

# CSUN

CALIFORNIA  
STATE UNIVERSITY  
NORTHRIDGE



## Basic Information

Instructor

Email

Office Hours

Class Time

Class Location

<https://canvas.csun.edu>

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# SPED 538

Early Intervention Practices (3 credits)

Semester, Year

Welcome- I am looking forward to seeing how each of you will bring your own personality, cultural background, knowledge, and experiences into this class as you learn and practice effective ways of teaching infants & toddlers with, or at-risk for, disabilities and their families. Excited for a successful semester!

## Conceptual Framework- What does the college value?

Michael D. Eisner College of Education (Approved May 2018):

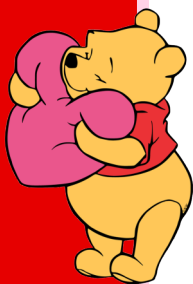
The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **excellence, innovation, and social justice**. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

## Campus Resources– What support is available?

If you are facing challenges related to food insecurity, housing precarity/ homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

CSUN WITH  
**AHEART**  
SUPPORTING YOUR BASIC NEEDS, INSPIRING YOUR FUTURE



**Sometimes  
the littlest  
things  
take up  
the most  
room in  
your  
heart.**

~Disney: Winnie  
the Pooh

**A child's life is like a  
piece of paper on  
which every person  
leaves a mark.**

~Chinese Proverb

## Course Description- What is this class about?

*This course covers teaching methods for infants & toddlers with disabilities which is an important part of serving young children with disabilities and their families– here's the official description from the catalog:*

*Prerequisites or Corequisites: SPED 402, SPED 404, SPED 500, SPED 520EC, SPED 532, SPED 535, SPED 536, SPED 537. Corequisite: SPED 578EC or taken the semester immediately before SPED 578EC.* The purpose of this course is to provide students with knowledge and skills to support the growth, development, and learning of infants and toddlers with Individualized Family Service Plans (IFSPs). Course content focuses on philosophies and recommended and evidence-based practices in the field of early intervention, developmentally appropriate practices, team models, service delivery approaches, transitions to different learning settings, and strategies to promote collaboration with families and other members of the educational team. Modeling and coaching strategies with families will also be discussed and practiced.

## Course Objectives- What will I learn? (from the catalog)

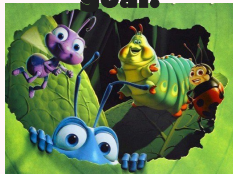
*The goal of this course is to help you engage in critical and reflective thinking to develop the skills and knowledge to make a difference in the lives of young children and their families and in the community you serve as well as contribute to your own professional and personal growth. After completing this course, I expect you to be able to:*

1. Identify state eligibility requirements for early intervention services and describe components of an individualized family service plan (IFSP).
2. Describe the roles and responsibilities of the early childhood special educator (including working with caregivers, assessing infants and toddlers, facilitating intervention activities, and monitoring child progress) and other team members, including the service coordinator, in early intervention interdisciplinary and transdisciplinary models.
3. Demonstrate an understanding of different patterns of parent-infant interaction and attachment and their impact on child outcomes.
4. Develop home visiting plans using recommended practices including routines-based intervention, modeling strategies, coaching caregivers, and providing information and other supports.
5. Demonstrate the ability to integrate strategies and techniques from other disciplines into an intervention plan.
6. Distinguish the purpose and functions of home-based and center-based models of service delivery in early intervention.
7. Use the *California Infant/Toddler Learning & Developmental Foundations* and the *Early Start Personnel Manual* to guide the planning of developmentally appropriate activities that meet an individual infant or toddler's learning needs.
8. Demonstrate knowledge of effective communication strategies that are culturally and linguistically appropriate to promote collaboration with families and other team members through coaching and modeling to support individualized intervention for young children with disabilities.
9. Facilitate effective collaborative transitions across a variety of environments (e.g., home, school, community, hospital) and people (e.g., family, service providers, peers, community) to support young children's learning progress.

*You can expect me to support your attainment of these objectives by cultivating a positive learning environment that includes understanding, feedback, and guidance. We're in this together!*

## Accessibility– Need additional support? Ask for help.

**Together, even the smallest can achieve the greatest goal.**



~Disney Pixar: A Bug's Life

*Everyone's brain and body works differently– please ask for help if you want it.*

It is my goal to create a learning environment that supports a diversity of learning styles. If you anticipate any issues related to the format, materials, or requirements of this course, please contact me so we can explore potential options. I will be more than happy to work with you so that you can have a positive learning experience.

Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

## Class Format– What is class like?

All official communication will be by e-mail to your CSUN email account so check it frequently.

**Attendance:** Your active and consistent participation is required to get the most from this course. An additional couple hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments. I hope that the various activities will further your understanding and application of the class topics. This is a hybrid course that includes in-person and online activities designed to prepare you to teach. All of us in the class– you, me, your peers– have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate so that we can all benefit from the insights and experiences each person brings. Please let me know if there are other teaching practices I can use to promote your success in this course. I know that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than three classes during the semester, you may be overextended. I ask that you come see me to discuss options. Remember that eligibility for financial aid is also based on student participation.

**In-Person Meeting:** Campus meeting will be required (\*see course schedule for meeting dates). Please come on time, prepared, and ready to participate in class activities which will include, but is not limited to lectures, role-playing, paired/group projects, etc. Plan to stay the entire time. In the case of an emergency or illness, you may arrange with another student in class to participate via Zoom on a student's mobile device or laptop and speak on your behalf. Please request this only when you are truly desperate as this can be disruptive to your classmates and me.

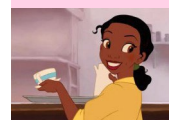
**Online Meetings/Modules:** This course also includes online modules– you will have the option to participate synchronously via Zoom (<https://csun.zoom.us/>) or watch the Zoom recording and complete the class activities asynchronously on your own time, at your own pace, within a week. Attendance for the online class sessions is equivalent to completing the module, which includes, but not limited, to posting to discussion boards, submitting assignments, or taking assessments.

**Canvas:** Class materials and resources are available online. You will access these by logging on with your campus credentials to Canvas (<https://canvas.csun.edu/>). If you have difficulty logging in to the course or you do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (<https://www.csun.edu/it/device-loaner-program>). Minimal technical skills, such as attaching documents and using Word are necessary for succeeding in the course. If you are having technical difficulties, please contact technical support at <https://www.csun.edu/it/need-help>.

**Restrictions on Disclosure and Distribution:** To foster a safe environment for learning, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

*If you do your best each and every day, good things are sure to come your way..*

~Tiana, Disney: The Princess and the Frog



## Class Guidelines– What are the class norms? (for you & me)

- **Write and speak in digestible chunks.** Lengthy paragraphs and speeches are difficult for others to digest. Keep your statements short and simple.
- **Use humor carefully.** Sarcasm, in particular, does not translate well in class and especially in online environments. It's best to avoid the potential pitfalls of misunderstood messages.
- **Assume the best intentions.** It can be easy to misread someone's intended message. Give your peers and instructor the benefit of the doubt. Ask them to clarify their meaning.
- **We are not the same.** Respect differences and check your assumptions.
- **Language matters.** Choose your words carefully; avoid using slang, and be kind.
- **Minimize class disruptions.** Please remember to mute ring tones and notification sounds on cell phones during class. Try your best to be on time.

*Something else you'd like to add here? Please let me know.*

## Commitment to Non-Discrimination

Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with our diverse social identities. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible so I can facilitate discussions with concerned parties to talk through the issues, or you may also contact CSUN's Title IX Coordinator directly: Barrett Morris, University Hall, Room 285, Phone: (818) 677-2077, Email: barrett.morris@csun.edu

## Student Conduct Code

This class will follow the CSUN Student Conduct Code.

Detailed information can be found at

<http://catalog.csun.edu/policies/student-conduct-code/>

*I want to know **your** own thoughts and ideas about the class material so submit your own work.*

Plagiarism and cheating will not be tolerated. If you are

*Do not keep children to their studies by compulsion but by play. ~Plato*

## Textbooks– What books do I need?

### Required



California Department of Education, West ED Center for Child and Family Studies (2009). *California Infant/Toddler Learning & Development Foundations*. Sacramento: CDE. <http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>



California Department of Developmental Services (2010). *Early Start Personnel Manual: A Guide for Planning and Implementing Professional Development in Support of Early Intervention Services*. <https://www.ceitan-earlystart.org/wp-content/uploads/EarlyStartPersonnelManual.pdf>



California Department of Education (2001). *Handbook on developing family service plans and individualized education programs in early childhood special education*. Sacramento: Special Education Division, California Department of Education. Retrieved from <http://www.seedsofpartnership.org/pdf/developing.pdf>



Other required readings will be posted on Canvas.

### Optional Texts



Crawford, M.J., & Weber, B. (2014). *Early intervention every day! Embedding activities in daily routines for young children and their families*. Baltimore: Brookes Publishing.



Keilty, B. (2016). *The early intervention guidebook for families and professionals: Partnering for success. Second Edition*. New York: Teachers College Press.



Copple, C., Bredekamp, S., Koralek, D., & Charner, K. (2013). *Developmentally appropriate practice: Focus on infants and toddlers*. Washington, DC: National Association for the Education of Young Children.



## Course Requirements– What do I have to do?

*Lots of different ways to demonstrate what you have learned- Detailed information and grading rubrics will be provided on our Canvas site.*

### □ **State Agency Meeting Overview** [6.6][6.10]

You will have the opportunity to attend a meeting at a local agency such as the California Infant Development Association Public Policy Advocacy Committee meeting. While thinking professionally about equity and social justice, you will write a brief paper describing the agency, summarizing topics discussed, reflecting on the discussions, and proposing ideas for possible action steps to support young children with disabilities and their families.

### □ **Family Embedded Learning Plan for Home** [1.5][4.8][4.9]

To demonstrate knowledge and skills in obtaining information about a family's routine with an infant or toddler and using that information to support the child's development, you will develop a routines-based intervention plan after participating in a conversation with a parent of an infant or toddler (6-30 months of age, child may be typically developing), taking into account the family's own cultural background and experiences.

### □ **Learning Activity with Caregivers Plan & Presentation** [2.3][4.11][4.13][6.5][6.9][6.13][6.14][6.15][6.16][6.17][6.18]

In small groups, you will have an opportunity to develop and present a center-based activity plan that includes caregivers targeting a specific developmental domain area of your choice. You will work in small groups to submit a 2-3-page activity plan and will have ~10 minutes to facilitate the activity and receive feedback from classmates. Reflect on this experience in terms of collaboration with your team members.

### □ **Transition Plan** [1.11][2.1][6.4][6.8]

The purpose of this assignment is to allow you to demonstrate the ability to plan and facilitate a collaborative transition between educational settings for young children with disabilities and their families. Given case studies of infant/toddlers with disabilities, you will choose one case to develop a transition plan that will also include specific steps to promote collaboration with the family and other professionals, keeping in mind issues of equity and social justice. You may work individually or in small groups with no more than four students in a group.

### □ **Final Project: Home Visit/Center-Based Activity Plans** [1.8][2.2][3.8][5.6][6.2]

Given case videos of young children under three years of age with an IFSP, students will develop a home visit plan and a center-based plan, reflecting their understanding of culturally responsive early intervention practices.

### □ **Attendance/Participation**

There are 15 class sessions. You are expected to participate in all class activities so that you can succeed and demonstrate understanding of the course material. Try to attend each in-person class as we will be doing several hands-on activities. When you miss class, you will miss important information and experiences. Do your best to complete all activities on time so you will be prepared to participate fully with your classmates. We learn from each other's perspectives and experiences, as much as we learn from instruction. Please reach out to a classmate if you miss class.

## Respect for Diversity

It is my intent to create an inclusive class environment where students from all diverse backgrounds and perspectives will be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My goal is to present materials and activities that are respectful of diversity and honors your identities, including accounts and viewpoints from traditionally underrepresented groups. Please let me know if there are ways to improve in this regard for you personally or for other students or student groups. You can also submit anonymous feedback, which will lead to my making a general announcement to the class if necessary to address concerns.

## And how will I be graded?

State Agency Meeting	20
Family Embedded Learning Plan	40
Learning Activity Plan & Presentation	40
Transition Plan	30
Final Home Visit/Center-Based Plan	60
Attendance/Participation	150
<b>Total Possible Points</b>	<b>380</b>

## How do points change to grades?

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	70-76.9%
D	60-69.9%
F	59.9% & below

## More on Grading

It is important that each of you set professional goals for achievement, and pursue readings and assignments with your professional development as the focus (even when it might be hard). However, this class is graded per Department of Special Education policy. Comments, questions, concerns, need help or advice or just want to talk? Contact me.



**So what do the grades mean?** The following is the Department of Special Education's grading policy:

- A = Outstanding.** Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written.
- B = Very Good.** Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.
- C = Average.** Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.

**ECSE students must earn a C or better AND maintain an overall GPA of 3.0**

- D = Barely passing.** Performance reflects the attainment of some competencies.
- F = Failing.** Performance does not meet expectations for basic competency attainment.

## Submission of Assignments- How do I submit work?

Assignments are submitted by **uploading them to Canvas**. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges.

Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted **as Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: <https://www.csun.edu/it/microsoft-office>

**Writing:** I expect you to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting. If you need additional assistance with writing, please visit the University Writing Center at: <https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center>

**Person-first Language:** In general, use person-first language in your professional writing and speaking to acknowledge that people are more than their disability. Only use identify-first language if you have knowledge of that specific preference for an individual. Not sure? Ask.

**Due Dates:** Submitting work on time helps you stay on track with the coursework and enables you to participate in meaningful discussions with your classmates. Life can be unpredictable though and I get that. Please email me (before the due date) if extenuating circumstances arise so that options can be discussed.

**Extra Credit:** In this course, extra credit is given through the opportunity to revise and resubmit assignments based on feedback with a chance to raise their grade if the revision is submitted before the end of the semester.

## Withdrawals and Incompletes

Sometimes unexpected things happen— I understand. However, it is your responsibility to monitor your own performance as you will not be automatically dropped for absences or poor performance.

**Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be completed with a passing grade before an incomplete can be considered.

*Before you decide you are unable to stay in this class, I encourage you to meet with me. We might be able to resolve your concerns.*

Email me—I'd love to hear from you!



## Course Schedule– When do I do everything?

Date	Topic	Assignment Due Dates (due 7pm the following week unless otherwise stated)
Class 1	Introduction, early Intervention, curriculum & Infant/Toddler Learning Foundations, Following the child's lead [3.2][3.4][3.7][4.2][4.5][6.1]	Class 1 Aligning to IT Foundation
Class 2	Developmental milestones, developmentally appropriate practices [1.4][1.8][3.3][4.1][4.3]	Class 2 Early Milestones & DAP [1.8]
Class 3	Family guided routines-based interventions, Embedded Learning, Commenting/asking questions [1.5][2.2][3.5][4.10][6.7]	Class 3 Family Interview Questions [1.5][2.1][2.2]
Class 4	Accessing services, Part C, California Early Start, Eligibility	Class 4 Eligibility Case study [6.6]
Class 5	Caregiver-child interactions, Creating opportunities & waiting [2.3]	<b>State Agency Meeting</b> Class 5 Caregiver Opportunities [2.3]
Class 6	Individualized Family Service Plan, Service delivery models, Family-provider collaboration/Teaming & Shared Decision-Making [4.11][6.2][6.3][6.5]	Class 6 Writing IFSP Outcomes [4.8][4.11][5.6][6.2]
Class 7	Center-based activities & plans & systematic instruction, Responding & expanding + prompting, rewards, & follow through [3.8][4.6][4.7]	<b>Family Embedded Learning Plan</b> Class 7 Center-Based Activity Plan Practice [3.8][4.9]
Class 8	Home visiting activities & plans, mid-semester feedback	Class 8 Home Visit Plan Practice *Apply for SPED 578
Class 9	Coaching and consultation strategies with caregivers [4.13]	<b>Transition Plan</b> Class 9 Coaching Practice [4.13]
Class 10	Developmental domain considerations & assessment, Transitions [1.11][2.1][3.6][3.9][5.8][6.4][6.8]	Class 10 Developmental Sequence & Transition Ideas [1.11][6.4][6.8]
Class 11	Team development, coaching/mentoring, professionalism [6.10][6.11][6.13][6.14][6.15][6.16][6.17][6.18]	Class 11 Professional Development reflection [6.10][6.13][6.14][6.15][6.16][6.17][6.18]
Class 12	Promoting language and early literacy *see appendix [4.12]	Class 12 Literacy Activity Plan *see appendix
Class 13	SIMPACT Session: Home visit [6.5]	Class 13 Home Visit Reflection
Class 14	Promoting early math skills	<b>Activity Plan &amp; Presentation</b> Class 14 Math Activity Plan
Class 15	Activity plan presentations + Review [6.9]	Class 15 Activities Reflection [6.9]
Finals	Final: No In-Person Exam	<b>Final Activity Plans</b> + assignment revisions due

*\*Schedule, topics, & assignments subject to change with notice*

## Appendix 1. Language and Literacy

### 1. Class 12 Promoting Early Language and Literacy

[7.1][7.2][7.3][7.4][7.5][7.6][7.7][7.8][7.9][7.11][7.12][7.13][7.14]

Topics covered:

- Identifying appropriate language and literacy outcomes
  - Infant/Toddler Learning and Development Foundations
    - Communication skills & knowledge and Interest in print
  - CA Dyslexia Guidelines
- Applying early intervention strategies, including the use of assistive technology as appropriate, to early literacy instruction
- Dialogic reading for infants/toddlers– revisiting the CROWD prompts
- Family-based supports



### 2. Class 12 Activity: Literacy Activity Plan

Given case studies of young children with disabilities with atypical language development and their families, work in a small group to choose one case and develop an activity plan focused on literacy for a home visit, identifying age and developmentally appropriate learning goals that are aligned with state foundations. Based on the information provided in the case study, outline how skills can be practiced within family's everyday routines and activities at home that can be shared with families, taking into account the family's cultural and linguistic background and builds upon the family's assets. Include how data would be collected, reviewed, and used to inform future instruction.





## Linking Key:

TPE	Page #	TPE	Page #	TPE	Page #
[1.4]	7	[4.13]	5	[7.1]	9
[1.5]	7	[5.6]	7	[7.2]	9
[1.5]	7	[5.6]	5	[7.3]	9
[1.5]	5	[5.8]	7	[7.4]	9
[1.8]	7	[6.1]	7	[7.5]	9
[1.8]	7	[6.2]	7	[7.6]	9
[1.8]	5	[6.2]	7	[7.7]	9
[1.11]	7	[6.2]	5	[7.8]	9
[1.11]	7	[6.3]	7	[7.9]	9
[1.11]	5	[6.4]	7	[7.10]	9
[2.1]	7	[6.4]	7	[7.11]	9
[2.1]	7	[6.4]	5	[7.12]	9
[2.1]	5	[6.5]	7	[7.13]	9
[2.2]	7	[6.5]	7	[7.14]	9
[2.2]	7	[6.5]	5		
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[3.2]	7	[6.8]	7		
[3.3]	7	[6.8]	5		
[3.4]	7	[6.9]	7		
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