinking of how to approach young children? How do the authors summarize his ideas? *Middle of pg. 6*
19. Through the investigative work on the 1970s and 1980s, what three major themes emerged? *Read all of the information before answering each one. Bottom of pg. 6*
20. What did the Infant, Toddler, and Preschool Research and Intervention Project program staff learn from the typically developing children in the program with children with disabilities (this program was one of the first, if not the first, inclusive program for young children with disabilities in the country)? *Top middle of pg. 7*
21. Based on the important influences during the 1970s and 1980s previously asked about, the Infant, Toddler, and Preschool Research and Intervention Project made changes to their intervention efforts. What were the 3 changes they made? *Bottom of pg. 7*
22. How did the program align the antecedent response consequence principles with what the intervention and research staff had learned about children and their early development? *Read the whole paragraph for the entire answer. Top middle of pg. 8*
23. Where is the Infant, Toddler, and Preschool Research and Intervention Project located now? When did it start to resemble activity-based intervention? *Middle of pg. 8*
24. In the development of the activity-based approach to intervention, what did parental feedback on teaching sessions at home lead to? *Bottom of pg. 8 to middle of pg. 9*
25. What was another formative influence on the development of the activity-based approach to intervention? *Read the whole paragraph for the entire answer. Middle of pg. 9*
26. Additional support came from the movement toward DAP (Developmentally Appropriate Practice) beginning in the 1980s and continuing today. How are DAP and activity-based intervention similar? There are 9 ways described. *Middle of pg. 10*
27. How are DAP and activity-based intervention different? *Top of pg. 11*

28. How is activity-based intervention described in the 2nd full sentence in the paragraph under “Comparison of Activity-Based Intervention”?
Middle of pg. 11

29. Read the 3 examples of a nature walk: Early childhood approach, adult-directed approach, and activity-based intervention approach on *pages 11-12*. Note how they are different.

How does the activity-based intervention approach example fit the description in #28?

Pg. 12

- What is the individualized goal?
- Before the walk, how is learning embedded into authentic activities in the classroom?
- On the walk, how does the interventionist embed opportunities to practice target objectives, building functional and generative skills?
- After returning to the classroom, how does the interventionist embed opportunities to practice target objectives, building functional and generative skills?

30. How are the following terms defined & what is the target group for this book:

Bottom of pg. 15

- Early intervention, early childhood special education, early childhood intervention
- Target group.
- Interventionist
- Team
- Caregiver

CDFR 481/315 - Module 2 Quiz

1. In Ramey & Ramey (1998), the authors discussed the two groups of children that have historically received early intervention services. The first group is children at risk and the second group is children with disabilities or delays. What are the 4 criteria outlined by Ramey & Ramey (1998) for the children at risk category?

2. Look at Figure 1 in Ramey & Ramey (1998) and answer the following questions:
 - a. What does the x-axis on the graph represent?

 - b. Why is the distance between the 2 lines within the graph greater/wider on the right side of the graph than on the left side of the graph?

 - c. What do the following represent?
 - TIMING

 - INTENSITY

 - BREADTH

3. Look at Figure 2 in Ramey & Ramey (1998) and answer the following questions.
 - a. Which part of Figure 2 contains techniques that have been repeatedly associated with positive cognitive, social, and emotional outcomes for children based in empirically based research studies? Write out the words found on the Figure.

 - b. What is meant by “direct strategies” on the right side of Figure 2?

4. In the Harbison, Parnes, & Macomber (2007) article, four service systems for vulnerable infants and toddlers were discussed and compared. What are the names of the 4 service systems?

5. Of the programs described in the Harbison, Parnes, & Macomber (2007) article, which does the following:
 - a. Provide child protective services

 - b. Offer a child development program

 - c. Only serve children under the age of 3 with developmental delays and disabilities

 - d. Offer a nutrition program

6. In Chapter 2 of Landy & Menna (2006), _____ is not an intervention in itself; it is the place where the intervention occurs.

7. In Chapter 2 of Landy & Menna (2006), what is the importance of the paraprofessionals within home visiting programs? *1 point*

8. In Chapter 1 of Pretti-Frontczak & Bricker (2004), institutions were developed for people with intellectual disabilities, motor impairments, sensory impairments, and mental illnesses in the _____ to help the “deviant” individual become “nondeviant.” Only people who were considered _____ were sent to the institutions.

9. In Chapter 1 of Pretti-Frontczak & Bricker (2004), in the late 1800’s, the purpose of the large residential institutions shifted to permanent repositories for people considered _____.

10. In Chapter 1 of Pretti-Frontczak & Bricker (2004), no community-based programs for people with moderate to severe disabilities were offered because it was believed _____ would have no effect on them and they were believed to _____ to the well-being of other citizens.

11. In Chapter 1 of Pretti-Frontczak & Bricker (2004), the institutions begin to change in the _____.

12. In Chapter 1 of Pretti-Frontczak & Bricker (2004), the motivation for change came from _____, _____, a changing perspective about _____ and the influence of _____.

13. In Chapter 1 of Pretti-Frontczak & Bricker (2004), between the late 1950s and early 1960s, student and interpreters of _____ began to apply behavior analytical principles (i.e., arranging antecedents, defining responses, and providing immediate consequences) to people with intellectual and mental illness.

14. In Chapter 1 of Pretti-Frontczak & Bricker (2004), the authors think it is important to note the atypical surroundings and activities of the residential settings of the institutions. Children in these settings weren’t exposed to and didn’t have the opportunity to engage in _____.

15. In Chapter 1 of Pretti-Frontczak & Bricker (2004), through the investigative work on the 1970s and 1980s, three major themes emerged. The first theme was _____ sets the stage for subsequent development. The second theme was children _____ by their social and physical environments. The third theme was infants' and young children's early development is composed of _____ that increasingly permit them to navigate their environment, become independent, and communicate and meet their needs.
16. In Chapter 1 of Pretti-Frontczak & Bricker (2004), in the development of the activity-based approach to intervention, parental feedback on teaching sessions at home led the intervention staff of the of the Infant, Toddler, and Preschool Research and Intervention Project to develop an intervention approach that relied, to a great extent on the _____ as the primary vehicle for learning new target goals and objectives.