**RSED 7200-Advanced Intervention with Infants/Toddlers**

**Auburn University Department of Rehabilitation and Special Education (RSE)**

**1. Course Title: RSED 7200-Advanced Intervention with Infants/Toddlers**

**Prerequisites:** RSED 6100 or the equivalent, RSD 7100, and Permission of Instructor

**Instructor:** Betsy Prince, MA betsy.prince52@gmail.com Haley Center 1218

**Phone:** (334) 844-7676 (main office)

**Class Meeting Time:** Thursday 5:30 to 9:00 pm **Office Hours:** Office hours by appointment

***Mrs. Prince will be on campus at 5 pm on Thursdays for her “office hours” from 5 to 5:30. Please contact prior to class in order to set up a meeting.***

**Credit Hours:** 3 hrs.

**2. Date Syllabus Prepared:** May 2010

**3. COURSE DESCRIPTION:** This course is designed to provide students from a variety of disciplines with knowledge needed to apply their primary discipline to early intervention programs with infants and toddlers who are demonstrating or are at risk for developmental delays and their families. Students will obtain information about service coordination; developing, implementing, monitoring, and evaluating individualized family service plans; family support; and program evaluation.

**4. COURSE OBJECTIVES:**

Upon successful completion of RSED 7200, students from a variety of professional disciplines will:

**TOPICS FROM DIVISION for EARLY CHILDHOOD (DEC) RECOMMENDED PRACTICES**

**Child Focused Intervention (DEC)**

1. Demonstrate the ability to **design environments** which promote children's safety, active engagement, learning, participation, and membership;

2. Demonstrate the ability to **individualize and adapt practices** for each child based on **ongoing data** to meet children's changing needs;

3. Demonstrate the ability to use the **systematic procedures** (**incidental teaching**, **errorless learning, etc.)** within and across **environments, activities, and routines** to promote children's learning and participation;

4. Demonstrate the ability to provide the early intervention service of **special instruction;**

**Family Focused Intervention (DEC)**

5. Demonstrate the ability to **share responsibility and work collaboratively** with families;

6. Demonstrate the ability to **plan** and **implement strategies**, which **strengthen family functioning;**

7. Demonstrate the ability to **individualize services** to families based on their unique characteristics;

8. Demonstrate the ability to use **strengths- and assets-based practices;**

9. Demonstrate the ability to provide a variety of **family intervention options**;

**Teaming (DEC)**

10. Demonstrate the ability to facilitate **family members** in the **decision making** process;

11. Demonstrate the ability to **cross professional boundaries;**

12. Demonstrate the ability to **focus intervention on function**, not services;

13. Demonstrate the ability to **apply primary discipline** to the early intervention process;

14. Demonstrate the ability to perform **professional roles** of **service coordinator, team consultant, or direct service provider**;

15. Demonstrate the ability to provide services both directly and by **consultant/coach model;**

16. Demonstrate the ability to provide service in **partnership with family members and other team members;**

**Technological Applications (DEC)**

17. Demonstrate the ability to **use assistive and instructional technology** in intervention programs for children;

18. Demonstrate the ability to **collaborate with families** and **other professionals** in planning and implementing the use of assistive technology;

19. Demonstrate the ability to **work with families and professionals** to **use technology** to **access information and support;**

20. Demonstrate the ability to **access and/or design, implement, and evaluate training and technical support programs** relating to technology applications;

**Policies, Procedures, and Systems Change (DEC)**

21. Demonstrate knowledge of ways to **help families and professionals proactively shape policy** at the federal, state, and local level;

22. Demonstrate knowledge of ways to **facilitate public policies** which promote use of recommended practices;

23. Demonstrate knowledge of ways to **promote public policy and administer programs** which facilitate family participation in decision making;

24. Demonstrate knowledge of ways to **promote program administration** which endorses **recommended practices;**

25. Demonstrate knowledge of ways to **promote policies and program administration**, which encourage **interagency and interdisciplinary collaboration;**

26. Demonstrate knowledge of ways to promote program policies, administration, and leadership, which endorse **program evaluation and systems change** efforts;

27. Demonstrate the ability to proactively facilitate **funding policies** which are **compatible** with **recommended practices**

**TOPICS FROM NO CHILD LEFT BEHIND (NCLB)**

**Highly Qualified Providers No Child Left Behind (NCLB)**

28. Demonstrate the ability to integrate the interrelatedness of **developmental domains** in early childhood into intervention effectively;

29. Demonstrate the ability to facilitate secure **social/emotional relationships** among young children and their primary caregivers;

30. Demonstrate the ability to **design, implement, and evaluate effective interventions** in collaboration with other team members;

31. Demonstrate the ability to design, implement, and evaluate effective interventions which **integrate domains** in collaboration with other team members;

32. Demonstrate the ability to provide services through a variety of **early intervention models**;

33. Demonstrate the ability to meet **state and national competencies** (ALEI, DEC, NAEYC);

34. Demonstrate the ability to provide services through a variety of **models (**disabilities, risk factors, environments, and development)

**Focusing on What Works/Empirically Based Practices (NCLB)**

35. Demonstrate the ability to design, implement, and evaluate services based on **empirically based practices;**

36. Demonstrate the ability to integrate developmental, individual, and chronological appropriateness within the process of **instructional design;**

37. Demonstrate the ability to design, implement and evaluate **activity**-based, **routine** based, and **play**-based instruction within the context of everyday learning opportunities;

38. Demonstrate the ability to design, implement and evaluate **positive behavioral support** to prevent and/or address behavior problems;

39. Demonstrate the ability to design, implement, and evaluate intervention for young children who have **physical disabilities** using current practices;

**Accountability for Results (NCLB)**

40. Demonstrate the ability to provide services assuring **accountability for results;**

41. Demonstrate the ability to provide services assuring **fidelity of intervention;**

42. Demonstrate the ability to provide services using a variety of **data collection techniques** which are both appropriate for the instructional objective and effective in monitoring outcomes;

**Expanded Options/Flexibility for Parents/Families (NCLB)**

43. Demonstrate the ability to assist families as they make choices with **expanded options for parents;**

**TOPICS FROM IDEA-1997 PART C (IDEA-97/SERVICE DELIVERY)**

**Individualized Family Service Plans (IDEA-97/Service)**

44. Demonstrate the ability to assist families in the development of their **initial IFSP in accordance with federal and state regulations;**

45. Demonstrate the ability to assist families in the development of their **6-month reviews/cumulative IFSP in accordance with federal and state regulations;**

46. Demonstrate the ability to facilitate **transition that is friendly to parents;**

**Natural Environments (IDEA-97/Service)**

47. Demonstrate the ability to extend the impact of early intervention services by analyzing **natural environments** with caregivers to assure that services are incorporated throughout daily routines;

48. Demonstrate the ability to provide services through a **home visit** format;

**TOPICS FROM IDEA-1997 DISCRETIONARY FUNDING PRIORITIES**

**Diversity (IDEA-97 Funding Priorities)**

49. Demonstrate the ability to respect the family’s **cultural – life ways** in service delivery;

50. Demonstrate the ability to respect the **linguistic – primary/secondary language** of families;

51. Demonstrate the ability to respect the **ethnicity – race of families** in service delivery;

**TOPICS FROM CURRENT LITERATURE**

52. Demonstrate the ability to integrate current **brain research; and**

53. Demonstrate the ability to collaborate with families proactively to respect **abuse/neglect** requirements.

**Course Expectations:** This is a graduate course addressing advanced methods in Early Childhood Special Education. Upon successful completion of the course, students will have demonstrated competency in (a) all areas covered at the undergraduate level methods /curriculum course and (b) advanced competency in basic core components of this class. In addition, students who enter the course with competency in the undergraduate competencies will work with the instructor to develop a plan for obtaining advanced competencies in individualized areas of interest. Because of the differing levels of expertise students demonstrate upon entering the course, and the differing interests of each student, the procedures and activities of each student may vary.

**Instructional Activities:** A variety of instructional activities will be used in this course. These include, but are not necessarily limited to: reading, class discussion, projects, and reports, observations, in and out of class projects, lecture, demonstration, and lab experiences. These activities will be individualized to meet the unique competencies of each student and are designed to facilitate mastery of course objectives. Students will be given a variety of opportunities to practice and apply the concepts and skills required in this class. Students will contribute to the content of the class by assuming the responsibility for leading discussions about topics/articles and demonstrating specific activities.

**5. COURSE REQUIREMENTS:** Mastery of the content in each class is a prerequisite for subsequent course content. Consequently, **students must read and study the assigned material prior to class**. Each student should come to class prepared to discuss the content to be addressed in oral or written format. Students are required to: ***1)*** take and pass all required exams, 2***)*** attend class and participate in class discussions and activities, 3) complete all requirements of the course, and 4***)*** read assigned materials ***prior to*** attending classes. **All** course requirements must be completed in order to receive a grade. Tests and Projects will be **graded once**. Grades will be assigned based on the work completed. Work turned in late **with** the instructor’s approval will be worth a **maximum of 80% of their on-time value.** Work turned in late **without** the instructor’s prior approval **will not** be accepted. **All** course requirements must be completed in order to receive a grade.

**TEAM WORK:** Students will be assigned to teams to complete several projects. During each project, each team member will take the lead responsibility. As team members, individuals complete their responsibilities in a timely fashion. Students will work effectively with team members, providing assistance and support, demonstrating a cooperative, can-do attitude, and completing their share of the responsibilities in a timely fashion.

**HONOR CODE/ACADEMIC HONESTY POLICY:** The Auburn Academic Honesty Policy, outlined in the most recent version of the *Tiger Cub,* is in effect. Students are to *read honor code carefully*, making sure they *understand* the policy, implications for their work (tests, reports, projects, etc.), and the consequences of violating the code.

**ACCOMMODATIONS:** Students with documented disabilities are entitled to reasonable accommodations under federal laws. As such, students who need accommodations are asked to arrange a meeting the first week of classes (or as soon as possible) with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT). They will inform you of the procedures to be followed for eligibility consideration.

**ATTENDANCE:** The Department of Rehabilitation and Special Education attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see Tiger Cub). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation by the next class session from the class in which the absence occurred.

**Organization:** All projects/exams must be typed APA format and submitted via Blackboard. Those assignments and projects that are to be typed need to be done in the following format. Font: Times New Roman, 11 inch font, margins: top, right, bottom .5, left 1, spacing: 1.5. Running head: 9 inch font, italicized, bold Running head should say: **Last Name Course Number Project Description (specific name of project) page x of y**. All work will be revised as indicated. Ex: *Tate\_RSED\_7200\_Content\_Intervention\_Strategies page 1 of 4*

Students are to save and submit ALL projects via Blackboard with the same header and format in the attachment of the message. The subject line must read: **Last Name Course Number Project Description (specific name of project).**  *Tate\_RSED\_7200\_Content\_Intervention\_Strategies*

**Confidentiality:** Respecting family rights to privacy, the identity of children and families will be confidential.

**EVALUATION**: Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

 **1000- 900 = A 899- 800 = B 799 -700 = C 699 – 600 = D**

|  |  |
| --- | --- |
| ***PARTICIPATION OF LEADERSHIP and DISCUSSION AND PROJECTS*** | ***POINTS*** |
| ***\*\*\* Participation of Leadership and Discussion thus 20 points per class session can be earned*** | **200**  |
| **Project 1: ALs Early Intervention System Overview is due Wed June 9 at 6 pm**  | **100** |
| **Project 2: Service Coordination is due Wed June 23 at 6 pm.** | **100** |
| **Project 3: Effective Policy, Procedures and Systems Change is due Wed June 30 at 6 pm.** | **100** |
| **Project 4: IFSP Transition Planning and Meeting is due Wed July 7 at 6 pm.** | **100** |
| **Project 5:**  **Individualized Family Service Plan Development/Teaming is due Wed July 7 at 6 pm** | **100** |
| **Project 6: IFSP/Transition Plan development and Teaming is due Wed July 14 at 6 pm**  | **100** |
| **Project 7: Videotapes of IFSP is due Wed July 14 at 6 pm** | **100** |
| **Project 8: Videotapes of Transitions is due Wed July 21 at 6 pm** | **100** |
| **TOTAL NUMBER OF POINTS** | **1000** |

**Grading Criteria:** Projects turned in late with the instructor’s approval will be worth 80% of their on-time value. Projects turned in late without the instructor's prior approval will not be accepted. If teacher decides, students will revise projects and exams as indicated. Revisions given to the instructor within one week may earn a potential of half of the credit not obtained on the original project**. Attendance and preparation as demonstrated by class participation will be considered when calculating final grades**. **All work must be completed for a grade to be earned by student**. **Incompletes will drop a letter grade. All incompletes must be resolved by the first day of class the following semester.**

**6. Course Content and Schedule: (Schedule reflects 11 week summer term)**

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| --- | --- | --- |
| ***DATE*** ***Thurs*** | *TOPICS* | ***READINGS ASSIGNMENTS/*** ***PROJECTS DUE*** |
| **Week 1 May 20** | **Introductions****Course overview** **Guest Speakers Outlined** **Teams will be assigned****Discussion and overview of 8 class projects*** ***Project 1*: AEIS Policy Overview**
* ***Project 2*: Service Coordination**
* ***Project 3*: IFSP Transition Planning and meeting**
* ***Project 4*: Effective Policy and Systems Change**
* ***Project 5:* IFSP/Transition Plan Development and Teaming**
* ***Project 6:* IFSP/Transition Plan Development and Teaming**
* ***Project 7:* IFSP Videotape Presentation**
* ***Project 8:* Transition Videotape Presentation**

***Lecture – History, Philosophy & Overview Alabama’s Early Intervention System*** | **DOWNLOAD syllabus & review before class****READINGS** * **ACDD Article**
* **Provider Appraisal Review (PAR)**
* **Developmentally Appropriate Practices**
* **Review of Selected Articles and websites**
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| **Week 2****May 27** | **Lecture on Foundation of EI & Principles of Family Centered Care****Panel of Families****Video – “Nightmare on Acronym Avenue”****Review of Provider Appraisal Review (PAR)** | **Week 2 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class.*** **Alabama’s State Performance Report**
* **Alabama’s Annual Performance Report**
* **Weekly Handouts**
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| **Week 3****June 3** |  **Lecture on Legislative Advocacy & “Pinning Their Futures” Initiative****Review on State Performance Plan and Annual Performance Report****Speaker – Charlot Rittenbaugh**  | **Week 3 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class** * **Briefing Papers – 7 Things Policymakers Need to Know about School Readiness**
* **How A Bill Becomes Law**
* **Advocacy and Lobbying Do’s and Don’ts**
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| **Week 4****June 10** | ***Lecture on Service Coordination, Teaming, EI Applications******Speaker – Chris Gaston – EI Program Director******IFSP Development Based on Best Practices******Video –“Treat Me Right”*** | **Week 4 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class*** **ADRS website Review**
* **Family Survey Results – Trend Data**
* **Review of US Dept of Ed/OSEP website**
* **Resources for Using Coaching in EI Programs**
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| **Week 5****June 17** | ***Project 1 Due******Lecture on DEC Recommended Practices******Transition Plan Development******Speaker – Cathy Jones and LEA******Differences Between Part C & Part B*** | **Week 5 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class*** **Alabama Legislative Directory**
* **State of Alabama Legislature Website**
* **The Alabama Legislature**
* **Visiting with Legislators**
* **Writing Letters to Legislators & Samples**
* **Developing Relationships with Lawmakers**
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| **Week 6****June 24** | ***Project 2 Due*** ***View and Critique Video tapes on Service Coordination & Family Interviews*** | **Week 6 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class** * **Economic Benefits of Investing in Early Childhood**
* **AEIS Family Guide**
* **The Dance of Partnership: Why Do My Feet Hurt?**
* **Team-based Service Delivery Approaches in Pediatric Practice**
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| **Week 7****July 1** | ***Project 3 Due*** ***Lecture on Brain Development & Recommended Practices******Video – “Change the First Five Years & You Change Everything”******Speaker – Jane Davis and Legislator Role Playing*** | **Week 7 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class*** **CASE In Point Articles**
* **BriefCASE Articles**
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| **Week 8****July 8** | ***Project 4 & 5 Due******Lecture on AEIS Program Profiles & Family Survey*** | **Week 8 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class** * **Parent Power**
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| **Week 9****July 15** | ***Project 6 & 7 Due* = Presentations of IFSP video project** | **Final Exam posted and reviewed** |
| **Week 10****July 22** | ***Project 8 Due = Presentation of Transition video project******Service Coordination, IFSP, & Transition Debriefing*** | **Course Evaluations*****Final Exam posted on Blackboard*** |
| **Week 11****July 29** | ***Final Exam due at 5:30 pm*** | **Final Exam submitted thru Blackboard** |

***Class is from 5:30 to 9 pm***

**Time frame**

**5:30-6:45 (1 hr and 15 mins) Content Lecture and PowerPoint**

**6:45-7:45 (1hr) Debrief, Review, and Reflect on selected Readings OR GUEST SPEAKER**

**7:45-8:45 (1hr) Debrief, Review, and Reflect on selected Readings OR Discussion of projects**

**Guest Speakers:**

 **\*Panel of families**

 **\*Charlot Ritenbaugh - AIDB Part C Provider . Service Coordination & Service Provision**

 **\*Chris Gaston – EI Provider – IFSP Development & Service Provision**

**\*Cathy Jones – SDE - Part B -Transition from Part C to Part B**

**\*Jane Davis - DMH Legislative Liaison – Effective Advocacy Effecting Policy**

 **\*Legislator/Policymaker – Effective Advocacy Effecting Policy**

**CLASS PROJECTS:**

**Project Descriptions:**

**Project 1: ALs Early Intervention System Overview is due Wed June 9 at 6 pm.** Competencies: 1-16, 28- 53

***The purpose of this project is to extend the students’ knowledge of Alabama’s Early Intervention System***.

 A) Student will complete the assigned readings and research to complete a “EI Reflections “ template outlining five key challenges faced by EI providers and five key challenges faced by families of young children based on the assigned reading materials.

 B) Using the Provider Appraisal Review Handbook and instructions, students will analyze findings from PARs conducted at three Early Intervention Programs from across the state using the PAR template. Students will identify general findings, strengths, needs, recommendations and certificate issued. The PAR Reflection.

**Template should be posted to the Discussion Board by Wed June 9 at 6pm. This project Part A and Part B are worth 100 points. A template and rubric are posted for your review.**

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**Project 2: Service Coordination is due Wed June 23 at 6 pm.** Competencies: 1-16, 49-51

***The purpose of this project is to extend the students’ knowledge in the area of effective service coordination and the practical application of various skills necessary to be an effective service coordinator.***

 A) Student will prepare for a role play on “Effective Service Coordination” by selecting at least three articles on effective service coordination strategies. From the articles, students will identify five effective service coordination strategies and five recommendations on how to implement five effective service coordination strategies in their work.

 B) Students will shadow an EI Service Coordinator (assigned by instructor) on a minimum of two home visits. Students will keep a structured log of their activities including dates, names/roles, locations, activities and observations. (template will be provided) Students will also reference at least three child focused recommended practices, three family focused recommended practices, and three legal requirements practiced while on the home visit.

 C) Student teams will videotape a simulated Service Coordination contact (face to face) which will include an interview of a parent of a child with a disability regarding their experiences in Early Intervention. The videos will be reviewed and critiqued in class based on “best practice”. Questionnaire will be developed by instructor.

**Template should be posted to the Discussion Board by Wed June 23 at 6pm. This project Part A, Part B, and Part C are worth 100 points. A template and rubric are posted for your review.**

**Project 3: Effective Policy, Procedures and Systems Change is due June 30 at 6 pm.** Competencies 21-27

***The purpose of this project is to equip students with the most effective skills and techniques needed to proactively impact and shape policy at a federal, state and local level.***

A) Students will identify their individual federal, state and local policymakers by submitting a Legislative Outreach Action Plan. The Plan will include: the identified pertinent policymakers contact information; actions taken to impact policy; copies of letters and other correspondence written to proactively shape policy to at least 10 policymakers and copies of any follow up correspondence. The students’ letters will include a summary of two important policy issues facing infants/toddlers/young children with disabilities and how they are promoting policy/legislative change.

 B) Students will review the State and Federal Election Chart and compare and contrast two candidates within Alabama and describe their stand on issues related to young children and their families. Bonus points will be given for direct face to face contact with legislators.

**Plan and template should be posted to the Discussion Board by Wed June 30 at 6pm. This project Part A and Part B are worth a total of 100 points. A template and rubric are posted for your review.**

**Project 4: IFSP Transition Planning and Meeting is due Wed July 7 at 6 pm.** Competencies 1-16, 28-34, 40-46, 49-51

***The purpose of this project is to provide students with experience developing an IFSP Transition Plan according to state and federal regulations which includes a written Transition Plan, documented contact with the LEA and the actual transition meeting.***

1. Each team will interview a local Preschool Coordinator within the LEA using the Transition Questionnaire developed by the instructor. The students will then write a report documenting the five most effective transition practices and the five greatest challenges existing between school systems and early intervention programs and five strategies for enhancing collaboration, communication and coordination between the two systems.

**Report should be posted to the Discussion Board by Wed July 7 at 6pm. This project is worth a total of 100 points. A template and rubric are posted for your review.**

**Project 5:** **Individualized Family Service Plan Development/Teaming is due Wed July 7 at 6 pm** *Competencies 1-16, 28-42, 43-51*

***The purpose of this project is to increase the knowledge of the development, implementation, and effective teaming necessary to develop an IFSP and comply with appropriate components of the AEIS PAR.***

A) Each team of students will attend an actual IFSP meeting assigned by the teacher and reflect upon it using the provided IFSP meeting log and post on a threaded topic – three effective strategies seen implemented and three suggestions of recommendations which will be completed after the IFSP meeting has concluded and students are back in Auburn. The IFSP meetings will likely be in one of these areas: Montgomery, Elmore, Chilton, Lee and surrounding counties.

**Template should be posted to the Discussion Board by Wed July 7 at 6pm. This project is worth a total of 100 points. A template and rubric are posted for your review.**

**Project 6: Individual Family Service Plan Development/Teaming is due July 14 at 6pm. Each team will reference appropriate recommended practices, current research and legal requirements as they complete the major components of this project.**

**\*Teacher will demonstrate how the process will/should work.**

***The purpose of this project is to increase the knowledge of the development, implementation, and effective teaming necessary to comply with AL PAR.***

1. ***Students will be given a case study and will use the AEIS- IFSP forms and their class experience to develop an IFSP. All forms should be completed.***

**IFSP should be posted to the Discussion Board by Wed July 14 at 6pm. This project is worth a total of 100 points. A template and rubric are posted for your review.**

**Project 7: Each team will reference appropriate recommended practices, current research and legal requirements as they complete the major components of this project that will be videotaped which is due Wed July 14 at 6 pm.**

**\*The IFSP that was developed in Project 6 will be used in the videotape presentations**

***The purpose of this project is to increase the knowledge of the development, implementation, and effective teaming necessary to comply with AL PAR.***

 Each team will be assigned to develop two video presentations. A) Student teams will create a video simulating an effective initial IFSP meeting and a 6 month review showcasing the best- practice strategies they have observed and learned throughout the term. B) They will also create a video simulating an ineffective initial IFSP meeting and 6 month review. Effective best- practice strategies and those which are not best- practice should be evident and noted in a report to accompany video presentation. The videos should come with a creative way to report the differences and the dichotomy of the two meetings. (Recruit your friends and family as actors and have fun).

In completing Project 7, each student will gain the knowledge and experience of the importance of the on- going IFSP process. Subsequently, as evidenced through student videos and reports, each student will contrast the effectiveness of their communication styles, teaming skills, cultural competency; assets based practices, functional outcomes and other demonstrations of recommended practices. Teams will discuss their challenges and critique video for effectiveness, content and creativity. Competencies 1-16, 28-42, 43-51

**Template should be posted to the Discussion Board by Wed July14 at 6pm. This project Part A and Part B are worth a total of 100 points. A template and rubric are posted for your review.**

**Project 8: Each team will reference appropriate recommended practices, current research and legal requirements as they complete the major components of this project that will be videotaped which is due Wed July 21 at 6 pm.** Competencies 1-16, 28-42, 43-51

**\*Guidelines will be provided. Teacher will demonstrate how the process will/should work.**

***The purpose of this project is to increase the knowledge of the development, implementation, and effective teaming necessary to comply with AL PAR.***

Student teams will be assigned to develop two video presentations. A) Student teams will create a video simulating an effective EI Transition meeting showcasing the best- practice strategies they have observed and learned throughout the term. B) They will also create a video simulating an ineffective EI Transition meeting. Effective best- practice strategies and those which are not best- practice should be evident and noted in report to accompany video presentation. The videos should come with a creative way to report the differences and the dichotomy of the two meetings. (Recruit your friends and family as actors and have fun).

In completing Project 8, each student will gain the knowledge and experience of the importance of the on- going IFSP process. Subsequently, as evidenced through student videos and reports, each student will contrast the effectiveness of their communication styles, teaming skills, cultural competency; assets based practices, functional outcomes and other demonstrations of recommended practices. Teams will discuss their challenges and critique video for effectiveness, content and creativity.

**Template should be posted to the Discussion Board by Wed July21 at 6pm. This project Part A and Part B are worth a total of 100 points. A template and rubric are posted for your review.**

**Readings and Relevant Sources**

1. Alabama Early Intervention Provider Appraisal Review Handbook, October, 2002

2. PL 105-17 (IDEA’97): Internet http://www.ed.gov/offices/OSERS/OSEP/index.html

3. Individuals with Disabilities Education Improvement Act (IDEA-2004); IDEA: The

Law; IDEA: The Regulations; Early Intervention legislation; No Child Left Behind; FAQ re

Service Obligation; Letters of Clarification:

http://www.ed.gov/offices/OSERS/OSEP/Policy/

4. Council for Exceptional Children’s position on changing disability law. web page:

http://www.cec.sped.org/

5. Research and Training Center on Early Childhood Development: Practice based

research syntheses. Empirically based practices (Centerscope, Bridges, Bottomlines,

Snapshops): http://www.researchtopractice.info/;

http://www.researchtopractice.info/bridges\_vol1.php

6. CLAS: The Early Childhood Research Institute on Culturally and Linguistically

Appropriate Services: http://clas.uiuc.edu/

7. Family Village: http://www.familyvillage.wisc.edu/

8. Medscape Pediatrics: http://pediatrics.medscape.com

9. National Association for the Education of Young Children (NAEYC):

http://www.naeyc.org/

10. National Early Childhood Technical Assistance Center (NECTAC):

<http://www.nectac.unc.edu> www.nectac.org/enotes/enotes.asp

11. National Organization for Rare Disorders, Inc.: http://www.rarediseases.org

12. Current articles from the following journals: Journal of Early Intervention, Infant-

Toddler Intervention, Topics in Early Childhood Special Education, Infants and Young

Children, Infant Behavior and Development, Zero to Three, Young Exceptional Children, etc.

13. [www.acdd.org](http://www.acdd.org)

14. www.waisman.wisc.edu Pathways Project

15. [www.wrightslaw.com](http://www.wrightslaw.com)

16. [www.zerotothree.org](http://www.zerotothree.org)

17. [www.fpg.unc.edu](http://www.fpg.unc.edu)

18. Alabama Partnership for Children Resource List [www.kidstuffalabama.org](http://www.kidstuffalabama.org)

19. Voices for Alabama’s Children [www.alavoices.org](http://www.alavoices.org)

20. Parent Assistance Center www. pal.ua.edu

21. [www.closingthegap.com](http://www.closingthegap.com)

22. [www.uconnucedd.org](http://www.uconnucedd.org)

23. [www.familyconnect.org](http://www.familyconnect.org)

24. [www.rand.org](http://www.rand.org)

25. [www.chaplinhall.org](http://www.chaplinhall.org)

26. [www.auburn.edu/alatec](http://www.auburn.edu/alatec)

27. [www.partnershipforsuccess.org](http://www.partnershipforsuccess.org)

28. [www.nichcy.com](http://www.nichcy.com)

29. [www.alachapaap.org](http://www.alachapaap.org)

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