IECE 460-61 Working with Families in Early Intervention

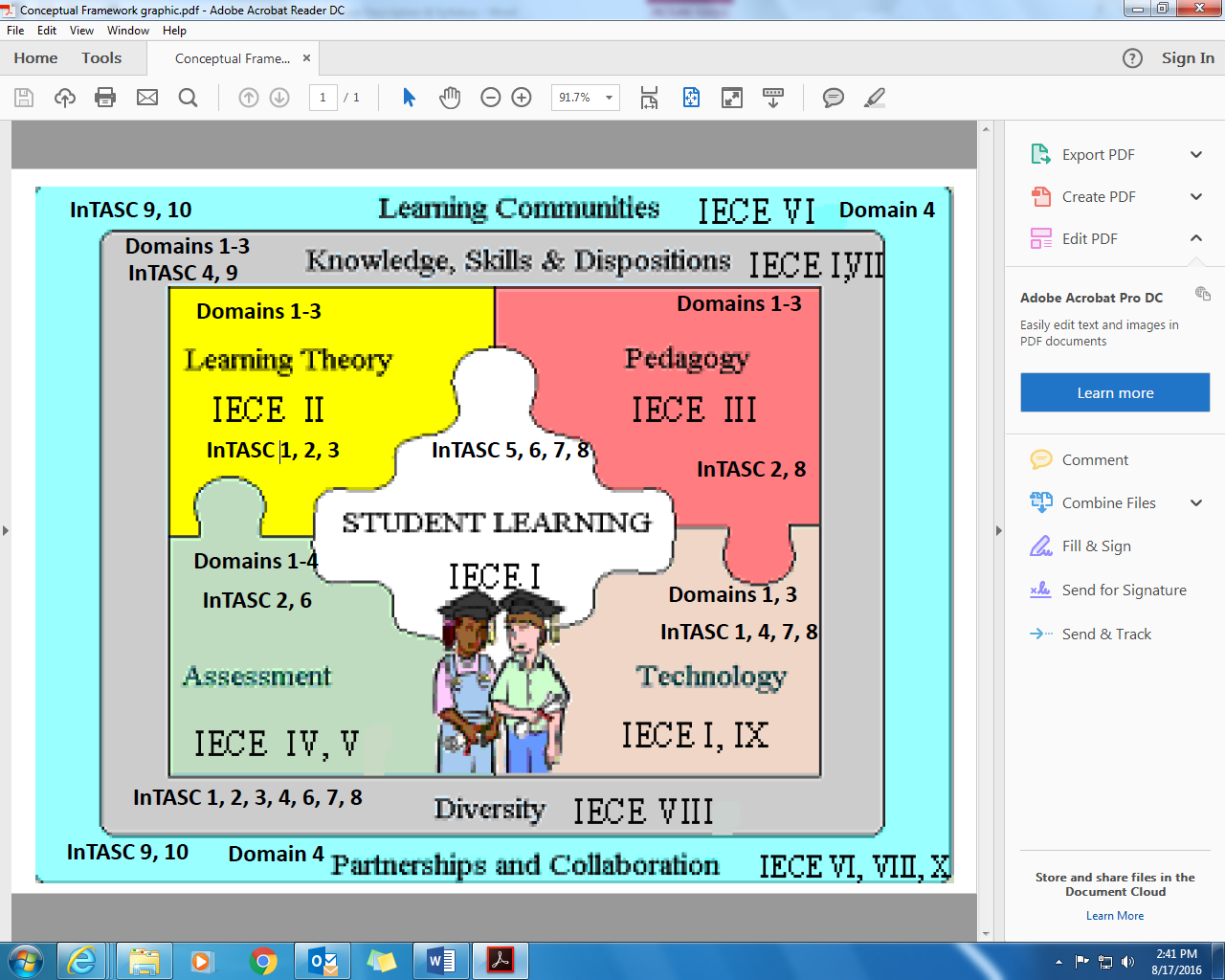
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**Fall 2016 Thursday 4:00 – 6:45 pm (EST), weekly hybrid**

Campbellsville University – School of ED Bldg**. Room - EB 119**

**CU Campus Security (270) 403-3611 or (270) 789-5555**

**School of Education Theme: Empowerment for Learning Conceptual Framework Model**



Instructor: Nina McCormick [ncmccormick@campbellsville.edu](mailto:ncmccormick@campbellsville.edu)

Office hours 30 minutes before & after class

Phone: 270-832-6045 (cell)

1. **Description:**

Studies the collaborative processes and communication skills for effective interaction among parents, paraprofessionals, teachers and other professionals. Examines the value of family involvement and practices aimed at strengthening the role of parents through partnerships in the educational process. Focuses on methods and materials useful in working with families. Considers the impact of crises or special issues in family life. Studies communication strategies for initiating and maintaining home-school-community collaboration. Focuses on research surrounding best practices related to working with families of young children, ages birth to three, with special needs to provide family-centered services. Involves students in home visits, formal and informal assessments, analysis of family dynamics and resources within the community context, and development of an IFSP. **Required: 10 hours of field experience. *Prerequisite: 216, 270, 280; Prerequisite or Co-requisite IECE 360***

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1. **Course Credit: 3 credits**
2. **Textbooks:** *Turnbull, Turnbull, Erwin, Families, Professionals, and Exceptionality: Positive outcomes through partnerships and trust 7th E. Pearson. ISBN-13:* 9780133833683

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*http://campbellsville.bncollege.com/*

**ky cas AND *BUILDING A STRONG FOUNDATION* SERIES:**

**VERY IMPORTANT** - All students are required to purchase the KY Core Academic Standards document (which includes Kindergarten Standards for English/Language Arts, Math, and the new Science standards) plus the *Building a Strong Foundation for School Success* documents (KY Early Childhood Standards; Quality Self Study; excluding the Assessment Guide as it is currently undergoing revision). The ECE Program is no longer selling these documents and they are not attached to a specific course. Purchasing these documents is a Program Requirement. Some students may have already purchased some but not all of these documents. IT IS VERY IMPORTANT THAT STUDENTS CONTACT THE BOOKSTORE IMMEDIATELY TO PURCHASE THE DOCUMENTS THEY DO NOT HAVE. **THEY MUST DO THIS THE FIRST WEEK OF CLASS**. When the student contacts the bookstore, they should reference a course titled "ECE 000". It is a pseudo course established at the bookstore only for these particular documents. \*\*\*If a student has already purchased the KY Core Academic Standards, we will provide them with the new Science standards, free of charge. They will not have to purchase the KY Core Academic Standards again.

1. **Required Course Materials:**

* 2 Pocket Folder
* 2” View Course Notebook

1. **Course Objectives:** Upon completion of this course, the student will be able to:

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| **IECE 460 – Working with Families in Early Intervention** | **IECE KTS** | **NAEYC** | **CEC** | **InTASC**  **Categories** | **CAEP** | **ILA** | **IECE KTS Diversity Indicators** | **Technology Yes or No** |
| Research and apply the family systems perspective to understand family characteristics, interactions, functions, and stages of life and how they impact the development of their child. | 6,8 | 2 | 1,7 | Category  4 | 1 |  | 1g,2f,3e, 8b | no |
| Examine the effects of disability on family functions. | 6,8 | 2 | 1 | Categories  3 and 4 | 1 |  | 1g | no |
| Utilize DEC Recommended Practices to build effective relationships during Home Visits. | 1,6,8 | 1 | 1,3,5 | Categories  2 and 4 | 1 |  | 1g,6f | yes |
| Engage families in the formal and informal assessment process to analyze and identify the developmental needs of their child and determine family goals. | 4,6,7, 8 | 2,3 | 4,7 | Categories  2 and 3 | 1,2 |  | 1c | yes |
| Utilize family survey to identify family resources, priorities and concerns. | 4,6,8 | 2,3 | 4 | Category  3 | 1 |  | 1c,8b | yes |
| Support families in their efforts to locate community resources and family-centered services. | 6,8 | 3 | 7 | Category  4 | 1,2 |  | 8b | yes |
| Understand the process of developing an IFSP. | 1,2,3,4,6,8 | 1,5 | 1,3,5,7 | Categories  1, 2, 3, 4 | 1,2 |  | 1c,8b | yes |
| Demonstrate the ability to design, implement, document and reflect on intervention strategies. | 4 | 1,4, 5 | 1,3,5 | Categories  1 and 3 | 1 |  | 1g,2f,3e,8b | yes |
| Discuss recommended models that illustrate effective facilitation of the transition process. | 1,3 | 1,5 | 1,3,5 | Categories  1 and 4 | 1 |  | 1c, | no |
| Develop a plan to assist families in transition of services. | 1,3,6,8 | 2 | 5,7 | Category  4 | 1 |  | 1g | yes |
| Apply course readings to discuss case studies in early intervention. | 4 | 1 | 3 | Category  1 | 1 |  | 6f | no |

1. **Course Tasks and Grading Scale:**

GRADING SCALE: (LATE assignments will be assessed -10 points)

A = 90-100% 900 – 1000 points

B = 80 - 89% 800 – 899 points

C = 70 - 79% 700 – 799 points

D = 60 - 69% 600 – 699 points

F = below 60% below 600 points

1. **Family Collaborative Project 270 points**

Students will complete a Family Collaborative Project which is modeled after

the *Kentucky Early Intervention System* (KEIS) “First Steps” program.

Project will meet the requirements outlined on rubric including the following

components/assignments: **(*PGES Domains 1, 2, 3, 4; InTASC 1, 2, 6, 7, 8, 10*)**

* Communication of First Steps Procedural Safeguards/Statement of Assurances; **(*PGES Domain* 4, *InTASC 10*)**
* Family Assessment Report (FAR) to gain information about family concerns, resources, and priorities; **(*PGES Domains 1, 4, InTASC 6, 7, 10*)**
* Formal and Informal assessments: FAR, *ASQ*, AEPS; interviews; **(*PGES Domain 1*)**

anecdotal notes; etc. **(*PGES Domains 1, 3, 4 ; InTASC 6*)**

* Community resources for parents and child (List with contact info and

flyers if available; minimum of 15 resources) **(*PGES Domains 1, 4; InTASC 6, 7, 10*)**

* IFSP (utilizing the AEPS to determine intervention activities) **(*PGES Domain 1, 3, 4; InTASC 6, 7, 10*)**
* Lesson Plan for DI with Intervention Strategies **(PGES Domain 1,2,3,4; InTASC 1, 7, 8)**
* CAP 3 Portfolio Artifact: KTS #VIII - Individual Family Service Plan (IFSP),Lesson Plan for DI, Lesson Analysis & Reflection for DI, and a Rationale paper **(PGES Domain 1,2,3,4; InTASC 1, 7, 8, 10)**

2. **Tests, Quizzes, & Class Group Work 400 points**

Students will complete 2 tests over course content. Quizzes over course TEXT

and/or group discussion work will be during class meetings.

3. **Article Presentation 50 points**

Student will read assigned articles (focusing on DEC Recommended Practices)

from course Monographs and make a class presentation outlined by the “Article

Presentation Rubric”. **(*PGES Domains 1,3,4; InTASC 10*)**

4. **Case Studies 120 points**

Students will read two case study reports and apply course material information

to analyze and problem solve. **(*PGES Domains 1, 4; InTASC 10*)**

5. **Class Participation; Papers: 110 points**

Students will receive a grade that reflects their attendance, promptness, class discussions,

professionalism, organization, effort, attitude, and quality of work. Students will organize

a **class notebook** of notes, handouts, tests, and out-of-class assignments that will be viewed

as part of this grade. **(PGES *Domains 3, 4*)**

6. **Field Experience Hours/Reflections: 50 points**

Students are expected to follow the Field Hour Guidelines provided by course instructors

for all field work assignments. **(*PGES Domains 1, 2, 3*, 4)**

**Required: 10 hours of field experience.**

#1 (1-2 hrs.) Family Interview/Needs Assessment: FAR [IECE Standards IV, VIII]

#2 (1-2 hrs.) Screening *ASQ*  [IECE Standards IV, VI, VIII] **(*PGES Domains 1, 3*)** #3 (2-3 hrs.) AEPS Assessment [IECE Standards IV, VI, VIII] **(*PGES Domain 1, 3*)**

#4 (1 hr.) IFSP Development [IECE Standards V, VI, VIII] **(*PGES Domains 1, 2*)**

#5 (3-4 hrs.) Lesson Plan with Reflection; documentation and assessments

[IECE Standards I, III, V, VI, VIII] **(*PGES Domains 1, 2, 3, 4*; InTASC 6, 7, 8, 10)**

**Field Experience:** Field Experience sites are selected in collaboration with course instructor and may only be completed if the setting meets the assignment criteria. Students are required to complete 10 field experience hours. A *Pre-Cap Fieldwork File*\*\* (See Below) ***Students are expected to follow the Field Hour Guidelines provided by course instructors for all field work assignments.***

**Kentucky Field Experience Tracking System (KFETS)**​

All students are required to set up an Educational Professional Standards Board (EPSB) account for the purpose of entering every completed Field Experience (FE). We will demonstrate how to get started at our Fall Meeting of the Major. You will continue to keep and submit Field Experience Logs for each of your courses and have them entered into the SOE database through Elizabeth Franklin. This new system is for EPSB to track FE hours, which requires a certain number and representation of all types of FE in order for the state to approve a student for student teaching." **There is no cost associated with the KFETS and it is required of CU School of Education.**

**Field Experience Summary Form:**

**For Course Credit**: Students keep a Field Hour Log of all field work tasks for each entry with a total of 10 hours. Each field visit must be signed by a responsible person at the site. One reflection per task is required, for a total of 5 in this course. Students total the field hours, sign the form, complete all information and submit by **May 11, 2016** to receive **course credit**. Course instructor signs the form. Field Experience Task will not be credited toward coursework until the field hour log is received. Students upload the signed/scanned field hour log to TigerNet.

**For Program Credit:** Students complete the FE Summary Log and have it signed with each field site visit. After the field experience hours are completed for the course, students sign, scan the FE Summary Log, and upload it to the designated place on TigerNet or Moodle. The instructors will then print the FE Summary Log, add their signature if it is completed correctly, and then submit it to Elizabeth Franklin for program credit.

**Pre-CAP Fieldwork File Must be completed prior to starting fieldwork**

Pre-Cap Fieldwork file includes the following documents, which are provided by course instructor or ECE/IECE Program Secretary at (270)/789-5366. **Students are responsible for fees associated with Pre-CAP Fieldwork documents. New KRS guidelines may require field sites to secure their own CAN and Criminal Background reports.**

1. Criminal Background Report [signed release form]
2. **Current** TB Skin Test or Wellness Check [good for two years]
3. Signed Confidentiality Statement [Signature confirms reading the four Codes of Ethics governing ECE/IECE and teaching profession in Kentucky and commitment to abide by principles.]
4. Diversity Survey
5. Disposition Assessment Policy

**The completed file should be returned/mailed to course instructor or:**

Secretary, ECE/IECE Program Education Bldg., Rm. 120

1 University Dr. UPO # 806 Campbellsville, KY 42718

**7.**  **PGES – Framework for Teaching (Charlotte Danielson Model):**

[**http://education.ky.gov/teachers/PGES/Pages/PGES.aspx**](http://education.ky.gov/teachers/PGES/Pages/PGES.aspx)

**Domain 1: Planning and Preparation**

1a: Knowledge of content/pedagogy

1b: Demonstrates knowledge of students

1c: Setting Instructional outcomes

1d: Demonstrating knowledge of resources

1e: Designing coherent instruction

1f: Designing student assessment

**Domain 2: Classroom Environment**

2a: Creating environment of respect and rapport

2b: Establishing culture of learning

2c: Managing classroom procedures

2d: Managing student behavior

2e: Organizing physical space

**Domain 3: Instruction**

3a: Communicating with students

3b: Using questioning and discussion techniques

3c: Engaging students in learning

3d: Using assessment in instruction

3e: Demonstrating flexibility and responsiveness

**Domain 4: Professional Responsibility**

4a: Reflecting on teaching

4d: Participating in a professional community

4e: Growing and developing professionally

4f: Demonstrating professionalism

**8. Course Outline:**

* + 1. Family Systems Theory
       1. Philosophy
       2. Components

II. Inclusion Policies and Resources affecting School Reform

* + - 1. IDEA
      2. General Education Reform (NCLB, KERA)
      3. DEC Recommended Practices in Early Intervention
      4. Natural Environments

III. First Steps- Early Intervention Program

* + - 1. Process
      2. Home Visits
      3. Assessments
      4. Community Resources
      5. IFSP
      6. Intervention Strategies

IV. Transition to Preschool

1. Response to Intervention (RTI) – transition from Part C to Part B

V. Analyzing and Problem Solving Early Intervention Case Studies

**9.Performance Standards/Competencies**

This program leading to Interdisciplinary Early Childhood Education (IECE) certification has been designed to prepare candidates to teach young children with and without disabilities and support families from culturally and linguistically diverse backgrounds. While some aspects of all ten of the Kentucky IECE Teacher Standards may be embedded into this course, competency development in the following are emphasized:

* ***IECE Teacher Standards:***

Standard I: Designs/Plans Instruction

Standard II: Creates/Maintains Environment

Standard III: Implements Instruction

Standard IV: Assess & Communicates the Learning Results

Standard V: Reflects/Evaluates Professional Practices

Standard VI: Collaborates with Colleagues/Families/Others

Standard VIII: Supports Families

* ***NAEYC Program Standards:***
* Standard #1a, b, c: Promoting Child Development & Learning
* Standard #2a, b, c: Building Family & Community Partnerships
* Standard #3a, 3b, 3c, 3d: Observing, Documenting, and Assessing to Support Young Children & Families
* Standard #4a, 4b, 4d: Teaching & Learning
* Standard #5a, 5b, 5c, 5d, 5e : Becoming a Professional
* ***CEC/DEC Special Education Standards:***
* Standard #1: Learner Development & Individual Learning Differences
* Standard #3: Curricular Content Knowledge
* Standard #4: Assessment
* Standard #5: Instructional Planning and Strategies
* Standard #7: Collaboration
* ***InTASC Categories:***
* Category #1: Learner and Learning
* Category #2: Content Knowledge
* Category #3: Instructional Practice
* Category #4: Professional Responsibility
* ***CAEP Standards***
  + Standard 1: Content and Pedagogical Knowledge
  + Standard 2: Clinical Partnerships and Practice
* Core Competency #6: Family & Community Partnerships

**10. EPSB**

***Diversity – Course Content and Field Experiences***

* Serving families with children of diverse backgrounds
* Interviewing diverse families using culturally sensitive techniques

***Assessment – Course Content and Field Experiences***

* Screening, AEPS formal assessment, informal assessments
* IFSP development

***Literacy/Reading Instruction – Course Content and Field Experiences***

* Following formal assessment, strategies are individualized to support the development of language, including vocabulary, communication, and speaking/listening/observing, as well as emerging literacy skills.

***Closing the Achievement Gap – Course Content***

* Research has demonstrated that early intervention has been one of the most successful strategies to improve child and family outcomes—directly linked to closing the achievement gap.

**11. Diversity Proficiencies**

1. KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.

2. KTS/IECE 1.g Plan experiences and instruction based on family strengths, resources, priorities, and

concerns.

3. KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.

4. KTS/IECE 3.e Implement culturally responsive learning experiences to support children and their families.

5. KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.

6. KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics

of each child’s family community.

7. KTS/IECE 9.d Use technology to meet special needs of children.

**POLICIES AND PROCEDURES:**

TITLE IX Statement Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

**Title IX Coordinator**  Terry VanMeter 1 University Drive UPO Box 944 Administration Office 8A

Phone – 270-789-5016 Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**DISABILITY STATEMENT** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism** Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to other’s contributions to one’s course work. These values can be violated by academic dishonesty and fraud. [See ***Academic Integrity*** in the 2015-17 Bulletin Catalog.]

**ATTENDANCE POLICY**   Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is part of the disposition assessment of early childhood students. We will follow the School of Education attendance policy as stated. Students may miss a maximum of two classes for this course. After a second absence, students will receive an attendance warning from the Office of Academic Affairs and may be dropped with a failing grade after the third absence. All absences should be discussed with the instructor. All work is required to be made up. The student is responsible for accessing all course hand-outs and content covered during an absence. Students should contact instructors to discuss absences.

**Satisfactory Academic Standards *(SAP)***

*In order to be eligible to receive financial aid, a student is required to have met certain standards of satisfactory academic progress (SAP) during his or her previous attendance, whether or not financial aid was received.*

* + *​A student is required to complete sixty-seven percent (67%) of all cumulative credits attempted (number of hours successfully completed divided by the number of hours attempted). Successful completion would be grades of A, B, C, D, or Pass; unsuccessful grades would be E, F, W, Z or Incomplete.​*
  + A student is required to meet a minimum cumulative grade point average.  On a 4-point scale for Grade Point Average (GPA) it is required a student have a 2.0 grade point average after each semester.
  + Students are expected to complete their degree/diploma/certificate program within a Maximum Time Frame (MTF) of 150% of the required number of credit hours to graduate. (e.g., programs requiring 72 credits will have a 108 credit maximum).
  + *It is the student’s responsibility to contact the Financial Aid Office about their Satisfactory Academic Progress status. Withdrawing after the first week of class or taking in incomplete in a course may affect your continued access to financial aid.*

**INCOMPLETE STATEMENT**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**CONFIDENTIALITY** of children being observed must be strictly adhered to at all times. **NEVER** mention children’s real names ***when discussing/sharing in online forum*** or with anyone else in the community, school, etc. Children, parents, and teachers must be protected! Violation of this right of children and families can cause you legal problems, loss of job, etc. A parental permission form must be signed before administering any formal assessment procedure or taping/photographing children.

**DISPOSITIONS** Course instructors complete a Disposition Evaluation for a student who demonstrates ***ineffective*** practices in any of the five evaluation areas: Professional Services, Professional Ethics, Professional Responsibilities, Professional Communication, or Clinical Field Experiences. Students will be told by the instructor when a Disposition Evaluation is submitted to the School of Education a copy provided to the student. The Disposition will be placed in the student’s file. An incident report will be filed if demonstration of ineffective Dispositions continues, which will require a meeting with the Chair of the Undergraduate Programs to prepare an intervention plan. Failure to resolve disposition issues can result in dismissal from the program.

**Disability Statement:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services.

**Campus Security:** Cell Phone: (270) 403-3611; Office: (270) 789-5556

**Title IX Statement:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from

the Office for Civil Rights, the University requires all responsible employees, which

includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are

available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**SECURITY INFORMATON**

For your safety or to call for HELP: If on Campbellsville Main Campus call cell phone (270) 403-3611.

ECTC Security (270) 268-0610 or (270) 307-8792All others call 911.

**INCLEMENT WEATHER POLICY** In case of inclement weather inclement weather, you may go to Campbellsville University’s Web site at [www.campbellsville.edu](http://www.campbellsville.edu). For ECTC classes go to [www.facebook/ElizabethtownCTC](http://www.facebook/ElizabethtownCTC) or sign up for alerts at [www.kctcs.edu/SNAP](http://www.kctcs.edu/SNAP) Announcements will also be made on local radio stations and TV stations WHAS, WLKY, WDRB, WAVE in Louisville.

**SCORING CAP 3 PORTFOLIO ARTIFACTS** CAP 3 portfolio artifacts must have a score of 2­­­­ or 3 to receive a pass for the course and for the eventual CAP 3 portfolio. A score of “1” indicates the piece is not portfolio ready. Students must re-do a “1” score on an artifact in order to receive credit for that assignment in the course. Students can still pass the course, but a “1” score will likely impact the grade received in the course. Students will be able to continue to work on their portfolio artifact after the end of the course –assuming they will want all artifacts to receive a score of “3.” **Course instructors will not be asked to “re-score” an artifact that is submitted after the conclusion of the class.**

IECE 460 includes the following required Portfolio Sources of Evidence:

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| **IV. Assesses & Communicates Learning Results**  **VIII. Supports Families** | **Family Collaborative Project: Overview [IV. a, b, c, d, f]**  **Individualized Family Service Plan (IFSP) with SoE-1 Context; SoE-2 Lesson Plan; and, SoE-4 Reflection; documentation and assessments [VIII a, b, c, d, e]**  **Rational Statement** |

IECE 460 includes the following assignments that **may be used** in CAP 3 portfolio:

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| **Assessments related to the process for Special Education Services**   * **1 Developmental Screen [Ages & Stages] [IV. e]** | **IECE 385, 460, 470; ECE 130, 216, 230, 270** |
| **Continuous Assessment System [IV. a, b, c]**   * **1 Curriculum-Based Assessment [AEPS]** | **IECE 385, 460, 470;**  **ECE 130, 230, 270** |
| **Assessment to Monitor Progress and/or Assess Instruction**   * **Three different informal assessment strategies [IV. b, c]** | **IECE 301, 360, 381, 382, 383, 384, 385, 440, 460, 470, 480;**  **ECE 130, 230, 270, 280** |

You are responsible for the lecture material presented in the classroom, the assigned readings in the text, videos, guest presentations and any other material covered in class, including handouts.Assigned readings are to be completed before class to facilitate better understanding and participation. Written assignments must be turned in on time. Class presentations must be ready on assigned date. Late assignments will result in lowered points. Papers will be **typed** unless otherwise noted. It is expected that all written assignments will conform to standards of documentation, organization, mechanics and legibility.Examinations will be taken when scheduled, unless other arrangements have been made with the instructor **in advance**. If you are sick, call BEFORE class to make arrangements.

**You are responsible for your own learning. It is your responsibility to contact the instructor if you are having trouble with the course material.**

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| **Learn more about CU School of Education**  **International Learning Opportunity in Belize**  **Belize Cultural Immersion Field Experience:**  **March 9 – 20, 2017 Spring Break**.  Check the CU Education Web page for pictures and updates  http://www.campbellsville.edu/early-childhood-education  **Education Learning Abroad: Ireland/Northern Ireland**  **May 25 – June 8 (Early Summer Term)**  **Learn details about this opportunity : Contact Dr. Sharon Hundley**  [slhundley@campbellsville.edu](mailto:slhundley@campbellsville.edu)  **270/789-5503;270/300-7983**  [**earlychildhood@campbellsville.edu**](mailto:earlychildhood@campbellsville.edu) |

IECE 460-61

Working with Families in Early Intervention

**FALL 2016 - Thursday 4:00 – 6:45 pm (EST), weekly hybrid**

**Instructor: Nina McCormick** **Phone: 270-832-6045 (cell)**

PLEASE USE THIS EMAIL: [ncmccormick@campbellsville.edu](mailto:ncmccormick@campbellsville.edu)

**Office hours 30 minutes before and after class**

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| CLASS DATES | TOPICS | ASSIGNMENTS |
| **WEEK 1**  **September 1st**        **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 2**  **September 8th**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 3**  **September 15th**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 4**  **September 22RD**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 5**  **September 29TH** | {HANDOUT *(HO)* This symbol will be used to indicate all handouts available on TIGERNET; some handouts will also be distributed in class.}  - Introductions  - Overview of Course Materials/Requirements  *(HO)*  Discuss: TEXT: Part I ““FAMILY SYSTEMS PERSPECTIVE” Chapters 1 – 4 p. 1-110 (old p. 1-92); Introduce MOBILE metaphor along with brief description of CIFS – Quiz/Group Work next week  Introduce First Steps (HO) Model « process »  Home Visits Discussion *(HO)*  Parent Permission Form & Procedural Safeguards (HO)  Field Experience Log (HO)  Introduce Family Assessment Report (FAR)  (HO)  Ages & Stages Questionnaire (ASQ) & INSTRUCTIONS Screening tools (HO)  Family Collaborative Project - Rubric *(HO)*  DUE: November 17, 2016  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **HYBRID ASSIGNMENTS**  Part I Chapters 1 – 4 p. 1-110  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Mobile of the Family Systems Perspective *(HO)*  Review for DISCUSSION & GROUP WORK over Chapters 1 – 4  Ages & Stages Questionnaire (ASQ) & INSTRUCTIONS Screening tools (HO)  Discuss completion of Family Collaborative Project Components: FAR & ASQ  Discussion over Part I “FAMILY SYSTEMS PERSPECTIVE” Chapters 1 – 4 p. 1-110 (old p. 1-92)  BLOOM’s TAXONOMY *(HO)*  Mobile metaphor: CIFS  Family Assessment Report *(HO)*  Ages & Stages Questionnaire *(HO)*  GROUP WORK over Chapters 1 – 4 using the Mobile metaphor sample; group discussion.  Introduction to Article Presentation & **ARTICLE PRESENTATION SIGN-UP**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **HYBRID ASSIGNMENTS**  Complete FAR (visit 1) & ASQ (visit 2) components for Family Collaborative Project  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  TEXT: Part 2 “FAMILY ROLES & POLICIES”  Chapters 5 & 6 p. 111-155; class discussion  Introduce/Discuss:  Council for Exceptional Children (CEC)  Division for Early Childhood (DEC)  Monograph #5 & #10 articles and  Position Statements  “Responsiveness” {Use “LL/SL” strategy}  Review “Mobile metaphor” Group drawings  Guess Speaker: Introduce: Assessment, Evaluation, and Programming System (AEPS) (for Infants and Children) - AEPS Instruction (HO)  Handout Assignment: analyze results of FAR & ASQ; analyze/integrate AEPS data  Model/Practice assessment strategies  **ARTICLE PRESENTATIONS**  “A National Look …Part C Early Intervention Services” **Series #10 p. 1-18**  “Working with Families: Rethinking Denial” **Series #5 p. 3-12**  “Partnerships with Family Members: What About Fathers?”  **Series #5 p. 39-50**  “Conducting Home Visits with an Explicit Theory of Change” **Series #10 p. 47-59**  “Using Effective Communicati0n Techniques When Presenting Initial Information to Families” **Series #5 p. 77-87** | **FOR SPECIFIC assignments for chapter readings go to “Course”, “Collaborative”, “ Forum”**    Home Visits (HO)  Write 3 facts about home visits to share during class discussion. (bonus points)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **ASSIGNMENTS DUE:**  Write a brief summary for each of the chapter introductions and Upload into TIGERNET.  **ASSIGNMENTS NEXT WEEK:**  Read and be prepared to discuss  TEXT: FAMILIES, PROFESSIONALS, AND EXCEPTIONALITY  **ASSIGNMENTS DUE**  Parent Permission Form  Technical Requirements  **ASSIGNMENTS NEXT WEEK:**  Complete FAR & ASQ components for Family Collaborative Project      **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **ASSIGNMENTS NEXT WEEK:**  AEPS Test: sign up for testing  materials to use with family/child  **DUE: October 13TH**  Read and be prepared to discuss  TEXT FAMILIES, PROFESSIONALS, AND EXCEPTIONALTY: Part 2 Chapters 5 & 6 p. 111-155 (old p. 93-132)  **ASSIGNMENTS DUE NEXT WEEK**  Complete FAR #1 & ASQ #2 components for Family Collaborative Project  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**    **ASSIGNMENTS**    AEPS Test: sign up for testing  materials to use with family/child  **AEPS DUE: October 13TH**  **ASSIGNMENTS DUE NEXT WEEK:**  Complete Field Log Reflections #1 and #2  **Test #1:** File Transfer Format Available on TIGERNET On Thursday, October 7th, till 11:55 p.m.  (Covers TEXT Chapters 1-6; timeline  of special education/laws;  Monograph #5 & #10 Introductions  and DEC Position Statements; and  Acronyms) |
| **WEEK 6**  **October 6th**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 7**  **October 13th**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 8**  **October 20st**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 9**  **October 27th**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 10**  **November 3rd**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 11**  **November 10th**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 12**  **November 17th**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 13**  **November 24th**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 14**  **December 1st**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 15**  **December 8th**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 16**  **December 15th** | **HYBRID ASSIGNMENTS**  Complete AEPS assessment and Field Log Reflection Visit #3  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Field Log Reflection – share experience from Visit #3  GROUP DISCUSSION – analysis of FAR, ASQ, & AEPS should help you determine EARLY CHILDHOOD STANDARDS for SoE-2 Lesson Plan; relate ALL to IFSP  Introduce Artifact- IFSP form SAMPLE ***(HO)***  Review KENTUCKY EARLY CHILDHOOD STANDARDS  GROUP WORK – relate AEPS testing to IFSP; connect with CHILDHOOD STANDARDS and SoE-1, 2, & 4  Introduce: SoE-1Context, SoE-2 Lesson Plan, and SoE-4 Analysis **(HO)** and SAMPLES ***(HO)***  Read and prepare for discussion TEXT: FAMILIES, PROFESSIONALS, AND EXCEPTIONALITY Part 3 Chapters 7, 8, 9, & 10 p. 157-274 (old p. 133-232)  **ARTICLE PRESENTATIONS**  “Home-Visit Early Intervention Practices with Families and Their Infants Who Have Multiple Disabilities” **Series #10 p. 60-74**  “Writing Outcomes That Make a Difference for Children and Families” Series **#5 p. 51-60**  “Family-Centered Intervention: Bridging the Gap Between IFSPs and Implementation” Series **#5 p. 61-76**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **---------** NO CLASS -----  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Field Log Reflection – share experience from Visit #4  Discussion over Chapters 7-8  Review: Response to Intervention (RTI)  TEXT p. 219-222 (old p. 187-189)  Introduce: TRANSITION TEXT p. 86-87 (old p. 213-217)  Video segment: “Maria’s Story”  **ARTICLE PRESENTATIONS**  “Entering Preschool: Supporting Family...Transition” **Series #5 p. 77-87**  “The Notebook System: Developing Language”  **Series #5 p. 89-102**  “Increasing Communication and Language…”  **Series #10 p. 105-119**  “Social Mastery Motivation…” **Series #10 p. 93-103**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Family Project DUE  **\*\* All components of the Family Project may be submitted in a file folder. REVIEW RUBRIC for specifics.**  Introduce :   * COURSE NOTEBOOK Rubric **(HO)** * Family Collaborative Project: Overview RUBRIC **(HO)** * Rationale Statement- VIII SAMPLE **(HO)**   Introduction to Case Studies, Assignments, and Rubric **(HO)**  Introduce: SAMPLE Case Study: “The Alexander Family”  ***(HO)***  Read and be familiar with  SAMPLE Case Study (on TIGERNET)  Complete last 3 pages  (A, B, C – pages 6, 7, & 8) ***(HO)***  Bring completed pages to class for group work/discussion. **DUE in CLASS - November 17th**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **HYBRID ASSIGNMENTS**  Complete:  Family Collaborative Project: Overview, and Rationale Statement - VIII  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Group Work: Case Study Discussions  Analyzing and Problem Solving  In Early Intervention: “The Alexander Family”  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **--------- NO CLASS ----------**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **CAP 3 EVENT: ????? students**  **--------- NO CLASS ----------**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  COURSE NOTEBOOK DUE  **DUE ON TIGERNET**  **Field Experience Summary Form**   * **Submit for signature**   **- then upload to Tiger Net**  **Instructor submits to Elizabeth Franklin.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **NO FINAL FOR IECE 460** | **DUE ON TIGERNET**  **Field Log Reflections - Visits #1 & #2**  **Test #1: File Transfer Format Available on TIGERNET On Thursday, October 6th, till 11:55 p.m.**    **ASSIGNMENTS:**  **October 13th**  **\*\*Bring to class your binder of CHILDHOOD STANDARDS**  Read and prepare for discussion TEXT: FAMILIES, PROFESSIONALS, AND EXCEPTIONALITY Part 3 Chapters 7, 8, 9, & 10 p. 157-274 (old p. 133-232)      **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **DUE ON TIGERNET**  Field Log Reflection Visit #3  **DUE IN CLASS**  AEPS Test booklet and completed  “Child Observation Data Form”  HANDOUT ASSIGNMENT: analyze results of FAR & ASQ; analyze/integrate AEPS data.  **ASSIGNMENTS:**    Complete Visit #4 IFSP and Field Log Reflection #4  Complete “Draft SoE-1 and SoE-2 - **DUE ON TIGER NET BY October 27th**  **\*\*You will receive, via email, your DRAFT SoE-1 and SoE-2 as approved or revisions needed – if approved you may complete your family visit #5.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **------ FALL BREAK ------**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **DUE ON TIGERNET**  Field Log Reflection Visit #4  **ASSIGNMENTS:**    Implement SoE-2 Lesson Plan (IF APPROVED OR work on revisions and email to: [ncmccormick@campbellsville.edu](mailto:ncmccormick@campbellsville.edu)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **ASSIGNMENTS:**  Family Collaborative Project - FOLDER  (**DUE IN CLASS – November 17th**) SEE RUBRIC FOR SPECIFICS    Field Log Reflection Visit #5  SoE-1 Lesson Context  SoE-2 Lesson Plan  SoE-4 Reflection  Artifact: IFSP Form    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **ASSIGNMENTS DUE NEXT WEEK:**  Family Collaborative Project - FOLDER  **DUE ON TIGERNET**  Field Log Reflection Visit #5  SoE-1 Lesson Context  SoE-2 Lesson Plan  SoE-4 Reflection  Artifact: IFSP Form    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **ASSIGNMENTS DUE IN CLASS:**  Family Collaborative Project - FOLDER  **DUE ON TIGERNET**  Family Collaborative Project: Overview and Rationale Statement  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **--------- THANKSGIVING ----------**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **DUE ON TIGERNET**  Case Study #1 & #2 assignments  **Test #2: File Transfer Format Available on TIGERNET BY 11:55 p.m.**  (Covers TEXT Chapters 6-10 and class discussions)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**        **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

2016 FALL - IECE 460 COURSE SYLLABUS

**DUE AS FILE TRANSFER ON TIGER NET**